

Substantial rewording of Social Studies Access Points -
Alternate Academic Achievement Standards
Kindergarten-12 incorporated in Rule 6A-1.09401, F.A.C.

ACCESS POINTS AND FLORIDA'S STATE
ACADEMIC STANDARDS:
SOCIAL STUDIES 2025

Access Points – Alternate Academic Achievement
Standards (AP-AAAS)

Kindergarten – 12



ACCESS POINTS AND FLORIDA SOCIAL STUDIES STANDARDS AND BENCHMARKS WITH CLARIFICATIONS AND EXAMPLES

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WITHOUT **EDUCATION** HE LIVES WITHIN THE NARROW, DARK AND GRIMY WALLS OF IGNORANCE. ... EDUCATION, ON THE OTHER HAND, MEANS EMANCIPATION. IT **MEANS LIGHT AND LIBERTY**. IT MEANS THE UPLIFTING OF THE SOUL OF MAN INTO THE GLORIOUS LIGHT OF TRUTH, THE LIGHT ONLY BY WHICH MEN CAN BE MADE FREE. **TO DENY EDUCATION TO ANY PEOPLE IS ONE OF THE GREATEST CRIMES AGAINST HUMAN NATURE**. IT IS TO DENY THEM THE MEANS OF FREEDOM AND THE RIGHTFUL PURSUIT OF HAPPINESS AND TO DEFEAT THE VERY END OF THEIR BEING.

-FREDERICK DOUGLASS

BLESSINGS OF LIBERTY AND EDUCATION. SPEECH. 1894.

Introduction

Access to high-quality education is a fundamental value provided to Florida's students through the Florida Constitution. It is in the best interest of all Floridians to give our children an education that fully prepares them for success. Florida leaders have a duty to ensure students are prepared to be civically engaged and knowledgeable citizens who positively impact our communities.

A student who has a most significant cognitive disability, as defined by Rule 6A-1.0943, Florida Administrative Code (F.A.C.), may be eligible for modifications to grade-level content and receive direct academic instruction. In Florida, modifications are defined as "changes in what a student is expected to learn, and may include changes to content, requirements, and expected level of mastery" (Rule 6A-6.03411, (F.A.C.)). Access Points-Alternate Academic Achievement Standards (AP-AAAS) provide opportunities for students with the most significant cognitive disabilities to have access to the general education curriculum, as defined by Rule 6A-1.09401, (F.A.C.). They provide setting-neutral access to the fundamental principles of the standards that apply to all students in the same grade, but at the individual student's ability level. The Individual Educational Plan (IEP) team is responsible for determining the most appropriate standards a student will be instructed on and the educational environment where the student will be instructed.

Students who are instructed on AP-AAAS are enrolled in Access courses and take the Florida Alternate Assessment (FAA). The FAA is designed for students whose participation in the general statewide assessment program is not appropriate, even with accommodations. The FAA is fully aligned to Florida's AP-AAAS. AP-AAAS reflect the key concepts of the Benchmarks for Excellent Student Thinking (B.E.S.T.) Standards for English language arts and mathematics and Florida's statewide standards for science and social studies.

The FAA program consists of two components: the FAA—Performance Task and FAA—Datafolio, which provide a comprehensive assessment approach tailored to Florida's students with the most significant cognitive disabilities. The FAA—Performance Task is designed to



assess students at three levels of complexity and results are reported through achievement levels. The FAA—Datafolio is designed to address the needs of a small population of students who typically do not have a formal mode of communication and may be working at pre-academic levels.

Pursuant to [section \(s.\) 1003.42, Florida Statutes](#), teaching social studies in Florida public schools includes the following:

- The history and content of the Declaration of Independence, including national sovereignty, natural law, self-evident truth, equality of all persons, limited government, popular sovereignty, and inalienable rights of life, liberty, and property, and how they form the philosophical foundation of our government.
- The history, meaning, significance, and effect of the provisions of the Constitution of the United States and amendments thereto, with emphasis on each of the 10 amendments that make up the Bill of Rights and how the Constitution provides the structure of our government.
- The arguments in support of adopting our republican form of government, as they are embodied in the most important of the Federalist Papers.
- Flag education, including proper flag display and salute.
- The elements of civil government, including the primary functions of and interrelationships between the Federal Government, the state, and its counties, municipalities, school districts, and special districts.
- The history of the United States, including the period of discovery, early colonies, the War for Independence, the Civil War, the expansion of the United States to its present boundaries, the world wars, and the civil rights movement to the present. American history shall be viewed as factual, not as constructed, shall be viewed as knowable, teachable, and testable, and shall be defined as the creation of a new nation based largely on the universal principles stated in the Declaration of Independence.
- The history of the Holocaust (1933-1945), the systematic, planned annihilation of European Jews and other groups by Nazi Germany, a watershed event in the history of humanity, to be taught in a manner that leads to an investigation of human behavior, an understanding of the ramifications of prejudice, racism, and stereotyping, and an examination of what it means to be a responsible and respectful person, for the purposes of encouraging tolerance of diversity in a pluralistic society and for nurturing and protecting democratic values and institutions, including the policy, definition, and historical and current examples of anti-Semitism, as described in s. [1000.05\(8\)](#), and the prevention of anti-Semitism. Each school district must annually certify and provide evidence to the department, in a manner prescribed by the department, that the requirements of this paragraph are met. The department shall prepare and offer standards and curriculum for the instruction required by this paragraph and may seek input from the Commissioner of Education's Task Force on Holocaust Education or from any state or nationally recognized Holocaust educational organizations. The department may contract with any state or nationally recognized Holocaust educational organizations to develop training for instructional personnel and grade-appropriate classroom resources to support



the developed curriculum. The second week in November shall be designated as “Holocaust Education Week” in this state in recognition that November is the anniversary of Kristallnacht, widely recognized as a precipitating event that led to the Holocaust.

- The history of African Americans, including the history of African peoples before the political conflicts that led to the development of slavery, the passage to America, the enslavement experience, abolition, and the history and contributions of Americans of the African diaspora to society. Students shall develop an understanding of the ramifications of prejudice, racism, and stereotyping on individual freedoms, and examine what it means to be a responsible and respectful person, for the purpose of encouraging tolerance of diversity in a pluralistic society and for nurturing and protecting democratic values and institutions. Instruction shall include the roles and contributions of individuals from all walks of life and their endeavors to learn and thrive throughout history as artists, scientists, educators, businesspeople, influential thinkers, members of the faith community, and political and governmental leaders and the courageous steps they took to fulfill the promise of democracy and unite the nation. Instructional materials shall include the vital contributions of African Americans to build and strengthen American society and celebrate the inspirational stories of African Americans who prospered, even in the most difficult circumstances. Instructional personnel may facilitate discussions and use curricula to address, in an age-appropriate manner, how the individual freedoms of persons have been infringed by slavery, racial oppression, racial segregation, and racial discrimination, as well as topics relating to the enactment and enforcement of laws resulting in racial oppression, racial segregation, and racial discrimination and how recognition of these freedoms has overturned these unjust laws. However, classroom instruction and curriculum may not be used to indoctrinate or persuade students to a particular point of view inconsistent with the principles enumerated in subsection (3) or the state academic standards. Each school district must annually certify and provide evidence to the department, in a manner prescribed by the department, that the requirements of this paragraph are met. The department shall prepare and offer standards and curriculum for the instruction required by this paragraph and may seek input from the Commissioner of Education’s African American History Task Force or from any state or nationally recognized African-American educational organizations. The department may contract with any state or nationally recognized African-American educational organizations to develop training for instructional personnel and grade-appropriate classroom resources to support the developed curriculum.
- The history of Asian Americans and Pacific Islanders, including the history of Japanese internment camps and the incarceration of Japanese-Americans during World War II; the immigration, citizenship, civil rights, identity, and culture of Asian Americans and Pacific Islanders; and the contributions of Asian Americans and Pacific Islanders to American society. Instructional materials shall include the contributions of Asian Americans and Pacific Islanders to American society.
- The history of the state.
- Instructional personnel may facilitate discussions and use curricula to address, in an age-appropriate manner, how the freedoms of persons have been infringed by sexism, slavery,



racial oppression, racial segregation, and racial discrimination, including topics relating to the enactment and enforcement of laws resulting in sexism, racial oppression, racial segregation, and racial discrimination, including how recognition of these freedoms have overturned these unjust laws. However, classroom instruction and curriculum may not be used to indoctrinate or persuade students to a particular point of view inconsistent with the principles of this subsection or state academic standards.



The Four Priorities of Florida's Civics Education

1. Students study primary source documents to understand the philosophical underpinnings of the American Republic and the root cause of American exceptionalism.
2. Students compare the success of the United States and the success or failure of other nations' governing philosophies to evaluate their past, present and likely future effects.
3. Students have a sense of civic pride and participate regularly in all levels of government.
4. Students reflect upon United States civic history, so they understand their rights and responsibilities as citizens, including the process of advocating properly with government officials.

The Six Essential Elements of Geography

1. The World in Spatial Terms – using maps and other geographic representations to understand the Earth, using mental maps to organize information in a spatial context and subsequently analyzing that spatial organization of people, places and environments.
2. Places and Regions – understanding the physical and human characteristics of places, how those features help one interpret Earth's complexity and examining the role of culture and experience on people's perception of places and regions.
3. Physical Systems – understanding of the scientific processes that shape the patterns of Earth's surface, including landforms and the characteristics and spatial distribution of ecosystems.
4. Human Systems – understanding how the characteristics, distribution and migration of human populations on Earth's surface affect settlement, interdependence and cooperation or conflict.
5. Environment and Society – understanding how human actions modify the physical environment, how the environment affects human systems and the changes that occur related to the meaning, use, distribution and importance of resources.
6. The Uses of Geography – applying geography to interpret the past, present and plan for the future.



Florida's Academic Standards for Social Studies Coding Scheme

Florida has a unique coding scheme defined by 5-character places in an alphanumeric coding: the subject, grade level, strand, standard and benchmark. Access Points-Alternate Academic Achievement Standards (AP-AAAS), follow an identical coding scheme but is defined by 6-character places: the subject, grade level, strand, standard, Access Point and benchmark.

For kindergarten through grade 8, the coding scheme is defined by each individual grade level. For grades 9-12, the scheme is banded and organized by strands. The strand is a focal group of related standards. Standards are overarching criteria for the grade level or grade band. The benchmark is a specific expectation for the grade level or grade band that falls within the standard. The social studies content within the benchmarks is to be learned during the year and mastered by the end of the year.

K-8 Example

<u>Subject</u>	<u>Grade Level</u>	<u>Strand</u>	<u>Standard</u>	<u>Benchmark</u>
<u>SS.</u>	<u>2.</u>	<u>A.</u>	<u>2.</u>	<u>3</u>
Social Studies	Grade 2	American History	Historical Knowledge	Describe the impact of immigrants on Native Americans.

AP-AAAS K-8 Example

<u>Subject</u>	<u>Grade Level</u>	<u>Strand</u>	<u>Standard</u>	<u>Access Point</u>	<u>Benchmark</u>
<u>SS.</u>	<u>2.</u>	<u>A.</u>	<u>2.</u>	<u>AP.</u>	<u>3</u>
Social Studies	Grade 2	American History	Historical Knowledge	Access Points-Alternate Academic Achievement Standards (AP-AAAS)	Recognize the positive and negative impacts of immigrants on the Native Americans.

**9-12 Example**

<u>Subject</u>	<u>Grade Level</u>	<u>Strand</u>	<u>Standard</u>	<u>Benchmark</u>
<u>SS.</u>	<u>912.</u>	<u>W.</u>	<u>2.</u>	<u>4</u>
<u>Social Studies</u>	<u>Grades 9-12</u>	<u>World History</u>	<u>Recognize significant events, figures, and contributions of medieval civilizations.</u>	<u>Identify key figures associated with the Byzantine Empire.</u>

AP-AAAS 9-12 Example

<u>Subject</u>	<u>Grade Level</u>	<u>Strand</u>	<u>Standard</u>	<u>Access Point</u>	<u>Benchmark</u>
<u>SS.</u>	<u>912.</u>	<u>W.</u>	<u>2.</u>	<u>AP.</u>	<u>4</u>
<u>Social Studies</u>	<u>Grades 9-12</u>	<u>World History</u>	<u>Recognize significant events, figures and, contributions of medieval civilizations.</u>	<u>Access Points-Alternate Academic Achievement Standards (AP-AAAS)</u>	<u>Identify key figures associated with the Byzantine Empire.</u>

Understanding the expectation of instruction – whenever there is a list of specific items included within a benchmark, educators need to understand the difference between a list preceded by e.g. and one that begins with i.e.

- e.g. means that these are suggestions of people, places or concepts that can be included in instruction. It may help to think of this as a “for example” list.
- i.e. refers to people, places or concepts that must, at a minimum, be included in instruction. It may help to think of this as “all-inclusive” or “include all.”



Progression of Florida's Academic Standards for Social Studies

The table below illustrates how the different strands of Florida's state academic standards fit within the broader category of Social Studies education. For each strand in kindergarten through grade 12, the shaded areas indicate the grade levels where it is addressed. Strands with similar social studies content are shaded with a different variation of the same color. Most of the strands span multiple grade levels, which lends itself to a deeper understanding.

<u>K</u>	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>	<u>6</u>	<u>7</u>	<u>8</u>	<u>9-12</u>
<u>American History (A)</u>									
<u>African American History (AA)</u>									
						<u>World History (W)</u>			
					<u>Holocaust Education (HE)</u>				
<u>Civics and Government (CG)</u>									
<u>Economics (E)</u>									
				<u>Financial Literacy (FL)</u>					
<u>Geography (G)</u>									
									<u>Humanities (H)</u>
									<u>Psychology (P)</u>
									<u>Sociology (S)</u>



Standards for Social Studies K-5



Kindergarten

In kindergarten, instructional time will emphasize:

- American History – developing an awareness of calendars and timelines; stories of people in the past; holidays, symbols, and landmarks.
- African American History – recognizing positive influences and contributions by African American inventors and scientists.
- Civics and Government – developing an understanding of rules and laws at home, school and in the community; identifying people with authority to enforce the rules; making responsible decisions and working within a group.
- Economics – developing an understanding of different types of jobs; making the connection that money helps us buy the things we need and comes in different forms; differentiating between needs and wants.
- Geography – developing an understanding that maps and globes represent real places; identification of basic landforms and bodies of water; identify cardinal directions; instructional focus is on school and local community, including the student's personal address.

American History

SS.K.A.1 Historical Inquiry and Analysis

SS.K.A.1.1 Develop an understanding of how to use and create a timeline.

SS.K.A.1.AP.1 Sequence three events using a simple timeline such as events in the school day and at home.

SS.K.A.1.2 Develop an awareness of a primary source.

SS.K.A.1.AP.2 Examine primary sources, such as letters, photographs or paintings.

SS.K.A.2 Historical Knowledge

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

SS.K.A.2.AP.1 Recognize items from the present and the past.

SS.K.A.2.2 Recognize the importance of celebrations and national holidays as a way of remembering and honoring people, events, and our nation's ethnic heritage.

SS.K.A.2.AP.2 Identify national holidays and celebrations that honor people or events.

SS.K.A.2.3 Compare our nation's holidays with holidays of other countries' cultures.



SS.K.A.2.AP.3 Recognize the similarities and differences between holidays in our nation and other cultures.

SS.K.A.2.4 Listen to and retell stories about people in the past who have shown character ideals and principles including honesty, courage and responsibility.

SS.K.A.2.AP.4 Identify an act of bravery or honesty in stories.

SS.K.A.2.5 Recognize the importance of U.S. symbols.

SS.K.A.2.AP.5 Identify the pledge of allegiance.

SS.K.A.3 Chronological Thinking

SS.K.A.3.1 Use words and phrases related to chronology and time to explain how things change and to sequentially order events that have occurred in school.

SS.K.A.3.AP.1 Recognize events that occur in the day and the night.

SS.K.A.3.2 Explain that calendars represent days of the week and months of the year.

SS.K.A.3.AP.2 Recognize a calendar.

African American History

SS.K.AA.1 Positive influences and contributions by African Americans.

SS.K.AA.1.1 Recognize African American inventors and explorers (i.e., Lonnie Johnson [inventor], Mae C. Jemison, George Washington Carver).

SS.K.AA.1.AP.1 Recognize African American inventors or explorers (i.e., Lonnie Johnson [inventor], Mae C. Jemison, George Washington Carver).

Civics and Government

SS.K.CG.1 Foundations of Government, Law, and the American Political System

SS.K.CG.1.1 Identify the purpose of rules and laws in the home and school.

**Benchmark Clarifications:**

Clarification 1: Students will define rules as standards of responsible behavior (e.g., rules for home and school).

Clarification 2: Students will define laws as a system of rules intended to protect people and property that are created and enforced by government (e.g., speed limit).

Clarification 3: Students will identify what can happen without rules and laws.

SS.K.CG.1.AP.1 Recognize an example of a rule (home and school) or law (government).

SS.K.CG.1.2 Identify people who have the authority and power to make and enforce rules and laws.

Benchmark Clarifications:

Clarification 1: Students will identify authority figures in their school and community including, but not limited to, parents, teachers, and law enforcement officers.

SS.K.CG.1.AP.2 Recognize people who have authority and make rules.

SS.K.CG.2 Civic and Political Participation

SS.K.CG.2.1 Describe and demonstrate the characteristics of being a responsible citizen.

Benchmark Clarifications:

Clarification 1: Students will identify examples of responsible citizenship.

Clarification 2: Students will demonstrate that conflicts can be resolved in ways that are consistent with being a responsible citizen.

Clarification 3: Students will explain why it is important to take responsibility for one's actions.

SS.K.CG.2.AP.1 Demonstrate a characteristic of being a responsible citizen in the classroom.

SS.K.CG.2.2 Describe ways for groups to make decisions.

Benchmark Clarifications:

Clarification 1: Students will practice decision-making in small and large groups through voting, taking turns, class meetings, and discussion.

Clarification 2: Students will identify examples of responsible decisions.

SS.K.CG.2.AP.2 Recognize a way to make a decision, such as raising hands or taking turns.

SS.K.CG.2.3 Define patriotism as the allegiance to one's country.

**Benchmark Clarifications:**

Clarification 1: Students will identify patriotic holidays and observances (e.g., American Founders Month, Celebrate Freedom Week, Constitution Day, Independence Day, Martin Luther King Jr. Day, Medal of Honor Day, Memorial Day, Patriot Day, Veterans Day).

Clarification 2: Students will recognize that the Pledge of Allegiance is an oath that affirms American values and freedom.

Clarification 3: Students will identify “I pledge allegiance to the flag of the United States of America and to the republic for which it stands, one nation under God, indivisible, with liberty and justice for all” as the Pledge of Allegiance.

SS.K.CG.2.AP.3 Students will recognize “I pledge allegiance to the flag of the United States of America and to the republic for which it stands, one nation under God, indivisible, with liberty and justice for all” as the Pledge of Allegiance.

SS.K.CG.2.4 Recognize symbols that represent the United States.

Benchmark Clarifications:

Clarification 1: Students will recognize the American flag, the bald eagle and the U.S. President as symbols that represent the United States.

SS.K.CG.2.AP.4 Identify the United States flag.

SS.K.CG.2.5 Recognize symbols that represent Florida

Benchmark Clarifications:

Clarification 1: Students will recognize Florida’s state flag and state nickname, “The Sunshine State,” as symbols that represent the state.

SS.K.CG.2.AP.5 Identify a Florida symbol.

Economics

SS.K.E.1 Beginning Economics

SS.K.E.1.1 Describe different kinds of jobs that people do and the tools or equipment used.

SS.K.E.1.AP.1 Identify school and community workers.

SS.K.E.1.2 Recognize that United States currency comes in different forms.

SS.K.E.1.AP.2 Recognize an example of money.



SS.K.E.1.3 Recognize that people work to earn money to buy things they need or want.

SS.K.E.1.AP.3 Recognize that people use money to buy things.

SS.K.E.1.4 Identify the difference between basic needs and wants.

SS.K.E.1.AP.4 Recognize basic needs.

Geography

SS.K.G.1 The World in Spatial Terms

SS.K.G.1.1 Describe the relative location of people, places and things by using positional words.

SS.K.G.1.AP.1 Identify the relative location of an object by using positional words.

SS.K.G.1.2 Explain that maps and globes help to locate different places and that globes are a model of the Earth.

SS.K.G.1.AP.2 Recognize a map as a drawing of a place.

SS.K.G.1.3 Identify cardinal directions (north, south, east, west).

SS.K.G.1.AP.3 Track movement in different directions on a map.

SS.K.G.1.4 Differentiate land and water features on simple maps and globes.

SS.K.G.1.AP.4 Identify land and water on a simple map or globe.

SS.K.G.2 Places and Regions

SS.K.G.2.1 Locate and describe places in the school and community.

SS.K.G.2.AP.1 Identify a place in the classroom or school.

SS.K.G.2.2 Know one's own phone number, street address, city, or town and that Florida is the state in which the student lives.

SS.K.G.2.AP.2 Identify the city or town one lives in, and that Florida is the state in which the student lives.

SS.K.G.3 Physical System



SS.K.G.3.1 Identify basic landforms.

SS.K.G.3.AP.1 Recognize basic landforms.

SS.K.G.3.2 Identify basic bodies of water.

SS.K.G.3.AP.2 Recognize basic bodies of water.

SS.K.G.3.3 Describe and give examples of seasonal weather changes and illustrate how weather affects people and the environment.

SS.K.G.3.AP.3 Recognize types of weather and a way weather affects people.



Grade 1

In grade 1, instructional time will emphasize:

- American History – developing an understanding of primary sources to distinguish between historical fact and fiction; compare life now with the past; identifying that some celebrations honor heroic achievements; identifying individuals from the past who have shown character ideals; building on timeline knowledge to include sequentially ordered events.
- African American History – recognizing positive influences and contributions by African American artists.
- Civics and Government – explaining the purpose of rules and laws and the impact of their absence; differentiating between rights and responsibilities at school and home; differentiating between responsible and irresponsible citizenship at school and at home; defining patriotism and recognizing ways to show it.
- Economics – building on understanding of how we use money, including choices of whether to spend or save; distinguishing between goods and services; identifying buyers, sellers and producers; define opportunity costs.
- Geography – developing a working knowledge of using maps, including the key, cardinal directions and symbols; instruction expands from school and community to include Florida, the Atlantic Ocean and the Gulf of America (formerly Gulf of Mexico); describing how weather and physical features of a place can affect types of jobs and dwellings.

American History

SS.1.A.1 Historical Inquiry and Analysis

SS.1.A.1.1 Develop an understanding of a primary source.

SS.1.A.1.AP.1 Identify a primary source.

SS.1.A.1.2 Understand how to use the media center and other sources to find answers to questions about a historical topic.

SS.1.A.1.AP.2 Use pictures or text to answer a question about a historical topic.

SS.1.A.2 Historical Knowledge

SS.1.A.2.1 Understand that history tells the story of people and events of other times and places.

SS.1.A.2.AP.1 Recognize examples of people and events from other times in stories.

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



<u>SS.1.A.2.AP.2</u>	<u>Recognize examples of daily life that are different from long ago.</u>
<u>SS.1.A.2.3</u>	<u>Identify celebrations and national holidays as a way of remembering and honoring past events, our nation's ethnic heritage, and the heroism and achievements of the people.</u>
<u>SS.1.A.2.AP.3</u>	<u>Identify national holidays as a way of remembering and honoring people and events.</u>
<u>SS.1.A.2.4</u>	<u>Identify people from the past who have shown character ideals and principles including honesty, courage, and responsibility.</u>
<u>SS.1.A.2.AP.4</u>	<u>Identify a person from the past who showed bravery, honesty, or responsibility.</u>
<u>SS.1.A.2.5</u>	<u>Distinguish between historical fact and fiction using various materials.</u>
<u>SS.1.A.2.AP.5</u>	<u>Identify events or characters in a historical story that are real or not real.</u>

SS.1.A.3 Chronological Thinking

<u>SS.1.A.3.1</u>	<u>Use terms related to time to sequentially order events that have occurred in school, home, or community.</u>
<u>SS.1.A.3.AP.1</u>	<u>Recognize concepts of time related to a sequence of school events.</u>
<u>SS.1.A.3.2</u>	<u>Create a timeline based on the student's life or school events, using primary sources.</u>
<u>SS.1.A.3.AP.2</u>	<u>Sequence three events in a student's life using photographs or pictures on a timeline.</u>

African American History

SS.1.AA.1 Positive influences and contributions by African Americans.

<u>SS.1.AA.1.1</u>	<u>Identify African American artists (i.e., Aretha Franklin, Charles White [Abraham Lincoln portrait artist], James Earl Jones, Maya Angelou).</u>
<u>SS.1.AA.1.AP.1</u>	<u>Identify African American artists (i.e., Aretha Franklin, Charles White [Abraham Lincoln portrait artist], James Earl Jones, Maya Angelou).</u>

Civics and Government**SS.1.CG.1 Foundations of Government, Law, and the American Political System**

SS.1.CG.1.1 Explain the purpose of rules and laws in the home, school, and community.

Benchmark Clarifications:

Clarification 1: Students will explain the role that rules and laws play in their daily life.

Clarification 2: Students will explain the difference between rules and laws.

SS.1.CG.1.AP.1 Identify a rule and a law.

SS.1.CG.1.2 Describe how the absence of rules and laws impacts individuals and the community.

Benchmark Clarifications:

Clarification 1: Students will provide examples of rules and laws in their lives and in the community.

Clarification 2: Students will recognize that disorder, injustice and harm to people can occur when there is an absence of rules and laws.

SS.1.CG.1.AP.2 Recognize the effects of when rules or laws are not followed.

SS.1.CG.2 Civic and Political Participation

SS.1.CG.2.1 Explain the rights and responsibilities students have in the school community.

Benchmark Clarifications:

Clarification 1: Students will identify the rights (e.g., treated with respect, physically safe learning environment) and responsibilities (e.g., come to school on time, do not damage school property) students have as members of their school community.

Clarification 2: Students will define rights as freedoms protected by laws in society and protected by rules in the school community.

Clarification 3: Students will define responsibilities as things citizens should do to benefit the community.

SS.1.CG.2.AP.1 Identify responsibilities of students in a school community.

SS.1.CG.2.2 Describe the characteristics of citizenship in the school community.

Benchmark Clarifications:

Clarification 1: Students will identify characteristics of responsible citizenship (e.g., respect others' property, treat people with dignity, care for environment, treat animals with kindness).

Clarification 2: Students will identify characteristics of irresponsible citizenship (e.g., damaging school property, bullying).

SS.1.CG.2.AP.2 Identify characteristics of responsible citizenship in the school community.

SS.1.CG.2.3 Recognize ways citizens can demonstrate patriotism.

**Benchmark Clarifications:**

Clarification 1: Students will discuss appropriate ways to show respect during the Pledge of Allegiance and National Anthem (e.g., stand at attention, face the flag, pause conversations).

Clarification 2: Students will discuss how to show respect for the American flag (e.g., how to properly display and dispose of the American flag).

Clarification 3: Students will discuss how to demonstrate patriotism during patriotic holidays and observances (e.g., American Founders Month, Celebrate Freedom Week, Constitution Day, Independence Day, Martin Luther King Jr. Day, Medal of Honor Day, Memorial Day, Patriot Day, Veterans Day).

SS.1.CG.2.AP.3 Identify ways citizens demonstrate patriotism during patriotic holidays.

SS.1.CG.2.4 Recognize symbols and individuals that represent the United States.

Benchmark Clarifications:

Clarification 1: Students will recognize the national motto, “In God We Trust” and the phrase “We the People” as symbols that represent the United States.

Clarification 2: Students will recognize Benjamin Franklin, George Washington, Daniel Webster, and Martin Luther King Jr. as individuals who represent the United States.

SS.1.CG.2.AP.4 Identify the national motto “In God We Trust” as a symbol of the United States.

SS.1.CG.2.5 Recognize symbols and individuals that represent Florida.

Benchmark Clarifications:

Clarification 1: Students will recognize that the state motto (“In God We Trust”) and the state day (Pascua Florida Day) are symbols that represent Florida.

Clarification 2: Students will identify the current Florida governor and recognize the governor as an individual who represents the state.

SS.1.CG.2.AP.5 Identify the governor as an individual who represents the state of Florida.

SS.1.CG.3 Structure and Functions of Government

SS.1.CG.3.1 Recognize that the United States and Florida have Constitutions.

Benchmark Clarifications:

Clarification 1: Students will define a constitution as an agreed-upon set of rules or laws.

Clarification 2: Students will recognize that the U.S. Constitution starts with “We the People.”

SS.1.CG.3.AP.1 Identify a constitution as an agreed-upon set of rules.

SS.1.CG.3.2 Explain responsible ways for individuals and groups to make decisions.

Benchmark Clarifications:

Clarification 1: Students will demonstrate characteristics of responsible decision-making.

Clarification 2: Students will explain how multiple perspectives contribute to the unity of the United States.



SS.1.CG.3.AP.2 Demonstrate ways of responsible decision-making such as voting on a class snack.

Economics

SS.1.E.1 Beginning Economics

SS.1.E.1.1 Recognize that money is used in the exchange of goods and services.

SS.1.E.1.AP.1 Identify coins and bills as forms of money that can be used to buy things.

SS.1.E.1.2 Define opportunity costs as giving up one thing for another.

SS.1.E.1.AP.2 Recognize a situation that involves making a choice such as schoolwork or play.

SS.1.E.1.3 Distinguish between examples of goods and services.

SS.1.E.1.AP.3 Recognize examples of goods and services.

SS.1.E.1.4 Distinguish people as buyers, sellers and producers of goods and services.

SS.1.E.1.AP.4 Recognize people who buy or sell goods.

SS.1.E.1.5 Recognize the importance of saving money for future purchases.

SS.1.E.1.AP.5 Recognize ways to save money, such as putting it in a bank.

SS.1.E.1.6 Identify that people need to make choices because of scarce resources.

SS.1.E.1.AP.6 Recognize when there is not enough of something (scarce resource).

Geography

SS.1.G.1 The World in Spatial Terms

SS.1.G.1.1 Use physical, political, and cultural maps to locate places in Florida.

SS.1.G.1.AP.1 Identify Florida and student's hometown on a map.

SS.1.G.1.2 Identify key elements (i.e., compass rose, cardinal directions, title, key, or legend with symbols) of maps and globes.

SS.1.G.1.AP.2 Recognize key elements of maps and globes.



<u>SS.1.G.1.3</u>	<u>Construct a basic map using key elements including cardinal directions and map symbols.</u>
<u>SS.1.G.1.AP.3</u>	<u>Complete a pictorial map using symbols for designated areas</u>
<u>SS.1.G.1.4</u>	<u>Identify a variety of physical features using a map and globe.</u>
<u>SS.1.G.1.AP.4</u>	<u>Identify land and water on a map and globe.</u>
<u>SS.1.G.1.5</u>	<u>Locate on maps and globes the student's local community, the state of Florida, the Atlantic Ocean, and the Gulf of America (formerly Gulf of Mexico).</u>
<u>SS.1.G.1.AP.5</u>	<u>Locate Florida and a major body of water that borders Florida.</u>
<u>SS.1.G.1.6</u>	<u>Describe how location, weather, and physical environment affect the way people live in our community.</u>
<u>SS.1.G.1.AP.6</u>	<u>Identify a selected characteristic of the student's environment with its personal effect on the student.</u>



Grade 2

In grade 2, instructional time will emphasize:

- American History – examining primary and secondary sources; utilizing the media center and other technology to locate information; instruction includes Native American history and culture and how immigrants impacted the way of life; colonial America and the reasons that people immigrated to the United States, compare with immigration today; compare cultural influences and contributions of immigrants then and now; identifying time order terms such as years, decades and centuries.
- African American History – recognizing positive influences and contributions by African Americans in civil service; identifying oral traditions and folktales of African American culture.
- Civics and Government – developing an understanding of why people form governments; explaining how the U.S. government protects citizens' rights; explaining what responsible citizenship looks like; recognizing symbols, individuals and documents that represent Florida and the U.S.; identifying the U.S. Constitution as the Law of the Land.
- Economics – developing an understanding of supply and demand; recognizing that the U.S. trades with other nations; explaining personal benefits or costs of saving and spending.
- Geography – building on knowledge of maps using different types (political, physical, thematic); instruction expands to include the countries of North America (Mexico, United States, Canada), continents, oceans, Equator, Prime Meridian, and poles.

American History

SS.2.A.1 Historical Inquiry and Analysis

SS.2.A.1.1 Examine primary and secondary sources.

SS.2.A.1.AP.1 Use primary and secondary sources to obtain information.

SS.2.A.1.2 Utilize the media center, technology, or other informational sources to locate information that provides answers to questions about a historical topic.

SS.2.A.1.AP.2 Use technology and other informational sources to find answers to questions about a historical topic.

SS.2.A.2 Historical Knowledge

SS.2.A.2.1 Recognize that Native Americans were the first inhabitants in North America.



<u>SS.2.A.2.AP.1</u>	<u>Identify early Native Americans.</u>
<u>SS.2.A.2.2</u>	<u>Compare the cultures of Native American tribes from various geographic regions of the United States.</u>
<u>SS.2.A.2.AP.2</u>	<u>Identify practices of Native American tribes, such as clothing, housing, and food.</u>
<u>SS.2.A.2.3</u>	<u>Describe the impact of immigrants on the Native Americans.</u>
<u>SS.2.A.2.AP.3</u>	<u>Recognize the positive and negative impacts of immigrants on the Native Americans.</u>
<u>SS.2.A.2.4</u>	<u>Explore ways the daily life of people living in Colonial America changed over time.</u>
<u>SS.2.A.2.AP.4</u>	<u>Identify ways people living in colonial America changed their daily lives over time.</u>
<u>SS.2.A.2.5</u>	<u>Identify reasons people came to the United States throughout history.</u>
<u>SS.2.A.2.AP.5</u>	<u>Recognize reasons why people came to the United States.</u>
<u>SS.2.A.2.6</u>	<u>Discuss the importance of Ellis Island and the Statue of Liberty to immigration from 1892 – 1954.</u>
<u>SS.2.A.2.AP.6</u>	<u>Recognize Ellis Island as an immigration entry point to the United States from 1892-1954.</u>
<u>SS.2.A.2.7</u>	<u>Discuss why immigration continues today.</u>
<u>SS.2.A.2.AP.7</u>	<u>Recognize reasons why people move to the United States today.</u>
<u>SS.2.A.2.8</u>	<u>Explain the cultural influences and contributions of immigrants today.</u>
<u>SS.2.A.2.AP.8</u>	<u>Recognize the cultural influences and contributions of immigrants today.</u>

SS.2.A.3 Chronological Thinking

<u>SS.2.A.3.1</u>	<u>Identify terms and designations of time sequence.</u>
<u>SS.2.A.3.AP.1</u>	<u>Identify concepts of time, including days, weeks, and months.</u>



African American History

SS.2.AA.1 Positive influences and contributions by African Americans

SS.2.AA.1.1 Identify African Americans who demonstrated civic service (i.e., Secretary of State Colin Powell, Civil Air Patrol [CAP] Lt. Willa Beatrice Brown, Carter G. Woodson, Senator Hiram Revels).

SS.2.AA.1.AP.1 Identify an African American who demonstrated civic service (i.e., Secretary of State Colin Powell, Civil Air Patrol [CAP] Lt. Willa Beatrice Brown, Carter G. Woodson, Senator Hiram Revels).

SS.2.AA.1.2 Identify oral traditions and folktales of African Americans (e.g., Anansi the Spider, Tale of the Midnight Goat Thief).

SS.2.AA.1.AP.2 Recognize an oral tradition or folktale of an African American (e.g., Anansi the Spider, Tale of the Midnight Goat Thief).

Civics and Government

SS.2.CG.1 Foundations of Government, Law, and the American Political System

SS.2.CG.1.1 Explain why people form governments.

Benchmark Clarifications:

Clarification 1: Students will explain the role of laws in government.

Clarification 2: Students will define and provide examples of laws at the state and national levels.

Clarification 3: Students will use scenarios to identify the impact of government on daily life.

SS.2.CG.1.AP.1 Recognize the impact of local government on daily lives.

SS.2.CG.1.2 Explain how the U.S. government protects the liberty and rights of American citizens.

Benchmark Clarifications:

Clarification 1: Students will recognize that the equal rights of citizens are protected by the U.S. Constitution.

SS.2.CG.1.AP.2 Identify a right protected by the U.S. Constitution.

**SS.2.CG.2 Civic and Political Participation**

SS.2.CG.2.1 Explain what it means to be a U.S. citizen.

Benchmark Clarifications:

Clarification 1: Students will recognize that there are multiple ways to obtain citizenship.

SS.2.CG.2.AP.1 Recognize that individuals are born a U.S. citizen or can become one.

SS.2.CG.2.2 Describe the characteristics of responsible citizenship at the local and state levels.

Benchmark Clarifications:

Clarification 1: Students will identify characteristics of responsible citizenship (e.g., peaceable assembly, obeying the law, community involvement).

Clarification 2: Students will identify characteristics of irresponsible citizenship (e.g., disorderly assembly, breaking the law).

Clarification 3: Students will describe the contributions of the diverse individuals and groups that contribute to civic life in the United States and Florida.

SS.2.CG.2.AP.2 Recognize characteristics of responsible citizenship at the local level.

SS.2.CG.2.3 Explain how citizens demonstrate patriotism.

Benchmark Clarifications:

Clarification 1: Students will explain why reciting the Pledge of Allegiance daily is an act of patriotism.

Clarification 2: Students will explain the importance of recognizing patriotic holidays or observances (e.g., American Founders Month, Celebrate Freedom Week, Constitution Day, Independence Day, Martin Luther King Jr. Day, Medal of Honor Day, Memorial Day, Patriot Day, Veterans Day).

SS.2.CG.2.AP.3 Recognize that reciting the Pledge of Allegiance daily is an act of patriotism

SS.2.CG.2.4 Recognize symbols, individuals, and documents that represent the United States.

Benchmark Clarifications:

Clarification 1: Students will recognize the U.S. Capitol, the White House, the U.S. Supreme Court building and the Statue of Liberty as symbols that represent the United States.

Clarification 2: Students will recognize Rosa Parks and Thomas Jefferson as individuals who represent the United States.

Clarification 3: Students will recognize the Declaration of Independence as a document that represents the United States.

SS.2.CG.2.AP.4 Identify documents that represent the United States.

SS.2.CG.2.5 Recognize symbols, individuals, and documents that represent Florida.

**Benchmark Clarifications:**

Clarification 1: Students will recognize the Florida State Capitol and the Everglades National Park as symbols of Florida.

Clarification 2: Students will recognize Andrew Jackson and Marjory Stoneman Douglas as individuals who represent Florida.

Clarification 3: Students will recognize the Florida Constitution as a document that represents Florida.

SS.2.CG.2.AP.5 Identify symbols and individuals that represent Florida.

SS.2.CG.3 Structure and Functions of Government

SS.2.CG.3.1 Identify the Constitution of the United States as the supreme law of the land.

Benchmark Clarifications:

Clarification 1: Students will recognize that the United States has a written constitution.

Clarification 2: Students will identify the United States as a constitutional republic.

SS.2.CG.3.AP.1 Recognize that the Constitution is the supreme law that all people must follow.

Economics

SS.2.E.1 Beginning Economics

SS.2.E.1.1 Recognize that people make choices because of limited resources.

SS.2.E.1.AP.1 Identify choices that people make with the availability of fewer resources.

SS.2.E.1.2 Recognize that people supply goods and services based on consumer demands.

SS.2.E.1.AP.2 Recognize that goods and services fill a need (demand).

SS.2.E.1.3 Recognize that the United States trades with other nations to exchange goods and services.

SS.2.E.1.AP.3 Recognize that some goods come from other countries.

SS.2.E.1.4 Explain the personal benefits and costs involved in saving and spending.

SS.2.E.1.AP.4 Identify a benefit of saving and spending.

Geography

SS.2.G.1 The World in Spatial Terms



SS.2.G.1.1 Use different types of maps (political, physical, and thematic) to identify map elements.

SS.2.G.1.AP.1 Identify title, cardinal directions, and key/legend on a map.

SS.2.G.1.2 Using maps and globes, locate the student's hometown, Florida, North America, and both the state and national capitals.

SS.2.G.1.AP.2 Identify the student's hometown, Florida, and state capital on a map.

SS.2.G.1.3 Label on a map or globe the continents, oceans, Equator, Prime Meridian, North, and South Poles.

SS.2.G.1.AP.3 Recognize continents and oceans on a map or globe.

SS.2.G.1.4 Use a map to locate the countries in North America (Canada, United States, Mexico, and the Caribbean Islands).

SS.2.G.1.AP.4 Recognize the United States on a map of North America.



Grade 3

In grade 3, instructional time will emphasize:

- American History – analyzing primary and secondary sources; using technology to gather information; defining vocabulary related to social studies.
- African American History – recognizing positive influences and contributions by African American heroes and patriots.
- Civics and Government – exploring ways to show volunteerism, civility and civic virtue; describing the importance of voting in elections; explaining the significance of patriotic holidays; recognizing symbols, individuals, documents and events that represent Florida and the U.S.
- Economics – identifying currencies of North America; building on the idea of supply and demand and giving examples of how scarcity results in trade.
- Geography – demonstrating knowledge of maps by labeling U.S. states by region, North American countries, continents and oceans; using charts, graphs and photos to analyze geographic information; comparing different types of maps and explain why you would use each; developing an understanding of scale and distortion; identifying natural and man-made landmarks in the United States; describing various climates and resources of the U.S.; explaining how the environment influences settlement patterns; examining the cultures that have settled in North America and comparing those cultures.

American History

SS.3.A.1 Historical Inquiry and Analysis

<u>SS.3.A.1.1</u>	<u>Analyze primary and secondary sources.</u>
<u>SS.3.A.1.AP.1</u>	<u>Identify and use primary and secondary sources to obtain information.</u>
<u>SS.3.A.1.2</u>	<u>Utilize technology resources to gather information from primary and secondary sources.</u>
<u>SS.3.A.1.AP.2</u>	<u>Use technology resources to gather information about a primary or secondary source.</u>
<u>SS.3.A.1.3</u>	<u>Define terms related to the social sciences.</u>
<u>SS.3.A.1.AP.3</u>	<u>Recognize that the terms history, geography, economics, civics, and government are related to social sciences.</u>

African American History

SS.3.AA.1 Positive influences and contributions by African Americans



SS.3.AA.1.1 Identify African Americans who demonstrated heroism and patriotism (e.g., Booker T. Washington, Jesse Owens, Tuskegee Airmen, Martin Luther King Jr., Rosa Parks, President Barack Obama, 1st Lt. Vernon Baker, Sgt. 1st Class Melvin Morris).

SS.3.AA.1.AP.1 Identify an African American who demonstrated heroism or patriotism (e.g., Booker T. Washington, Jesse Owens, Tuskegee Airmen, Martin Luther King Jr., Rosa Parks, President Barack Obama, 1st Lt. Vernon Baker, Sgt. 1st Class Melvin Morris).

Civics and Government

SS.3.CG.1 Foundations of Government, Law, and the American Political System

SS.3.CG.1.1 Explain how the U.S. Constitution establishes the purpose and fulfills the need for government.

Benchmark Clarifications:

Clarification 1: Students will explain the purpose of and need for government in terms of protection of rights, organization, security, and services.

SS.3.CG.1.AP.1 Recognize the purpose of government in the community.

SS.3.CG.1.2 Describe how the U.S. government gains its power from the people.

Benchmark Clarifications:

Clarification 1: Students will recognize what is meant by “We the People” and the phrase “consent of the governed.”

Clarification 2: Students will identify sources of consent (e.g., voting and elections).

Clarification 3: Students will recognize that the U.S. republic is governed by the “consent of the governed” and government power is exercised through representatives of the people.

SS.3.CG.1.AP.2 Identify that government gains its power from the people.

SS.3.CG.2 Civic and Political Participation

SS.3.CG.2.1 Describe how citizens demonstrate civility, cooperation, volunteerism, and other civic virtues.

Benchmark Clarifications:

Clarification 1: Students will identify examples including, but not limited to, food drives, book drives, community clean-ups, voting, blood donation drives, volunteer fire departments, and neighborhood watch programs.

SS.3.CG.2.AP.1 Identify actions of citizens that contribute to the community

SS.3.CG.2.2 Describe the importance of voting in elections.

**Benchmark Clarifications:**

Clarification 1: Students will recognize that it is every citizen's responsibility to vote.

Clarification 2: Students will explain the importance of voting in a republic.

SS.3.CG.2.AP.2 Recognize that it is the responsibility of citizens to vote.

SS.3.CG.2.3 Explain the history and meaning behind patriotic holidays and observances.

Benchmark Clarifications:

Clarification 1: Students will identify patriotic holidays and observances to include, but not limited to, American Founders Month, Celebrate Freedom Week, Constitution Day, Independence Day, Martin Luther King Jr. Day, Medal of Honor Day, Memorial Day, Patriot Day, and Veterans Day.

SS.3.CG.2.AP.3 Recognize the meaning behind patriotic holidays.

SS.3.CG.2.4 Recognize symbols, individuals, documents, and events that represent the United States.

Benchmark Clarifications:

Clarification 1: Students will recognize Mount Rushmore, Uncle Sam, and the Washington Monument as symbols that represent the United States.

Clarification 2: Students will recognize James Madison, Alexander Hamilton, Booker T. Washington, and Susan B. Anthony as individuals who represent the United States.

Clarification 3: Students will recognize the U.S. Constitution as a document that represents the United States.

Clarification 4: Students will recognize the Constitutional Convention (May 1787 – September 1787) and the signing of the U.S. Constitution (September 17, 1787) as events that represent the United States.

SS.3.CG.2.AP.4 Identify events that represent the United States.

SS.3.CG.2.5 Recognize symbols, individuals, documents, and events that represent the State of Florida.

Benchmark Clarifications:

Clarification 1: Students will recognize the Great Seal of the State of Florida as a symbol that represents the state.

Clarification 2: Students will recognize William Pope Duval, William Dunn Moseley, and Josiah T. Walls as individuals who represent Florida.

Clarification 3: Students will identify the Declaration of Rights in the Florida Constitution as a document that represents Florida.

Clarification 4: Students will recognize that Florida became the 27th state of the United States on March 3, 1845.

SS.3.CG.2.AP.5 Identify events that represent Florida.

SS.3.CG.3 Structure and Functions of Government



SS.3.CG.3.1 Explain how the U.S. and Florida Constitutions establish the structure, function, powers, and limits of government.

Benchmark Clarifications:

Clarification 1: Students will recognize that the U.S. Constitution and the Florida Constitution establish the framework for national and state government.

Clarification 2: Students will recognize how government is organized at the national level (e.g., three branches of government).

Clarification 3: Students will provide examples of people who make and enforce rules and laws in the United States (e.g., congress and president) and Florida (e.g., state legislature and governor).

SS.3.CG.3.AP.1 Identify that the U.S. and Florida Constitutions have three branches of government.

SS.3.CG.3.2 Recognize that government has local, state, and national levels.

Benchmark Clarifications:

Clarification 1: Students will recognize that each level of government has its own unique structure and responsibilities.

Clarification 2: Students will distinguish between the responsibilities of the local, state, and national governments in the United States.

SS.3.CG.3.AP.2 Identify levels of local, state, and federal government to their functions.

Economics

SS.3.E.1 Beginning Economics

SS.3.E.1.1 Give examples of how scarcity results in trade.

SS.3.E.1.AP.1 Recognize that people can trade for products that are not available locally.

SS.3.E.1.2 List the characteristics of money.

SS.3.E.1.AP.2 Identify some characteristics of money.

SS.3.E.1.3 Recognize that buyers and sellers interact to exchange goods and services through the use of trade or money.

SS.3.E.1.AP.3 Recognize the roles of buyers and sellers in exchanging goods and services.

SS.3.E.1.4 Distinguish between currencies used in the United States, Canada, Mexico and the Caribbean.

SS.3.E.1.AP.4 Recognize forms of money used in the United States and one other North American country.



Geography

SS.3.G.1 The World in Spatial Terms

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| <u>SS.3.G.1.1</u> | <u>Use thematic maps, tables, charts, graphs, and photos to analyze geographic information.</u> |
| <u>SS.3.G.1.AP.1</u> | <u>Use a thematic map or chart to identify selected geographic information, such as land and body of water on a map or population on a chart.</u> |
| <u>SS.3.G.1.2</u> | <u>Review basic map elements (coordinate grid, cardinal and intermediate directions, title, compass rose, scale, key or legend with symbols).</u> |
| <u>SS.3.G.1.AP.2</u> | <u>Identify elements on a map, such as title, key/legend, cardinal directions, compass rose, and coordinate grid.</u> |
| <u>SS.3.G.1.3</u> | <u>Label the continents and oceans on a world map.</u> |
| <u>SS.3.G.1.AP.3</u> | <u>Identify selected continents and oceans on a world map.</u> |
| <u>SS.3.G.1.4</u> | <u>Name and identify the purpose of maps (physical, political, elevation, population).</u> |
| <u>SS.3.G.1.AP.4</u> | <u>Recognize a physical and a political map.</u> |
| <u>SS.3.G.1.5</u> | <u>Compare maps and globes to develop an understanding of the concept of distortion.</u> |
| <u>SS.3.G.1.AP.5</u> | <u>Identify differences between maps and globes.</u> |
| <u>SS.3.G.1.6</u> | <u>Use maps to identify different types of scale to measure distances between two places.</u> |
| <u>SS.3.G.1.AP.6</u> | <u>Use maps to identify distances between two places.</u> |

SS.3.G.2 Places and Regions

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| <u>SS.3.G.2.1</u> | <u>Label the countries and commonwealths in North America (Canada, United States, Mexico) and in the Caribbean (Puerto Rico, Cuba, Bahamas, Dominican Republic, Haiti, Jamaica).</u> |
| <u>SS.3.G.2.AP.1</u> | <u>Recognize North America as Canada, the United States, and Mexico on a map.</u> |
| <u>SS.3.G.2.2</u> | <u>Identify the five regions of the United States.</u> |



SS.3.G.2.AP.2 Recognize north, south, east, and west as they relate to the regions of the United States.

SS.3.G.2.3 Label the states in each of the five regions of the United States.

SS.3.G.2.AP.3 Recognize selected states in each of the five regions of the United States.

SS.3.G.2.4 Describe the physical features of the United States, Canada, Mexico, and the Caribbean.

SS.3.G.2.AP.4 Recognize major physical features of the United States, Canada, and Mexico.

SS.3.G.2.5 Identify natural and man-made landmarks in the United States, Canada, Mexico, and the Caribbean.

SS.3.G.2.AP.5 Recognize major natural and man-made landmarks of the United States.

SS.3.G.2.6 Investigate how people perceive places and regions differently by conducting interviews, mental mapping and studying news, poems, legends, and songs about a region or area.

SS.3.G.2.AP.6 Identify how people view places and regions differently by asking questions about a region.

SS.3.G.3 Physical Systems

SS.3.G.3.1 Describe the climate and vegetation in the United States, Canada, Mexico, and the Caribbean.

SS.3.G.3.AP.1 Recognize differences in the climates of the United States, Canada, and Mexico.

SS.3.G.3.2 Describe the natural resources in the United States, Canada, Mexico, and the Caribbean.

SS.3.G.3.AP.2 Recognize major natural resources in the United States, Canada, and Mexico.

SS.3.G.4 Human Systems

SS.3.G.4.1 Explain how the environment influences settlement patterns in the United States, Canada, Mexico, and the Caribbean.



<u>SS.3.G.4.AP.1</u>	<u>Identify major ways environmental influences contribute to settlement patterns in the United States.</u>
<u>SS.3.G.4.2</u>	<u>Identify the cultures that have settled the United States, Canada, Mexico, and the Caribbean.</u>
<u>SS.3.G.4.AP.2</u>	<u>Recognize different cultures that have settled in the United States.</u>
<u>SS.3.G.4.3</u>	<u>Compare the cultural characteristics of diverse populations in one of the five regions of the United States with Canada, Mexico, or the Caribbean.</u>
<u>SS.3.G.4.AP.3</u>	<u>Identify a cultural characteristic of a population in the United States and a population in Mexico or Canada.</u>
<u>SS.3.G.4.4</u>	<u>Identify contributions from various ethnic groups to the United States.</u>
<u>SS.3.G.4.AP.4</u>	<u>Recognize contributions of an ethnic group to the United States.</u>



Grade 4

In grade 4, instructional time will emphasize:

- American History – analyzing primary and secondary resources specific to Florida history; examining the history of Florida from the Pre-Columbian era through present day, including but not limited to immigration, settlement, tourism, and industry; utilizing timelines to sequence Florida's historical events.
- African American History – recognizing positive influences and contributions by African American community leaders who positively impacted Florida.
- Civics and Government – identifying and explaining why Florida has its own Constitution; identifying and describing how citizens of Florida work with local and state governments to solve problems; explaining the importance of voting, public service and volunteerism; identifying elected officials at the state level; explaining the structure and function of the state government branches; comparing local and state governments.
- Economics – identifying key individuals involved in the growth and development of Florida; explaining Florida's role in the national and international economy.
- Financial Literacy – exploring the reasons, rewards and methods of earning income; developing an understanding of income taxes; differentiating between wants and needs; analyzing benefits and costs of buying and selling goods and services; developing an understanding of budgets, identifying ways of saving, investing and protecting assets; examining paying or earning interest on money borrowed or saved, including buying on credit.
- Geography – utilizing maps to identify places, cultures, and weather impacts to Florida; using map elements (key, symbols, and cardinal directions) to read and interpret political and physical maps.

American History

SS.4.A.1 Historical Inquiry and Analysis

<u>SS.4.A.1.1</u>	<u>Analyze primary and secondary resources to identify significant individuals and events throughout Florida history.</u>
<u>SS.4.A.1.AP.1</u>	<u>Identify and use primary and secondary resources to obtain information related to Florida history.</u>
<u>SS.4.A.1.2</u>	<u>Synthesize information related to Florida history through print and electronic media.</u>
<u>SS.4.A.1.AP.2</u>	<u>Use print and electronic media to collect information about Florida history.</u>

SS.4.A.2 Pre-Columbian Florida



SS.4.A.2.1 Compare Native American tribes in Florida.

SS.4.A.2.AP.1 Identify important cultural aspects of Native American tribes of Florida.

SS.4.A.3 Exploration and Settlement of Florida

SS.4.A.3.1 Identify explorers who came to Florida and the motivations for their expeditions.

SS.4.A.3.AP.1 Recognize a European explorer who came to Florida.

SS.4.A.3.2 Describe causes and effects of European colonization on the Native American tribes of Florida.

SS.4.A.3.AP.2 Identify effects of European colonization on Native American tribes in Florida.

SS.4.A.3.3 Identify the significance of St. Augustine as the oldest permanent European settlement in the United States.

SS.4.A.3.AP.3 Recognize St. Augustine as the beginning of Spanish colonial settlement in the United States.

SS.4.A.3.4 Explain the purpose of and daily life on missions (San Luis de Talimali in present-day Tallahassee).

SS.4.A.3.AP.4 Identify a purpose of missions in Florida.

SS.4.A.3.5 Identify the significance of Fort Mose as the first free African community in the United States.

SS.4.A.3.AP.5 Identify Fort Mose as the first free African community in the United States.

SS.4.A.3.6 Identify the effects of Spanish rule in Florida.

SS.4.A.3.AP.6 Recognize effects of Spanish rule in early Florida.

SS.4.A.3.7 Identify nations (Spain, France, England) that controlled Florida before it became a United States territory.

SS.4.A.3.AP.7 Identify a different nation that controlled Florida.

SS.4.A.3.8 Explain how the Seminole tribe formed and the purpose for their migration.



SS.4.A.3.AP.8 Identify one reason why the Seminole tribe was formed and where they lived.

SS.4.A.3.9 Explain how Florida (Adams-Onís Treaty) became a United States territory.

SS.4.A.3.AP.9 Recognize that Spain gave Florida back to the United States.

SS.4.A.3.10 Identify the causes and effects of the Seminole Wars.

SS.4.A.3.AP.10 Recognize that the United States fought wars against the Seminole tribe.

SS.4.A.4 Growth of Florida

SS.4.A.4.1 Explain the effects of technological advances on Florida.

SS.4.A.4.AP.1 Identify technological advances that helped Florida to grow.

SS.4.A.4.2 Describe pioneer life in Florida.

SS.4.A.4.AP.2 Identify characteristics of pioneer life in Florida.

SS.4.A.5 Crisis of the Union: Civil War and Reconstruction in Florida

SS.4.A.5.1 Describe Florida's involvement (secession, blockades of ports, the battles of Ft. Pickens, Olustee, Ft. Brooke, Natural Bridge, food supply) in the Civil War.

SS.4.A.5.AP.1 Recognize that Florida was considered a slave state (South) and battles were fought in Florida during the Civil War.

SS.4.A.5.2 Summarize challenges that Floridians faced during Reconstruction.

SS.4.A.5.AP.2 Recognize the effects of Reconstruction in Florida.

SS.4.A.6 Industrialization and Emergence of Modern Florida

SS.4.A.6.1 Describe the economic development of Florida's major industries.

SS.4.A.6.AP.1 Recognize Florida's major industries.

SS.4.A.6.2 Summarize contributions that immigrant groups made to Florida.

SS.4.A.6.AP.2 Identify contributions of immigrants to Florida.



SS.4.A.6.3 Describe the contributions of significant individuals to Florida.

SS.4.A.6.AP.3 Identify the contributions of significant individuals to Florida.

SS.4.A.6.4 Describe effects of the Spanish American War on Florida.

SS.4.A.6.AP.4 Recognize ways that Florida changed during the Spanish American War.

SS.4.A.7 Roaring 20's, the Great Depression and World War II in Florida

SS.4.A.7.1 Describe the causes and effects of the 1920's Florida land boom and bust.

SS.4.A.7.AP.1 Identify a basic cause and effect of the 1920's Florida land boom and bust.

SS.4.A.7.2 Summarize challenges Floridians faced during the Great Depression.

SS.4.A.7.AP.2 Identify a challenge Floridians faced during the Great Depression.

SS.4.A.8 Contemporary Florida into the 21st Century

SS.4.A.8.1 Identify Florida's role in the Civil Rights Movement.

SS.4.A.8.AP.1 Recognize that Florida played a role in the Civil Rights Movement.

SS.4.A.8.2 Describe how and why immigration impacts Florida today.

SS.4.A.8.AP.2 Identify how immigration impacts Florida today.

SS.4.A.8.3 Describe the effect of the United States space program on Florida's economy and growth.

SS.4.A.8.AP.3 Recognize an impact the space program has on Florida's growth.

SS.4.A.8.4 Explain how tourism affects Florida's economy and growth.

SS.4.A.8.AP.4 Recognize that tourism brings people and money to Florida.

SS.4.A.9 Chronological Thinking

SS.4.A.9.1 Utilize timelines to sequence key events in Florida history.

SS.4.A.9.AP.1 Complete a timeline to sequence major events in Florida history.



African American History

SS.4.AA.1 Positive influences and contributions by African Americans

SS.4.AA.1.1 Identify African American community leaders who made positive contributions in the state of Florida (e.g., Zora Neale Hurston, Florida Highwaymen, Mary McLeod Bethune, Evan B. Forde, Bessie Coleman, Gen. Daniel “Chappie” James, Bob Hayes, Sylvia Fowles).

SS.4.AA.1.AP.1 Identify an African American community leader who made positive contributions in the state of Florida (e.g., Zora Neale Hurston, Florida Highwaymen, Mary McLeod Bethune, Evan B. Forde, Bessie Coleman, Gen. Daniel “Chappie” James, Bob Hayes, Sylvia Fowles).

Civics and Government

SS.4.CG.1 Foundations of Government, Law, and the American Political System

SS.4.CG.1.1 Explain why the Florida government has a written Constitution.

Benchmark Clarifications:

Clarification 1: Students will recognize that every state has a state constitution.

Clarification 2: Students will explain the relationship between a written constitution, the government established, and the citizens.

SS.4.CG.1.AP.1 Recognize that Florida's constitution protects the rights of Florida's citizens and identifies the parts and functions of state government.

SS.4.CG.2 Civic and Political Participation

SS.4.CG.2.1 Identify and describe how citizens work with local and state governments to solve problems.

Benchmark Clarifications:

Clarification 1: Students will explain how public issues, such as taxation, roads, zoning, and schools, impact citizens' daily lives.

Clarification 2: Students will describe how citizens can help solve community and state problems (e.g., attending government meetings, communicating with their elected representatives).

SS.4.CG.2.AP.1 Recognize how citizens work with government to solve community problems.

SS.4.CG.2.2 Explain the importance of voting, public service, and volunteerism to the state and nation.

**Benchmark Clarifications:**

Clarification 1: Students will explain how voting, public service, and volunteerism contribute to the preservation of the republic.

Clarification 2: Students will discuss different types of public service and volunteerism.

SS.4.CG.2.AP.2 Identify different types of public service and volunteerism.

SS.4.CG.2.3 Identify individuals who represent the citizens of Florida at the state level.

Benchmark Clarifications:

Clarification 1: Students will identify their local state senator and state representative.

Clarification 2: Students will identify appropriate methods for communicating with elected officials.

Clarification 3: Students will recognize that Florida has a representative government.

SS.4.CG.2.AP.3 Recognize that Florida has a representative government.

SS.4.CG.3 Structure and Functions of Government

SS.4.CG.3.1 Explain the structure and functions of the legislative, executive and judicial branches of government in Florida.

Benchmark Clarifications:

Clarification 1: Students will compare the powers of Florida's three branches of government.

Clarification 2: Students will explain how the Declaration of Rights in the Florida Constitution protects the rights of citizens.

SS.4.CG.3.AP.1 Recognize Florida's three branches of government, including legislative (makes laws), judicial (interprets laws), and executive (enforces laws).

SS.4.CG.3.2 Compare the structure, functions, and processes of local and state government.

Benchmark Clarifications:

Clarification 1: Students will identify how government is organized at the local and state level including, but not limited to, legislative branch (e.g., legislature, city or county commission), executive branch (e.g., governor, mayor) and judicial branch (e.g., county and circuit courts).

SS.4.CG.3.AP.2 Identify the structures of local and state governments.

Economics

SS.4.E.1 Beginning Economics

SS.4.E.1.1 Identify entrepreneurs from various demographic backgrounds who have influenced Florida and local economy.

SS.4.E.1.AP.1 Recognize a contribution of an entrepreneur who influenced Florida.



SS.4.E.1.2 Explain Florida's role in the national and international economy and conditions that attract businesses to the state.

SS.4.E.1.AP.2 Identify important economic contributions of Florida.

Financial Literacy

SS.4.FL.1 Earning Income

SS.4.FL.1.1 People have many different types of jobs from which to choose. Identify different jobs requiring people to have different skills.

SS.4.FL.1.AP.1 Identify different skills with different types of jobs.

SS.4.FL.1.2 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.

SS.4.FL.1.AP.2 Recognize that people get paid for their work.

SS.4.FL.1.3 Workers are paid for their labor in different ways such as wages, salaries, or commissions. Explain the ways in which workers are paid.

Example: Explain how a waitress, a teacher, and a realtor are paid.

SS.4.FL.1.AP.3 Recognize that workers are paid in different ways for different jobs.

SS.4.FL.1.4 People can earn interest income from letting other people borrow their money. Explain why banks and financial institutions pay people interest when they deposit their money at those institutions.

SS.4.FL.1.AP.4 Identify interest income from people borrowing money.

SS.4.FL.1.5 People can earn income by renting their property to other people. Identify different types of property (such as apartments, automobiles, or tools) that people own and on which rent is paid.

SS.4.FL.1.AP.5 Recognize income can be earned by renting to others.

SS.4.FL.1.6 Describe ways that people who own a business can earn a profit, which is a source of income.

SS.4.FL.1.AP.6 Recognize that people who own a business can make money.

SS.4.FL.1.7 Entrepreneurs are people who start new businesses. Entrepreneurs do not know if their new businesses will be successful and earn a profit. Identify ways in which starting a business is risky for entrepreneurs.



SS.4.FL.1.AP.7 Recognize that entrepreneurs are people who start new businesses.

SS.4.FL.1.8 Income earned from working and most other sources of income are taxed. Describe ways that the revenue from these taxes is used to pay for government provided goods and services.

SS.4.FL.1.AP.8 Recognize taxes are used to pay for government goods and services.

SS.4.FL.2 Buying Goods and Services

SS.4.FL.2.1 Explain that economic wants are desires that can be satisfied by consuming a good, a service, or a leisure activity.

SS.4.FL.2.AP.1 Identify economic wants with goods, services, and leisure activities.

SS.4.FL.2.2 Explain that people make choices about what goods and services they buy because they can't have everything they want. This requires individuals to prioritize their wants.

SS.4.FL.2.AP.2 Place goods and services in a list that prioritizes an individual's wants.

SS.4.FL.2.3 Identify some of the ways that people spend a portion of their income on goods and services in order to increase their personal satisfaction or happiness.

SS.4.FL.2.AP.3 Recognize a portion of income can be used for personal happiness.

SS.4.FL.2.4 Discuss that whenever people buy something, they incur an opportunity cost. Opportunity cost is the value of the next best alternative that is given up when a person makes a choice.

SS.4.FL.2.AP.4 Recognize a scenario that involves making an economic choice.

SS.4.FL.2.5 Explain that costs are things that a decision maker gives up; benefits are things that a decision maker gains. Make an informed decision by comparing the costs and benefits of spending alternatives.

SS.4.FL.2.AP.5 Identify the costs and benefits of spending based on an informed decision.

SS.4.FL.2.6 Predict how people's spending choices are influenced by prices as well as many other factors, including advertising, the spending choices of others, and peer pressure.

SS.4.FL.2.AP.6 Identify ways people's spending choices are influenced.



SS.4.FL.2.7 Planning for spending can help people make informed choices. Develop a budget plan for spending, saving, and managing income.

SS.4.FL.2.AP.7 Identify the parts of a budget plan (spending, saving, and managing income).

SS.4.FL.3 Saving

SS.4.FL.3.1 Identify ways that income is saved, spent on goods and services, or used to pay taxes.

SS.4.FL.3.AP.1 Recognize ways that income is used.

SS.4.FL.3.2 Explain that when people save money, they give up the opportunity to buy things now in order to buy things later.

SS.4.FL.3.AP.2 Recognize that saving money involves choices.

SS.4.FL.3.3 Identify ways that people can choose to save money in many places - for example, at home in a piggy bank or at a commercial bank, credit union, or savings and loan.

SS.4.FL.3.AP.3 Identify places where people can save money.

SS.4.FL.3.4 Identify savings goals that people set as incentives to save. One savings goal might be to buy goods and services in the future.

SS.4.FL.3.AP.4 Identify the relationship between saving money and future purchases.

SS.4.FL.3.5 Explain that when people deposit money into a bank (or other financial institution), the bank may pay them interest. Banks attract savings by paying interest. People also deposit money into banks because banks are safe places to keep their savings.

SS.4.FL.3.AP.5 Recognize the advantages of saving money in a bank.

SS.4.FL.4 Using Credit

SS.4.FL.4.1 Discuss that interest is the price the borrower pays for using someone else's money.

SS.4.FL.4.AP.1 Recognize that interest is added when you borrow money.



SS.4.FL.4.2 Identify instances when people use credit, that they receive something of value now and agree to repay the lender over time, or at some date in the future, with interest.

SS.4.FL.4.AP.2 Identify an instance when people use a loan.

SS.4.FL.5 Financial Investing

SS.4.FL.5.1 Explain that after people have saved some of their income, they must decide how to invest their savings so that it can grow over time.

SS.4.FL.5.AP.1 Recognize the difference between saving and financial investing.

SS.4.FL.5.2 Explain that a financial investment is the purchase of a financial asset, such as a stock, with the expectation of an increase in the value of the asset and/or increase in future income.

SS.4.FL.5.AP.2 Recognize that an investment may or may not produce a future income.

SS.4.FL.6 Protecting and Insuring

SS.4.FL.6.1 Explain that risk is the chance of loss or harm.

SS.4.FL.6.AP.1 Recognize common examples of a risk.

SS.4.FL.6.2 Explain that risk from accidents and unexpected events is an unavoidable part of daily life.

SS.4.FL.6.AP.2 Recognize that unexpected events are part of daily life.

SS.4.FL.6.3 Describe ways that individuals can either choose to accept risk or take steps to protect themselves by avoiding or reducing risk.

SS.4.FL.6.AP.3 Identify ways to avoid or reduce risks.

SS.4.FL.6.4 Discuss that one method to cope with unexpected losses is to save for emergencies.

SS.4.FL.6.AP.4 Recognize a benefit of emergency savings.

Geography

SS.4.G.1 The World in Spatial Terms



SS.4.G.1.1 Identify physical features of Florida.

SS.4.G.1.AP.1 Recognize selected physical features of Florida.

SS.4.G.1.2 Locate and label cultural features on a Florida map.

SS.4.G.1.AP.2 Identify cultural features on a Florida map.

SS.4.G.1.3 Explain how weather impacts Florida.

SS.4.G.1.AP.3 Recognize an effect of weather in Florida.

SS.4.G.1.4 Interpret political and physical maps using map elements (title, compass rose, cardinal directions, intermediate directions, symbols, legend, scale, longitude, latitude).

SS.4.G.1.AP.4 Identify information provided on maps using the title, compass rose, cardinal and intermediate directions, symbols, and key/legend.



Grade 5

In grade 5, instructional time will emphasize:

- American History – utilizing primary and secondary resources and timelines to examine American History from the Pre-Columbian Era through Westward Expansion, including but not limited to early settlements, the American Revolution and the War of 1812, the Louisiana Purchase and the expedition of Louis and Clark, transportation and industry advances of the 19th century.
- African American History – recognizing resiliency, contributions and influences of African Americans specific to the time between the colonial era through westward expansion.
- Holocaust Education – defining the Holocaust and identifying other examples of antisemitism.
- Civics and Government – exploring founding documents of American Independence; discussing arguments for adopting a representative government; exploring political ideas of the colonial period and comparing to modern political participation; evaluating civic participation and how it has expanded over time; identifying elected officials at the national level; explaining symbols and documents that represent the U.S.; describing the structure and function of the national government and its relationship to state government; analyzing how the Constitution and Bill of Rights limits the government; describing the amendment process.
- Geography – introduction of latitude and longitude; learning to construct maps; identifying the original 13 colonies; locating states and capitals; describing push-pull factors of immigration; describing how weather and natural events determine settlement of an area; applying geographic concepts such as mapping and recognizing patterns to address current events.

American History

SS.5.A.1 Historical Inquiry and Analysis

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|----------------------|---|
| <u>SS.5.A.1.1</u> | <u>Use primary and secondary sources to understand history.</u> |
| <u>SS.5.A.1.AP.1</u> | <u>Use primary and secondary resources to understand history.</u> |
| <u>SS.5.A.1.2</u> | <u>Utilize timelines to identify and discuss American History time periods.</u> |
| <u>SS.5.A.1.AP.2</u> | <u>Sequence events to match dates on a timeline about American history.</u> |

SS.5.A.2 Pre-Columbian North America

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|-------------------|--|
| <u>SS.5.A.2.1</u> | <u>Compare cultural aspects of ancient American civilizations (e.g., Aztecs, Mayas, Mound Builders, Anasazi, Inuit).</u> |
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SS.5.A.2.AP.1 Recognize a cultural aspect of an ancient North American civilization.

SS.5.A.2.2 Identify Native American tribes from different geographic regions of North America (e.g., 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).

SS.5.A.2.AP.2 Recognize that Native American tribes lived in various parts of North America and had different customs.

SS.5.A.2.3 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.

SS.5.A.2.AP.3 Recognize differences in cultural aspects of Native American tribes.

SS.5.A.3 Exploration and Settlement of North America

SS.5.A.3.1 Describe technological developments that shaped European exploration.

SS.5.A.3.AP.1 Recognize inventions that made exploration safer.

SS.5.A.3.2 Investigate (nationality, sponsoring country, motives, dates and routes of travel, accomplishments) the European explorers.

SS.5.A.3.AP.2 Identify a European explorer with their sponsoring country.

SS.5.A.3.3 Describe interactions among Native Americans, Africans, English, French, Dutch, and Spanish for control of North America.

SS.5.A.3.AP.3 Recognize ways different groups interacted with each other for control of North America.

SS.5.A.4 Colonization of North America

SS.5.A.4.1 Identify the economic, political, and socio-cultural motivation for colonial settlement.

SS.5.A.4.AP.1 Recognize reasons why colonists settled in America.

SS.5.A.4.2 Compare characteristics of New England, Middle, and Southern colonies.

SS.5.A.4.AP.2 Identify resources found in a colonial region.



SS.5.A.4.3 Identify significant individuals responsible for the development of the New England, Middle, and Southern colonies.

SS.5.A.4.AP.3 Identify an individual responsible for the development of new colonies.

SS.5.A.4.4 Demonstrate an understanding of political, economic, and social aspects of daily colonial life in the thirteen colonies.

SS.5.A.4.AP.4 Recognize aspects of daily colonial life.

SS.5.A.4.5 Explain the importance of Triangular Trade linking Africa, the West Indies, the British Colonies and Europe.

SS.5.A.4.AP.5 Identify the Triangular Trade with slavery.

SS.5.A.4.6 Describe the introduction, impact and role of slavery in the colonies.

SS.5.A.4.AP.6 Recognize that Southern Colonies had large farms with slaves.

SS.5.A.5 Colonization of North America

SS.5.A.5.1 Identify and explain significant events leading up to the American Revolution.

SS.5.A.5.AP.1 Identify events that led up to the American Revolution.

SS.5.A.5.2 Identify significant individuals and groups who played a role in the American Revolution.

SS.5.A.5.AP.2 Identify a significant individual who contributed to the American Revolution.

SS.5.A.5.3 Explain the significance of historical documents including key political concepts, origins of these concepts, and their role in American independence.

SS.5.A.5.AP.3 Identify that the Declaration of Independence stated that colonists wanted freedom from England.

SS.5.A.5.4 Examine and explain the changing roles and impact of significant women during the American Revolution.

SS.5.A.5.AP.4 Identify a significant woman from the American Revolution.

SS.5.A.5.5 Examine and compare major battles and military campaigns of the American Revolution.



<u>SS.5.A.5.AP.5</u>	<u>Recognize a major battle in the American Revolution.</u>
<u>SS.5.A.5.6</u>	<u>Identify the contributions of foreign alliances and individuals to the outcome of the Revolution.</u>
<u>SS.5.A.5.AP.6</u>	<u>Recognize that the colonies needed help from other countries to win the American Revolution.</u>
<u>SS.5.A.5.7</u>	<u>Explain economic, military, and political factors which led to the end of the Revolutionary War.</u>
<u>SS.5.A.5.AP.7</u>	<u>Identify factors that helped colonists win the Revolution.</u>
<u>SS.5.A.5.8</u>	<u>Evaluate the personal and political hardships resulting from the American Revolution.</u>
<u>SS.5.A.5.AP.8</u>	<u>Recognize that the colonists needed more money and supplies after the American Revolution.</u>
<u>SS.5.A.5.9</u>	<u>Discuss the impact and significance of land policies developed under the Confederation Congress (Northwest Ordinance of 1787).</u>
<u>SS.5.A.5.AP.9</u>	<u>Recognize that the United States wanted to add new land after the Revolution.</u>
<u>SS.5.A.5.10</u>	<u>Examine the significance of the Constitution including its key political concepts, origins of those concepts and their role in American democracy.</u>
<u>SS.5.A.5.AP.10</u>	<u>Recognize that the Constitution outlines the principles of the American government.</u>

SS.5.A.6 Growth and Westward Expansion

<u>SS.5.A.6.1</u>	<u>Describe the causes and effects of the Louisiana Purchase.</u>
<u>SS.5.A.6.AP.1</u>	<u>Recognize that the Louisiana Purchase made the United States twice its original size.</u>
<u>SS.5.A.6.2</u>	<u>Identify roles and contributions of significant people during the period of westward expansion.</u>
<u>SS.5.A.6.AP.2</u>	<u>Recognize significant people in the westward expansion of the United States.</u>



<u>SS.5.A.6.3</u>	<u>Examine 19th century advancements (e.g., canals, roads, steamboats, flat boats, overland wagons, Pony Express, railroads) in transportation and communication.</u>
<u>SS.5.A.6.AP.3</u>	<u>Identify an advancement with transportation and communication in America during the 1800s.</u>
<u>SS.5.A.6.4</u>	<u>Explain the importance of the explorations west of the Mississippi River.</u>
<u>SS.5.A.6.AP.4</u>	<u>Recognize significant exploration achievements west of the Mississippi River.</u>
<u>SS.5.A.6.5</u>	<u>Identify the causes and effects of the War of 1812.</u>
<u>SS.5.A.6.AP.5</u>	<u>Recognize that America fought England in the War of 1812.</u>
<u>SS.5.A.6.6</u>	<u>Explain how westward expansion affected Native Americans.</u>
<u>SS.5.A.6.AP.6</u>	<u>Recognize the westward expansion impacted Native Americans.</u>
<u>SS.5.A.6.7</u>	<u>Discuss the concept of Manifest Destiny.</u>
<u>SS.5.A.6.AP.7</u>	<u>Identify Manifest Destiny with westward expansion.</u>
<u>SS.5.A.6.8</u>	<u>Describe the causes and effects of the Missouri Compromise.</u>
<u>SS.5.A.6.AP.8</u>	<u>Identify one cause and one effect of the Missouri Compromise.</u>
<u>SS.5.A.6.9</u>	<u>Describe the hardships of settlers along the overland trails to the west.</u>
<u>SS.5.A.6.AP.9</u>	<u>Identify hardships settlers faced as they moved west.</u>

African American History

SS.5.AA.1 Resiliency, contributions, and influence of African Americans on the United States beginning in the colonial era through westward expansion.

SS.5.AA.1.1 Examine the life of African Americans in the colonial era.

Benchmark Clarifications:

Clarification 1: Instruction includes what life was like for the earliest slaves and the emancipated in North America.

SS.5.AA.1.AP.1 Recognize how African Americans lived in the colonial era.

SS.5.AA.1.2 Examine the Underground Railroad and how former slaves partnered with other free people and groups in assisting those escaping from slavery.



SS.5.AA.1.AP.2 Recognize the purpose of the Underground Railroad in assisting those escaping from slavery.

SS.5.AA.1.3 Examine key figures and events in abolitionist movements.

SS.5.AA.1.AP.3 Recognize a key figure or event in abolitionist movements.

SS.5.AA.1.4 Identify freedoms and rights secured for and by former slaves.

Benchmark Clarifications:

Clarification 1: Instruction will include the Emancipation Proclamation, 13th, 14th, and 15th Amendments to the Constitution of the United States.

SS.5.AA.1.AP.4 Recognize a freedom or right secured for and by former slaves.

SS.5.AA.1.5 Examine the roles and contributions of significant African Americans during westward expansion (e.g., Benjamin “Pap” Singleton, James Beckwourth, Buffalo Soldiers, York [American explorer]).

SS.5.AA.1.AP.5 Recognize the importance of an African American during the westward expansion (e.g., Benjamin “Pap” Singleton, James Beckwourth, Buffalo Soldiers, York [American explorer]).

SS.5.AA.1.6 Examine the experiences and contributions of African Americans in early Florida.

Benchmark Clarifications:

Clarification 1: Instruction includes African American communities (e.g., Fort Mose, Angola Community, Black Seminoles, Fort Gadsden, Lincolnville, Eatonville).

SS.5.AA.1.AP.6 Recognize an experience or contribution of African Americans in early Florida.

Holocaust Education

SS.5.HE.1 Foundations of Holocaust Education

SS.5.HE.1.1 Define the Holocaust as the planned and systematic state-sponsored persecution and murder of European Jews by Nazi Germany and its collaborators between 1933 and 1945.

Benchmark Clarifications:

Clarification 1: Students will define antisemitism as prejudice against or hatred of the Jewish people.

Clarification 2: Students will recognize the Holocaust as history’s most extreme example of antisemitism.

Clarification 3: Students will identify examples of antisemitism (e.g., calling for, aiding, or justifying the killing or harming of Jews).



SS.5.HE.1.AP.1 Recognize the Holocaust as history's most extreme example of antisemitism.

Civics and Government

SS.5.CG.1 Foundations of Government, Law, and the American Political System

SS.5.CG.1.1 Recognize that the Declaration of Independence affirms that every U.S. citizen has certain unalienable rights.

Benchmark Clarifications:

Clarification 1: Students will identify the grievances detailed in the Declaration of Independence.

Clarification 2: Students will describe the idea of "unalienable rights" in the Declaration of Independence as it relates to each citizen.

Clarification 3: Students will discuss the consequences of governments not recognizing that citizens have certain unalienable rights.

SS.5.CG.1.AP.1 Identify the idea of "unalienable rights" in the Declaration of Independence as it relates to each citizen.

SS.5.CG.1.2 Explain how and why the U.S. government was created by the U.S. Constitution.

Benchmark Clarifications:

Clarification 1: Students will identify the strengths and weaknesses of the Articles of Confederation.

Clarification 2: Students will explain the goals of the 1787 Constitutional Convention.

Clarification 3: Students will describe why compromises were made during the writing of the Constitution and identify those compromises (e.g., Great Compromise, the Three-Fifths Compromise, the Electoral College).

Clarification 4: Students will identify Federalist and Anti-Federalist arguments supporting and opposing the ratification of the U.S. Constitution.

SS.5.CG.1.AP.2 Recognize a compromise that was made during the writing of the Constitution.

SS.5.CG.1.3 Discuss arguments for adopting a representative form of government.

Benchmark Clarifications:

Clarification 1: Students will explain what is meant by a representative government.

SS.5.CG.1.AP.3 Recognize the United States is a representative government.

SS.5.CG.1.4 Describe the history, meaning, and significance of the Bill of Rights.

Benchmark Clarifications:

Clarification 1: Students will describe how concerns about individual rights led to the inclusion of the Bill of Rights in the U.S. Constitution.

SS.5.CG.1.AP.4 Recognize the significance of the Bill of Rights in the U.S. Constitution.

***SS.5.CG.2 Civic and Political Participation***

SS.5.CG.2.1 Discuss the political ideas of Patriots, Loyalists, and other colonists about the American Revolution.

Benchmark Clarifications:

Clarification 1: Students will describe the political philosophy of American Patriots and why those ideas led them to declare independence from the British Empire.

Clarification 2: Students will explain why colonists would choose to side with the British during the American Revolution.

Clarification 3: Students will examine motivations for the decision to not take a side during the American Revolution.

SS.5.CG.2.AP.1 Identify political ideas of Patriots and Loyalists.

SS.5.CG.2.2 Compare forms of political participation in the colonial period to today.

Benchmark Clarifications:

Clarification 1: Students will describe forms of political participation in the colonial period (e.g., serving on juries, militia service, participation in elections for government).

Clarification 2: Students will identify ways citizens participate in the political process today (e.g., serving on juries, participation in elections for government).

SS.5.CG.2.AP.2 Recognize ways citizens participate in the political process historically and in modern times.

SS.5.CG.2.3 Analyze how the U.S. Constitution expanded civic participation over time.

Benchmark Clarifications:

Clarification 1: Students will describe how the U.S. Constitution expanded voting rights through amendments and legislation including, but not limited to, the 15th, 19th, 24th, and 26th Amendments, and the Voting Rights Act of 1965.

SS.5.CG.2.AP.3 Recognize voting rights within the U.S. Constitution.

SS.5.CG.2.4 Evaluate the importance of civic duties and responsibilities to the preservation of the United States' constitutional republic.

Benchmark Clarifications:

Clarification 1: Students will explain what it means for the United States to be a constitutional republic.

Clarification 2: Students will identify duties (e.g., obeying the law, paying taxes, serving on a jury) and responsibilities (e.g., voting, keeping informed on public issues) that citizens are expected to fulfill.

Clarification 3: Students will explain what could happen to the United States if citizens did not fulfill their civic duties and responsibilities.

SS.5.CG.2.AP.4 Recognize duties and responsibilities that citizens are expected to fulfill.



SS.5.CG.2.5 Identify individuals who represent the citizens of Florida at the national level.

Benchmark Clarifications:

Clarification 1: Students will identify Florida's U.S. senators and the U.S. representative for their district.

Clarification 2: Students will discuss the constitutional qualifications for office, term length, authority, duties, activities, and compensation.

SS.5.CG.2.AP.5 Recognize Florida's U.S. senators and representatives from their district.

SS.5.CG.2.6 Explain symbols and documents that represent the United States.

Benchmark Clarifications:

Clarification 1: Students will recognize the Great Seal of the United States and the Star-Spangled Banner as symbols that represent the United States.

Clarification 2: Students will recognize the U.S. Constitution (specifically the Bill of Rights) and the Emancipation Proclamation as documents that represent the United States.

SS.5.CG.2.AP.6 Identify a symbol and a document that represents the United States.

SS.5.CG.3 Structure and Functions of Government

SS.5.CG.3.1 Describe the organizational structure and powers of the national government as defined in Articles I, II, and III of the U.S. Constitution.

Benchmark Clarifications:

Clarification 1: Students will identify legislative, executive, and judicial branch functions of the U.S. government as defined in Articles I, II, and III of the U.S. Constitution.

Clarification 2: Students will explain why the Constitution divides the national government into three branches.

SS.5.CG.3.AP.1 Recognize the structure of the national government as defined in the U.S. Constitution.

SS.5.CG.3.2 Analyze how the U.S. Constitution and Bill of Rights limit the power of the national government and protect citizens from an oppressive government.

Benchmark Clarifications:

Clarification 1: Students will recognize examples of what to include, but not be limited to, popular sovereignty, rule of law, separation of powers, checks and balances, federalism, the amendment process, and the fundamental rights of citizens in the Bill of Rights.

SS.5.CG.3.AP.2 Recognize that the power of the national government is limited by the U.S. Constitution and the Bill of Rights.



SS.5.CG.3.3 Explain the role of the court system in interpreting law and settling conflicts.

Benchmark Clarifications:

Clarification 1: Students will explain why the U.S. Supreme Court is the highest court in the system.

Clarification 2: Students will explain why both the United States and Florida have a Supreme Court.

SS.5.CG.3.AP.3 Recognize the role of the United States and Florida Supreme Court.

SS.5.CG.3.4 Describe the process for amending the U.S. Constitution.

Benchmark Clarifications:

Clarification 1: Students will explain why the U.S. Constitution includes the amendment process.

Clarification 2: Students will identify amendments to the U.S. Constitution.

SS.5.CG.3.AP.4 Recognize that the U.S. Constitution has amendments.

SS.5.CG.3.5 Explain how the U.S. Constitution influenced the Florida Constitution.

Benchmark Clarifications:

Clarification 1: Students will identify the purpose of a constitution (e.g., provides a framework for government, limits government authority, protects the rights of the people).

Clarification 2: Students will recognize the basic outline of the U.S. and Florida Constitutions (both have articles, amendments, and preambles).

SS.5.CG.3.AP.5 Recognize the basic outline of the U.S. and Florida Constitutions.

SS.5.CG.3.6 Explain the relationship between the state and national governments.

Benchmark Clarifications:

Clarification 1: Students will define federalism as it applies to the United States.

Clarification 2: Students will provide examples of powers granted to the national government and those reserved to the states.

Clarification 3: Students will provide examples of cooperation between the U.S. and Florida governments.

SS.5.CG.3.AP.6 Identify examples of powers granted to the national government and those reserved to the states.

Economics

SS.5.E.1 Market Economy

SS.5.E.1.1 Identify how trade promoted economic growth in North America from pre-Columbian times to 1850.

SS.5.E.1.AP.1 Recognize how trade promoted growth in pre-Columbian times to 1850.



SS.5.E.1.2 Describe a market economy and give examples of how the colonial and early American economy exhibited these characteristics.

SS.5.E.1.AP.2 Identify a characteristic of a market economy in colonial America.

SS.5.E.1.3 Trace the development of technology and the impact of major inventions on business productivity during the early development of the United States.

SS.5.E.1.AP.3 Recognize major inventions during the early development of the United States.

SS.5.E.2 The International Economy

SS.5.E.2.1 Recognize the positive and negative effects of voluntary trade among Native Americans, European explorers, and colonists.

SS.5.E.2.AP.1 Recognize a positive and a negative effect of voluntary trade in early America.

Geography

SS.5.G.1 The World in Spatial Terms

SS.5.G.1.1 Interpret current and historical information using a variety of geographic tools.

SS.5.G.1.AP.1 Recognize current and historical information using selected geographic tools.

SS.5.G.1.2 Use latitude and longitude to locate places.

SS.5.G.1.AP.2 Use a coordinate grid on a map to locate places.

SS.5.G.1.3 Identify major United States physical features on a map of North America.

SS.5.G.1.AP.3 Recognize major physical features on a map of the United States.

SS.5.G.1.4 Construct maps, charts, and graphs to display geographic information.

SS.5.G.1.AP.4 Complete a map, chart, or graph to display geographic information.

SS.5.G.1.5 Identify and locate the original thirteen colonies on a map of North America.

SS.5.G.1.AP.5 Identify an original colony on a map of the United States.



SS.5.G.1.6 Locate and identify states, capitals and United States Territories on a map.

SS.5.G.1.AP.6 Identify selected states and their capitals on a map.

SS.5.G.2 Places and Regions

SS.5.G.2.1 Describe the push-pull factors (e.g., economy, natural hazards, tourism, climate, physical features) that influenced boundary changes within the United States.

SS.5.G.2.AP.1 Identify a factor that causes a boundary to change.

SS.5.G.3 Environment and Society

SS.5.G.3.1 Describe the impact that past natural events have had on human and physical environments in the United States through 1850.

SS.5.G.3.AP.1 Identify natural events that caused change through the 1850s.

SS.5.G.4 Uses of Geography

SS.5.G.4.1 Use geographic knowledge and skills when discussing current events.

SS.5.G.4.AP.1 Use a geographic skill to recognize information about current events.

SS.5.G.4.2 Use geography concepts and skills such as recognizing patterns, mapping, and graphing to find solutions for local, state, or national problems.

SS.5.G.4.AP.2 Use a geographic skill to recognize information about selected local, state, or national events.



Social Studies 6-8



Grades 6-8

In Florida, the responsibility of operating, controlling, and supervising the public schools lies with local administrators and members of the district school boards. This is referred to as “local control” and places decision-making in the hands of those closest to the student. Neither the Legislature nor the Department of Education mandate when certain subjects are taught in the middle grades, only that they are taught before advancing to high school. Such is the case with the following two strands – African American history and Holocaust education. And while some districts may choose to teach American History before Civics and wait to teach World History in eighth grade, others will follow the general guidelines outlined by the following grade-specific standards. For legislative statutory requirements, please review the link above in the general introduction to this document.

- African American History – understand the causes, courses and consequences of the slave trade in colonial America; analyze events that involved or affected Africans from the founding through Reconstruction (generally taught in 8th grade, or whenever American History is taught).
- Holocaust Education – examine details of the Holocaust as an example of extreme antisemitism; describe the basic beliefs of Judaism and trace the origins and history of the Jews in Europe; examine specific case studies and personal stories to better understand the Jews’ plight and foster a sense of empathy (grades 6, 7 and 8).

African American History

SS.68.AA.1 Understand the causes, courses and consequences of the slave trade in the colonies.

SS.68.AA.1.1 Identify Afro-Eurasian trade routes and methods prior to the development of the Atlantic slave trade.

Benchmark Clarifications:

Clarification 1: Instruction includes how slavery was utilized in Asian, European, and African cultures.

Clarification 2: Instruction includes the similarities and differences between serfdom and slavery.

Clarification 3: Instruction includes the use of maps to identify trade routes.

SS.68.AA.1.AP.1 Recognize trade routes between Africa, Europe and Asia before the Atlantic slave trade started.

SS.68.AA.1.2 Describe the contact of European explorers with systematic slave trading in Africa.

SS.68.AA.1.AP.2 Recognize how European explorers were connected to the slave trade in Africa.



SS.68.AA.1.3 Examine the evolution of the labor force in the use of indentured servitude contracts.

Benchmark Clarifications:

Clarification 1: Instruction includes the comparative treatment of indentured servants of European and African extraction.

Clarification 2: Instruction includes the transition from an indentured to a slave-based economy.

SS.68.AA.1.AP.3 Recognize how the labor force has changed over time for indentured servants.

SS.68.AA.1.4 Describe the history and evolution of slave codes.

Benchmark Clarifications:

Clarification 1: Instruction includes judicial and legislative actions concerning slavery.

SS.68.AA.1.AP.4 Recognize the history and changes of slave codes.

SS.68.AA.1.5 Analyze slave revolts that happened in early colonial America and how political leaders reacted (e.g., 1712 revolt in New York City, Stono Rebellion [1739]).

SS.68.AA.1.AP.5 Recognize how enslaved people resisted slavery and how leaders reacted in early colonial America (e.g., 1712 revolt in New York City, Stono Rebellion [1739]).

SS.68.AA.1.6 Examine the service and sacrifice of African patriots during the Revolutionary Era (e.g., Crispus Attucks, Peter Salem, James Armistead Lafayette, 1st Rhode Island Regiment).

SS.68.AA.1.AP.6 Recognize the service and sacrifice of an African American patriot during the Revolutionary Era (e.g., Crispus Attucks, Peter Salem, James Armistead Lafayette, 1st Rhode Island Regiment).

SS.68.AA.2 **Analyze events that involved or affected Africans from the founding of the nation through Reconstruction.**

SS.68.AA.2.1 Explain early congressional actions regarding the institution of slavery (i.e., Northwest Ordinance of 1787, Three-Fifths Compromise, Act Prohibiting Importation of Slaves of 1808).



SS.68.AA.2.AP.1 Recognize the congressional actions regarding slavery (i.e., Northwest Ordinance of 1787, Three-Fifths Compromise, Act Prohibiting Importation of Slaves of 1808).

SS.68.AA.2.2 Explain the effect of the cotton industry on the expansion of slavery due to Eli Whitney's Cotton Gin.

Benchmark Clarifications:

Clarification 1: Instruction includes the use of a map to show westward expansion.

SS.68.AA.2.AP.2 Recognize that Eli Whitney's Cotton Gin expanded slavery.

SS.68.AA.2.3 Examine the various duties and trades performed by slaves (e.g., agricultural work, painting, carpentry, tailoring, domestic service, blacksmithing, transportation).

Benchmark Clarifications:

Clarification 1: Instruction includes how slaves developed skills which, in some instances, could be applied for their personal benefit.

SS.68.AA.2.AP.3 Identify the various duties and trades performed by slaves (e.g., agricultural work, painting, carpentry, tailoring, domestic service, blacksmithing, transportation).

SS.68.AA.2.4 Examine the Underground Railroad and its importance to those seeking freedom.

Benchmark Clarifications:

Clarification 1: Instruction includes how collaboration of free blacks, whites, churches, and organizations assisted in the Underground Railroad (e.g., Harriet Tubman, William Lambert, Levi Coffin, William Still).

Clarification 2: Instruction includes the use of "spirituals" and symbols as a form of communication, coordination, coding, and expression.

SS.68.AA.2.AP.4 Recognize the importance of the Underground Railroad for those seeking freedom.

SS.68.AA.2.5 Identify political figures who strove to abolish the institution of slavery (e.g., Thaddeus Stevens, Abraham Lincoln, Zachariah Chandler).

SS.68.AA.2.AP.5 Identify a political figure who strove to abolish the institution of slavery (e.g., Thaddeus Stevens, Abraham Lincoln, Zachariah Chandler).

SS.68.AA.2.6 Evaluate various abolitionist movements that continuously pushed to end slavery.



Benchmark Clarifications:

Clarification 1: Instruction includes the Society of Friends (Quakers) and their efforts to end slavery throughout the United States.

Clarification 2: Instruction includes writings by Africans living in the United States and their effect on the abolitionist movement (e.g., Sojourner Truth, Frederick Douglass, William Wells Brown, David Walker, Martin Delaney).

SS.68.AA.2.AP.6 Identify one or more abolitionist movements and their efforts to end slavery.

SS.68.AA.2.7 Examine how the status of slaves, those who had escaped slavery and free blacks, affected their contributions to the Civil War effort.

SS.68.AA.2.AP.7 Recognize that slaves, those who escaped slavery, and free blacks contributed to the Civil War.

SS.68.AA.2.8 Describe significant contributions made by key figures during Reconstruction (e.g., President Ulysses S. Grant, Secretary of War Edwin Stanton, Frederick Douglass, Lyman Trumbull).

SS.68.AA.2.AP.8 Identify a contribution made by a key figure during Reconstruction (e.g., President Ulysses S. Grant, Secretary of War Edwin Stanton, Frederick Douglass, Lyman Trumbull).

Holocaust Education

SS.68.HE.1 Foundations of Holocaust Education.

SS.68.HE.1.1 Examine the Holocaust as the planned and systematic state-sponsored persecution and murder of European Jews by Nazi Germany and its collaborators between 1933 and 1945.

Benchmark Clarifications:

Clarification 1: Students will describe the basic beliefs of Judaism and trace the origins and history of Jews in Europe.

Clarification 2: Students will analyze how antisemitism led to and contributed to the Holocaust.

Clarification 3: Students will identify examples of antisemitism (e.g., making mendacious, dehumanizing, demonizing or stereotypical allegations about Jews; demonizing Israel by using the symbols and images associated with classic antisemitism to characterize Israel or Israelis).

SS.68.HE.1.AP.1a Identify the Holocaust as the planned persecution and murder of European Jews by the government of Nazi Germany.

SS.68.HE.1.AP.1b Identify examples of antisemitism and how it contributed to the Holocaust.



SS.68.HE.1.AP.1c Identify the basic beliefs of Judaism and the history of Jews in Europe.



Grade 6

In grade 6, instructional time will emphasize:

- World History – describing the emergence of and recognizing the contributions of ancient civilizations from Europe, Africa, Asia, Mesoamerica and South America.
- Civics and Government – tracing the roots of American representative government to ancient Greece and Rome; examining ancient examples of civic leadership and virtue.
- Economics – introducing the concepts of market economy and our national economy, including its place in the international marketplace.
- Geography – understanding the relationship between Earth's ecosystems and the populations that dwell within them; introducing the Six Essential Elements of Geography; comparing ancient maps with current political maps.

World History

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

SS.6.W.1.1 Use timelines to identify chronological order of historical events.

SS.6.W.1.AP.1 Use timelines to identify chronological order of historical events.

SS.6.W.1.2 Identify terms (e.g., decade, century, epoch, era, millennium, BC or BCE, AD or CE) and designations of time periods.

SS.6.W.1.AP.2 Identify terms used as designations of time periods.

SS.6.W.1.3 Interpret primary and secondary sources.

SS.6.W.1.AP.3 Identify examples of primary and secondary sources.

SS.6.W.1.4 Describe the methods of historical inquiry and how history relates to the other social sciences.

SS.6.W.1.AP.4 Identify methods of historical inquiry and how history relates to the other social sciences.

SS.6.W.1.5 Describe the roles of historians and recognize varying historical interpretations (historiography).

SS.6.W.1.AP.5 Identify the role of historians and recognize that historians' interpretations may differ.



SS.6.W.1.6 Describe how history transmits culture and heritage and provides models of human character.

SS.6.W.1.AP.6 Identify how history transmits culture and heritage.

SS.6.W.2 Describe the emergence of early civilizations (e.g., Nile, Tigris-Euphrates, Indus, and Yellow Rivers, Mesoamerican and South American).

SS.6.W.2.1 Compare the lifestyles of hunter-gatherers with those of settlers of early agricultural communities.

SS.6.W.2.AP.1 Identify the similarities and differences in the lifestyles of hunter-gatherers with settlers of early agricultural communities.

SS.6.W.2.2 Describe how the developments of agriculture and metallurgy related to settlement, population growth and the emergence of civilization.

SS.6.W.2.AP.2 Identify ways that agriculture and metallurgy changed life in early civilizations.

SS.6.W.2.3 Identify the characteristics of civilization.

SS.6.W.2.AP.3 Identify the characteristics of civilization.

SS.6.W.2.4 Compare the economic, political, social, and religious institutions of ancient river civilizations.

SS.6.W.2.AP.4 Identify the economic, political, social, and religious institutions of ancient river civilizations.

SS.6.W.2.5 Summarize important achievements of Egyptian civilization.

SS.6.W.2.AP.5 Identify important achievements of the Egyptian civilization.

SS.6.W.2.6 Determine the contributions of key figures from ancient Egypt.

SS.6.W.2.AP.6 Identify the contributions of key figures from ancient Egypt.

SS.6.W.2.7 Summarize the important achievements of Mesopotamian civilization.



SS.6.W.2.AP.7 Identify important achievements of the Mesopotamian civilization.

SS.6.W.2.8 Determine the impact of key figures from ancient Mesopotamian civilizations.

SS.6.W.2.AP.8 Identify the impact of key figures from ancient Mesopotamian civilizations.

SS.6.W.2.9 Identify key figures and basic beliefs of the Israelites and determine how these beliefs compare with those of others in the geographic area.

SS.6.W.2.AP.9 Identify key figures and a basic belief of the ancient Israelites and how they differed from those of others in the geographic area.

SS.6.W.2.10 Compare the emergence of advanced civilizations in Mesoamerica and South America with the four early river valley civilizations.

SS.6.W.2.AP.10 Identify the emergence of the early river civilizations with the advanced civilizations in Meso and South America.

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

SS.6.W.3.1 Analyze the cultural impact the ancient Phoenicians had on the Mediterranean world with regard to colonization (Carthage), exploration, maritime commerce (purple dye, tin), and written communication (alphabet).

SS.6.W.3.AP.1 Identify the cultural impact the ancient Phoenicians had on the Mediterranean world regarding colonization, exploration, maritime commerce, and written communication.

SS.6.W.3.2 Explain the democratic concepts (i.e., polis, civic participation and voting rights, legislative bodies, written constitutions, rule of law) developed in ancient Greece.

SS.6.W.3.AP.2 Identify the democratic concepts developed in ancient Greece.

SS.6.W.3.3 Compare life in Athens and Sparta (e.g., government and the status of citizens, women and children, foreigners, helots).



<u>SS.6.W.3.AP.3</u>	<u>Identify the characteristics of life in Athens and Sparta.</u>
<u>SS.6.W.3.4</u>	<u>Explain the causes and effects of the Persian and Peloponnesian Wars.</u>
<u>SS.6.W.3.AP.4</u>	<u>Identify the causes and effects of the Persian and Peloponnesian Wars.</u>
<u>SS.6.W.3.5</u>	<u>Summarize the important achievements and contributions of ancient Greek civilization.</u>
<u>SS.6.W.3.AP.5</u>	<u>Identify the important achievements and contributions of ancient Greek civilization.</u>
<u>SS.6.W.3.6</u>	<u>Determine the impact of key figures from ancient Greece.</u>
<u>SS.6.W.3.AP.6</u>	<u>Identify the impact of key figures from ancient Greece.</u>
<u>SS.6.W.3.7</u>	<u>Summarize the key achievements, contributions, and figures associated with The Hellenistic Period.</u>
<u>SS.6.W.3.AP.7</u>	<u>Identify the key achievements, contributions, and figures associated with the Hellenistic Period.</u>
<u>SS.6.W.3.8</u>	<u>Determine the impact of significant figures associated with ancient Rome.</u>
<u>SS.6.W.3.AP.8</u>	<u>Identify the impact of significant figures associated with ancient Rome.</u>
<u>SS.6.W.3.9</u>	<u>Explain the impact of the Punic Wars on the development of the Roman Empire.</u>
<u>SS.6.W.3.AP.9</u>	<u>Identify the impact of the Punic Wars on the development of the Roman Empire.</u>
<u>SS.6.W.3.10</u>	<u>Describe the government of the Roman Republic and its contribution to the development of democratic principles (i.e., separation of powers, rule of law, representative government, civic duty).</u>
<u>SS.6.W.3.AP.10</u>	<u>Identify the type of government found in the Roman Republic and its contribution to the development of democratic principles.</u>
<u>SS.6.W.3.11</u>	<u>Explain the transition from Roman Republic to empire and Imperial Rome and compare Roman life and culture under each one.</u>



SS.6.W.3.AP.11 Identify changes in the characteristics of life in Rome as it transitioned from republic to Imperial Rome.

SS.6.W.3.12 Explain the causes for the growth and longevity of the Roman Empire.

SS.6.W.3.AP.12 Explain the causes for the growth and longevity of the Roman Empire.

SS.6.W.3.13 Identify key figures and the basic beliefs of early Christianity and how these beliefs impacted the Roman Empire.

SS.6.W.3.AP.13 Identify key figures and the basic beliefs of early Christianity, and how these beliefs impacted the Roman Empire.

SS.6.W.3.14 Describe the key achievements and contributions of Roman civilization.

SS.6.W.3.AP.14 Identify the key achievements and contributions of Roman civilization.

SS.6.W.3.15 Explain the reasons for the gradual decline of the Western Roman Empire after the Pax Romana.

SS.6.W.3.AP.15 Identify the reasons for the gradual decline of the Western Roman Empire after the Pax Romana.

SS.6.W.3.16 Compare life in the Roman Republic for patricians, plebeians, women, children, and slaves.

SS.6.W.3.AP.16 Identify the aspects of society in the Roman Republic for patricians, plebeians, women, children, and the enslaved and indentured.

SS.6.W.3.17 Explain the spread and influence of the Latin language on Western Civilization.

SS.6.W.3.AP.17 Identify how the spread and influence of the Latin language impacted Western Civilization.

SS.6.W.3.18 Describe the rise and fall of the ancient east African kingdoms of Kush and Axum and Christianity's development in Ethiopia.

SS.6.W.3.AP.18 Identify factors in the rise and fall of the ancient east African kingdoms, including Kush, Axum, and Ethiopia.



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

SS.6.W.4.1 Discuss the significance of Aryan and other tribal migrations on Indian civilization.

SS.6.W.4.AP.1 Identify the significance of Aryan and other tribal migrations on Indian civilization.

SS.6.W.4.2 Explain the major beliefs and practices associated with Hinduism and the social structure of the caste system in ancient India.

SS.6.W.4.AP.2 Identify the major beliefs and practices associated with Hinduism and the social structure of the caste system in ancient India.

SS.6.W.4.3 Recognize the political and cultural achievements of the Mauryan and Gupta empires.

SS.6.W.4.AP.3 Identify the political and cultural achievements of the Mauryan and Gupta empires.

SS.6.W.4.4 Explain the teachings of Buddha, the importance of Asoka, and how Buddhism spread in India, Ceylon, and other parts of Asia.

SS.6.W.4.AP.4 Identify the teachings of Buddha and trace how Buddhism spread in India, Ceylon, and other parts of Asia.

SS.6.W.4.5 Summarize the important achievements and contributions of ancient Indian civilization.

SS.6.W.4.AP.5 Identify the important achievements and contributions of ancient Indian civilization, in written language, science, and/or mathematics.

SS.6.W.4.6 Describe the concept of the Mandate of Heaven and its connection to the Zhou and later dynasties.

SS.6.W.4.AP.6 Identify the concept of the Mandate of Heaven and its connection to the Zhou and later dynasties.

SS.6.W.4.7 Explain the basic teachings of Laozi, Confucius and Han Fei Zi.



SS.6.W.4.AP.7 Identify the basic teachings of Laozi, Confucius, and Han Fei Zi.

SS.6.W.4.8 Describe the contributions of classical and post classical China.

SS.6.W.4.AP.8 Identify the contributions of classical and post classical China.

SS.6.W.4.9 Identify key figures from classical and post classical China.

SS.6.W.4.AP.9 Identify key figures from classical and post classical China.

SS.6.W.4.10 Explain the significance of the silk roads and maritime routes across the Indian Ocean to the movement of goods and ideas among Asia, East Africa, and the Mediterranean Basin.

SS.6.W.4.AP.10 Identify the significance of the silk roads and maritime routes across the Indian Ocean to the movement of goods and ideas.

SS.6.W.4.11 Explain the rise and expansion of the Mongol empire and its effects on peoples of Asia and Europe including the achievements of Genghis and Kublai Khan.

SS.6.W.4.AP.11 Identify the rise and expansion of the Mongol empire and its effects on peoples of Asia and Europe including the achievements of Ghengis and Kublai Khan.

SS.6.W.4.12 Identify the causes and effects of Chinese isolation and the decision to limit foreign trade in the 15th century.

SS.6.W.4.AP.12 Identify the objectives and outcomes of Chinese isolationism in the 15th century.

Civics and Government

SS.6.CG.1 Demonstrate an understating of the origins and purposes of government, law, and the American political system..

SS.6.CG.1.1 Analyze how democratic concepts developed in ancient Greece served as a foundation for the United States' constitutional republic.

**Benchmark Clarifications:**

Clarification 1: Students will identify and explain the democratic principles of government in ancient Greece.

Clarification 2: Students will compare and contrast the political systems of ancient Greece and modern-day United States.

Clarification 3: Students will recognize the influence of ancient Greece on the American political process.

SS.6.CG.1.AP.1 Identify how democratic concepts developed in ancient Greece served as a foundation for the United States' constitutional republic.

SS.6.CG.1.2 Analyze the influence of ancient Rome on the United States' constitutional republic.

Benchmark Clarifications:

Clarification 1: Students will compare and contrast the political systems in ancient Rome and modern-day United States.

Clarification 2: Students will recognize the influence of ancient Rome on the American political process.

SS.6.CG.1.AP.2 Identify the influence of ancient Rome on the United States' constitutional republic.

SS.6.CG.1.3 Examine rule of law in the ancient world and its influence on the United States' constitutional republic.

Benchmark Clarifications:

Clarification 1: Students will recognize origins of the rule of law including, but not limited to, the contributions of ancient Jewish, ancient Greek and ancient Roman civilizations.

Clarification 2: Students will recognize that the rule of law is a foundational principle of the U.S. government.

SS.6.CG.1.AP.3 Identify rule of law as a foundational principle of the U.S. government.

SS.6.CG.1.4 Examine examples of civic leadership and virtue in ancient Greece and ancient Rome.

Benchmark Clarifications:

Clarification 1: Students will explain the influence of significant leaders (e.g., Marcus Tullius Cicero, Marcus Aurelius, Pericles, Solon, Cleisthenes) on civic participation and governance in the ancient world.

SS.6.CG.1.AP.4 Identify an example of civic leadership in ancient Greece and ancient Rome.



Economics

SS.6.E.1 Understand the fundamental concepts relevant to the development of a market economy.

SS.6.E.1.1 Identify the factors (e.g., new resources, increased productivity, education, technology, slave economy, territorial expansion) that increase economic growth.

SS.6.E.1.AP.1 Identify the factors that increase economic growth.

SS.6.E.1.2 Describe and identify traditional and command economies as they appear in different civilizations.

SS.6.E.1.AP.2 Identify the characteristics of traditional and command economies as they appear in different civilizations

SS.6.E.1.3 Describe the following economic concepts as they relate to early civilization: scarcity, opportunity cost, supply and demand, barter, trade, productive resources (e.g., land, labor, capital, entrepreneurship).

SS.6.E.1.AP.3 Identify the basic economic concepts found in early civilizations.

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

SS.6.E.2.1 Evaluate how civilizations through clans, leaders and family groups make economic decisions for that civilization providing a framework for future city-state or nation development.

SS.6.E.2.AP.1 Recognize that leaders or family groups make economic decisions for their civilizations.

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

SS.6.E.3.1 Identify examples of mediums of exchange (currencies) used for trade (barter) for each civilization, and explain why international trade requires a system for a medium of exchange between trading both inside and among various regions.



<u>SS.6.E.3.AP.1</u>	<u>Identify and explain why mediums of exchange were needed in trade between early civilizations.</u>
<u>SS.6.E.3.2</u>	<u>Categorize products that were traded among civilizations, and give examples of barriers to trade of those products.</u>
<u>SS.6.E.3.AP.2</u>	<u>Identify the products and barriers involved in trade between civilizations.</u>
<u>SS.6.E.3.3</u>	<u>Describe traditional economies (e.g., Egypt, Greece, Rome, Kush) and elements of those economies that led to the rise of a merchant class and trading partners.</u>
<u>SS.6.E.3.AP.3</u>	<u>Identify the elements of traditional economies that led to the need for a merchant class.</u>
<u>SS.6.E.3.4</u>	<u>Describe the relationship among civilizations that engage in trade, including the benefits and drawbacks of voluntary trade.</u>
<u>SS.6.E.3.AP.4</u>	<u>Identify the benefits and drawbacks of voluntary trade between civilizations.</u>

Geography

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

<u>SS.6.G.1.1</u>	<u>Use latitude and longitude coordinates to understand the relationship between people and places on the Earth.</u>
<u>SS.6.G.1.AP.1</u>	<u>Select the correct latitude and longitude coordinates of a designated item on a map grid.</u>
<u>SS.6.G.1.2</u>	<u>Analyze the purposes of map projections (e.g., political, physical, special purpose) and explain the applications of various types of maps.</u>
<u>SS.6.G.1.AP.2</u>	<u>Identify the purposes of different types of maps, such as political, physical, or special purpose.</u>
<u>SS.6.G.1.3</u>	<u>Identify natural wonders of the ancient world.</u>



SS.6.G.1.AP.3 Identify various types of landforms such as the Seven Natural Wonders of Africa, Himalayas, and Gobi Desert.

SS.6.G.1.4 Utilize tools geographers use to study the world.

SS.6.G.1.AP.4 Identify and use tools of geography, such as maps, globes, satellite images, and charts.

SS.6.G.1.5 Use scale, cardinal and intermediate directions, and estimation of distances between places on current and ancient maps of the world.

SS.6.G.1.AP.5 Use scale conversions and cardinal directions to identify distance and direction between two identified locations on a map or grid.

SS.6.G.1.6 Use a map to identify major bodies of water of the world and explain ways they have impacted the development of civilizations.

SS.6.G.1.AP.6 Identify types of major bodies of water in the world, and recognize ways they have impacted agriculture, trade, and exploration

SS.6.G.1.7 Use maps to identify characteristics and boundaries of ancient civilizations that have shaped the world today.

SS.6.G.1.7 Use maps to identify landforms and boundaries of ancient civilizations that still shape the world today.

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

SS.6.G.2.1 Explain how major physical characteristics, natural resources, climate, and absolute and relative locations have influenced settlement, interactions, and the economies of ancient civilizations of the world.

SS.6.G.2.AP.1 Identify the impact of physical characteristics, climate, or natural resources upon the settlement and economies of ancient civilizations.

SS.6.G.2.2 Differentiate between continents, regions, countries, and cities in order to understand the complexities of regions created by civilizations.

SS.6.G.2.AP.2 Identify different ways civilizations defined their territory, such as countries, city-states, provinces, kingdoms, and empires.



SS.6.G.2.3 Analyze the relationship of physical geography to the development of ancient river valley civilizations.

SS.6.G.2.AP.3 Identify how the development of ancient river valley civilizations was shaped by the geography and proximity of the river.

SS.6.G.2.4 Explain how the geographical location of ancient civilizations contributed to the culture and politics of those societies.

SS.6.G.2.AP.4 Identify ways the geographical location of ancient civilizations contributed to the culture, economy, and politics.

SS.6.G.2.5 Interpret how geographic boundaries invite or limit interaction with other regions and cultures.

SS.6.G.2.AP.5 Explain how geographic boundaries such as rivers, deserts, and mountains invite or limit interactions with other regions and cultures.

SS.6.G.2.6 Explain the concept of cultural diffusion and identify the influences of different ancient cultures on one another.

SS.6.G.2.AP.6 Define cultural diffusion and identify the influences of different ancient cultures on one another.

SS.6.G.2.7 Interpret choropleths or dot-density maps to explain the distribution of population in the ancient world.

SS.6.G.2.AP.7 Identify distribution of population in the ancient world on a map.

SS.6.G.3 Understand the relationships between the Earth's ecosystems and the populations that dwell within them.

SS.6.G.3.1 Explain how the physical landscape affected the development of agriculture and industry in the ancient world.

SS.6.G.3.AP.1 Identify the impact of physical landscape on the development of agriculture and/or industry in the ancient world.

SS.6.G.3.2 Analyze the impact of human populations on the ancient world's ecosystems.



SS.6.G.3.AP.2 Identify the impact of human population on the ancient world's environment.

SS.6.G.4 Understand the characteristics, distribution, and migration of human populations.

SS.6.G.4.1 Explain how family and ethnic relationships influenced ancient cultures.

SS.6.G.4.AP.1 Identify how family and ethnic relationships influenced ancient cultures.

SS.6.G.4.2 Use maps to trace significant migrations and analyze their results.

SS.6.G.4.AP.2 Use a map to identify a prehistoric migration route used by humans.

SS.6.G.4.3 Locate sites in Africa and Asia where archaeologists have found evidence of early human societies and trace their migration patterns to other parts of the world.

SS.6.G.4.AP.3 Identify a migration pattern in Africa or Asia, where evidence of early human societies has been found.

SS.6.G.4.4 Map and analyze the impact of the spread of various belief systems in the ancient world.

SS.6.G.4.AP.4 Use a map to identify countries or regions where various belief systems spread in the ancient world.

SS.6.G.5 Understand how human actions can impact the environment.

SS.6.G.5.1 Identify the methods used to compensate for the scarcity of resources in the ancient world.

SS.6.G.5.AP.1 Identify examples of what ancient people used to compensate for the scarcity of resources.

SS.6.G.5.2 Use geographic terms and tools to explain why ancient civilizations developed networks of highways, waterways and other transportation linkages.



SS.6.G.5.AP.2 Identify why ancient civilizations developed transportation networks of highways and waterways.

SS.6.G.5.3 Use geographic tools and terms to analyze how famine, drought and natural disasters plagued many ancient civilizations.

SS.6.G.5.AP.3 Identify the effects of famine, drought, and other natural disasters on ancient civilizations.

SS.6.G.6 Understand how to apply geography to interpret the past and present and plan for the future.

SS.6.G.6.1 Describe the Six Essential Elements of Geography (The World in Spatial Terms, Places and Regions, Physical Systems, Human Systems, Environment, The Uses of Geography) as the organizing framework for understanding the world and its people.

SS.6.G.6.AP.1 Identify ways geographers organize information, such as by spatial terms, places and regions, human systems, and the environment.

SS.6.G.6.2 Compare maps of the world in ancient times with current political maps.

SS.6.G.6.AP.2 Identify locations on ancient and current maps of the world.



Grade 7

In grade 7, instructional time will emphasize:

- Civics and Government – understanding the origins and purposes of government by examining ancient and contemporary influences and movements; examining the causes, course and consequences of American independence from Britain; examining the individuals, documents and viewpoints involved in the creation of American government; evaluating the roles, rights and responsibilities of American citizenship, including the importance of civic engagement; describing the process of becoming a citizen; analyzing the structure and function of government; comparing and contrasting different forms and systems of governments with the U.S. government; exploring historical and contemporary foreign policy issues and events.
- Economics – understanding the fundamental concepts of a market economy and our national economy, including its place in the international marketplace.
- Geography – building on prior knowledge of maps and other geographical tools to report information, understanding human interaction with the environment and applying that knowledge to interpret the past and present and plan for the future.

Civics and Government

SS.7.CG.1 Demonstrate an understanding of the origins and purposes of government, law and the American political system.

SS.7.CG.1.1 Analyze the influences of ancient Greece, ancient Rome and the Judeo-Christian tradition on America's constitutional republic.

Benchmark Clarifications:

Clarification 1: Students will explain the influence of ancient Greece on America's constitutional republic (e.g., civic participation, legislative bodies, polis, voting rights, written constitution).

Clarification 2: Students will explain the influence of ancient Rome on America's constitutional republic (e.g., civic participation, republicanism, representative government, rule of law, separation of powers).

Clarification 3: Students will compare and contrast the democratic principles of ancient Greece and ancient Rome with those of the United States.

Clarification 4: Students will explain how the Judeo-Christian ethical ideas of justice, individual worth, personal responsibility, and the rule of law influenced America's constitutional republic.

SS.7.CG.1.AP.1 Identify the influences of ancient Greece, ancient Rome and the Judeo-Christian tradition on America's constitutional republic.

Benchmark Clarifications:

Clarification 1: Students will recognize principles contained in the founding documents (e.g., due process of law, equality of mankind, limited government, natural rights, the rule of law).

Clarification 2: Students will explain why religious liberty is a protected right.

SS.7.CG.1.AP.2 Identify the principles of due process of law, equality of mankind, limited government, natural rights, and rule of law, in the founding documents.



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.

Benchmark Clarifications:

Clarification 1: Students will identify the important ideas contained in the Magna Carta (e.g., due process of law, limitation of government power, right to justice, right to fair trial), Mayflower Compact (e.g., consent of the governed, self-government), English Bill of Rights (e.g., right to life, liberty and property; no taxation without representation; right to a speedy and fair jury trial; no excessive punishments) and Common Sense (representative self-government).

SS.7.CG.1.AP.3 Identify the impact that the Magna Carta, Mayflower Compact, English Bill of Rights and Thomas Paine's Common Sense had on colonists' views of the government.

SS.7.CG.1.4 Analyze how Enlightenment ideas, including Montesquieu's view of separation of powers and John Locke's theories related to natural law and Locke's social contract, influenced the Founding.

Benchmark Clarifications:

Clarification 1: Students will identify and describe the Enlightenment ideas of separation of powers, natural law, and social contract.

Clarification 2: Students will examine how Enlightenment ideas influenced the Founders' beliefs about individual liberties and government.

Clarification 3: Students will evaluate the influence of Montesquieu's and Locke's ideas on the Founding Fathers.

SS.7.CG.1.AP.4 Identify how Montesquieu's view of separation of powers and John Locke's theories related to natural law and Locke's social contract, influenced the Founding Fathers.

SS.7.CG.1.5 Describe how British policies and responses to colonial concerns led to the writing of the Declaration of Independence.

Benchmark Clarifications:

Clarification 1: 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).

Clarification 2: 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.

SS.7.CG.1.AP.5 Identify how British policies and responses to colonial concerns led to the writing of the Declaration of Independence.

SS.7.CG.1.6 Analyze the ideas and grievances set forth in the Declaration of Independence.



Benchmark Clarifications:

Clarification 1: Students will identify the unalienable rights specifically expressed in the Preamble of the Declaration of Independence (e.g., life, liberty, and the pursuit of happiness).

Clarification 2: Students will explain the concept of natural rights as expressed in the Declaration of Independence.

Clarification 3: Students will recognize natural rights, social contract, limited government and the right of resistance to tyrannical government.

Clarification 4: Students will analyze the relationship between natural rights and the role of government: 1. People are endowed by their Creator with certain unalienable rights; 2. Governments are instituted among men to secure these rights; 3. Governments derive their just powers from the consent of governed; and 4. Whenever any form of government becomes destructive of these ends, it is the right of the people to alter or abolish it and to institute new government.

Clarification 5: Students will recognize the connection between specific grievances in the Declaration of Independence and natural rights violations.

Clarification 6: Students will recognize colonial grievances identified in the Declaration of Independence (e.g., imposing taxes without the consent of the people, suspending trial by jury, limiting judicial powers, quartering soldiers, and dissolving legislatures).

SS.7.CG.1.AP.6 Identify the ideas and grievances set forth in the Declaration of Independence.

SS.7.CG.1.7 Explain how the weaknesses of the Articles of Confederation led to the writing of the U.S. Constitution.

Benchmark Clarifications:

Clarification 1: Students will identify the weaknesses of the government under the Articles of Confederation (i.e., Congress had no power to tax, to regulate trade or to enforce its laws; the national government lacked a national court system [judicial branch] and central leadership [executive branch]; no national armed forces; and changes to the Articles required unanimous consent of the 13 states).

SS.7.CG.1.AP.7 Identify how the weaknesses of the Articles of Confederation led to the writing of the U.S. Constitution.

SS.7.CG.1.8 Explain the purpose of the Preamble to the U.S. Constitution.

Benchmark Clarifications:

Clarification 1: Students will explain how the Preamble serves as an introduction to the U.S. Constitution (e.g., establishes the goals and purposes of government).

Clarification 2: Students will identify the goals and purposes of the national government as set forth in the Preamble to the U.S. Constitution (i.e., form a more perfect union, establish justice, ensure domestic tranquility, provide for the common defense, promote the general welfare, and secure the blessings of liberty to ourselves and our posterity).

Clarification 3: Students will recognize that the intention of the phrase “We the People” means that government depends on the people for its power and exists to serve them.

SS.7.CG.1.AP.8 Identify the six goals and purposes highlighted in the Preamble to the U.S. Constitution.



SS.7.CG.1.9 Describe how the U.S. Constitution limits the powers of government through separation of powers, checks and balances, individual rights, rule of law and due process of law.

Benchmark Clarifications:

Clarification 1: Students will explain the concept of limited government in the U.S. Constitution.

Clarification 2: Students will describe and distinguish between separation of powers and checks and balances.

Clarification 3: Students will analyze how government power is limited by separation of powers and/or checks and balances.

Clarification 4: Students will recognize examples of separation of powers and checks and balances.

Clarification 5: Students will recognize the influence of the U.S. Constitution on the development of other governments.

SS.7.CG.1.AP.9 Identify how the U.S. Constitution limits the powers of the government through separation of powers, checks and balances, individual rights, rule of law and due process of law.

SS.7.CG.1.10 Compare the viewpoints of the Federalists and the Anti-Federalists regarding ratification of the U.S. Constitution and including a bill of rights.

Benchmark Clarifications:

Clarification 1: Students will identify the viewpoints of the Federalists and the Anti-Federalists about the ratification of the U.S. Constitution.

Clarification 2: Students will recognize the Anti-Federalists' reasons for the inclusion of a bill of rights in the U.S. Constitution.

SS.7.CG.1.AP.10 Identify the viewpoints of the Federalists and Antifederalists regarding the ratification of the U.S. Constitution and the Bill of Rights.

SS.7.CG.1.11 Define the rule of law and recognize its influence on the development of legal, political, and governmental systems in the United States.

Benchmark Clarifications:

Clarification 1: Students will compare and contrast the characteristics of a society that operates under the rule of law and one that does not.

Clarification 2: Students will assess the importance of the rule of law in protecting citizens from arbitrary and abusive uses of government power.

Clarification 3: Students will analyze the meaning and importance of due process in the United States legal system.

Clarification 4: Students will evaluate the impact of the rule of law on governmental officials and institutions (e.g., accountability to the law, consistent application and enforcement of the law, decisions based on the law, fair procedures, transparency of institutions).

SS.7.CG.1.AP.11 Identify the influence of rule of law on the development of legal, political, and governmental systems in the United States.



SS.7.CG.2 Evaluate the roles, rights, and responsibilities of United States citizens, and determine methods of active participation in society, government, and the political system.

SS.7.CG.2.1 Define the term “citizen,” and explain the constitutional means of becoming a U.S. citizen.

Benchmark Clarifications:

Clarification 1: Students will define citizenship as stated in the 14th Amendment.

Clarification 2: Students will explain the process of becoming a naturalized citizen.

Clarification 3: Students will define permanent residency and explain its role in obtaining citizenship.

Clarification 4: Students will examine the impact of the naturalization process on society, government, and the political process.

SS.7.CG.2.AP.1 Identify the qualifications for citizenship as defined by the 14th Amendment to the U.S. Constitution.

SS.7.CG.2.2 Differentiate between obligations and responsibilities of U.S. citizenship and evaluate their impact on society.

Benchmark Clarifications:

Clarification 1: Students will distinguish between an obligation or duty and a responsibility as it relates to citizenship. Responsibilities may include, but are not limited to, voting, attending civic meetings, petitioning government, and running for office.

Clarification 2: Students will recognize the concept of the common good as a reason for fulfilling the obligations and responsibilities of citizenship.

Clarification 3: Students will evaluate the obligations and responsibilities of citizens as they relate to active participation in society and government.

Clarification 4: Students will use scenarios to assess specific obligations of citizens.

Clarification 5: Students will identify the consequences or predict the outcome for society if citizens do not fulfill their obligations and responsibilities.

SS.7.CG.2.AP.2 Identify the obligations and responsibilities of U.S. citizenship, and their impact on society.

SS.7.CG.2.3 Identify and apply the rights contained in the Bill of Rights and other amendments to the U.S. Constitution.

Benchmark Clarifications:

Clarification 1: Students will recognize that the Bill of Rights comprises the first ten amendments to the U.S. Constitution.

Clarification 2: Students will recognize the five freedoms protected by the First Amendment.

Clarification 3: Students will evaluate how the Bill of Rights and other amendments (e.g., 13th, 14th, 15th, 19th, 24th, 26th) influence individual actions and social interactions.

Clarification 4: Students will use scenarios to identify rights protected by the Bill of Rights.

Clarification 5: Students will use scenarios to recognize violations of the Bill of Rights or other constitutional amendments.



SS.7.CG.2.AP.3 Identify the rights contained in the Bill of Rights and other amendments to the U.S. Constitution.

SS.7.CG.2.4 Explain how the U.S. Constitution and the Bill of Rights safeguard individual rights.

Benchmark Clarifications:

Clarification 1: Students will recognize that rights are protected but some rights are limited (e.g., property rights, civil disobedience).

Clarification 2: Students will examine rationales for and results of government-imposed limitations on individual rights (e.g., forced internment in wartime, limitations on speech, rationing during wartime, suspension of habeas corpus).

Clarification 3: Students will use scenarios to examine the impact of limiting individual rights.

Clarification 4: Students will examine the role of the judicial branch of government in protecting individual rights and freedoms.

SS.7.CG.2.AP.4 Identify how the U.S. Constitution and the Bill of Rights safeguard individual rights.

SS.7.CG.2.5 Describe the trial process and the role of juries in the administration of justice at the state and federal levels.

Benchmark Clarifications:

Clarification 1: Students will examine the significance of juries in the American legal system.

Clarification 2: Students will explain types of jury trials, how juries are selected and why jury trials are important.

SS.7.CG.2.AP.5 Identify the steps in the trial process and role of juries in the judicial system

SS.7.CG.2.6 Examine the election and voting process at the local, state and national levels.

Benchmark Clarifications:

Clarification 1: Students will explain how elections and voting impact citizens at the local, state and national levels.

Clarification 2: Students will explain the origins of the Republican and Democratic political parties and evaluate their roles in shaping public policy.

Clarification 3: Students will explain how free and fair elections promote trust in democratic institutions and preserve the republic.

SS.7.CG.2.AP.6 Identify the steps in the election and voting process at the local, state, and national levels.

SS.7.CG.2.7 Identify the constitutional qualifications required to hold local, state and national offices.

Benchmark Clarifications:

Clarification 1: Students will recognize the qualifications to seek election to local, state and national political offices.



SS.7.CG.2.AP.7 Recognize the constitutional qualifications required to hold local, state and national offices.

SS.7.CG.2.8 Examine the impact of media, individuals and interest groups on monitoring and influencing government.

Benchmark Clarifications:

Clarification 1: Students will identify methods used by the media to monitor and hold government accountable (e.g., acting as a watchdog, freedom of the press as contained in the 1st Amendment).

Clarification 2: Students will identify methods used by individuals to monitor, hold accountable and influence the government (e.g., attending civic meetings, peacefully protesting, petitioning government, running for office, voting).

Clarification 3: Students will identify methods used by interest groups to monitor and influence government.

SS.7.CG.2.AP.8 Identify the impact of media, individuals, and interest groups on monitoring and influencing government.

SS.7.CG.2.9 Analyze media and political communications and identify examples of bias, symbolism and propaganda.

Benchmark Clarifications:

Clarification 1: Students will use scenarios to identify bias, symbolism, and propaganda.

Clarification 2: Students will evaluate how bias, symbolism and propaganda can impact public opinion.

SS.7.CG.2.AP.9 Identify examples of bias, symbolism, and propaganda in media and political communications.

SS.7.CG.2.10 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.

Benchmark Clarifications:

Clarification 1: Students will identify the appropriate level of government to resolve specific problems.

Clarification 2: Students will identify appropriate government agencies to address local or state problems.

Clarification 3: Students will analyze public policy alternatives to resolve local and state problems.

SS.7.CG.2.AP.10 Identify the steps a citizen would take to correct a problem at the local or state level.

SS.7.CG.3 Demonstrate an understanding of the principles, functions, and organization of government.



SS.7.CG.3.1 Analyze the advantages of the United States' constitutional republic over other forms of government in safeguarding liberty, freedom, and a representative government.

Benchmark Clarifications:

Clarification 1: Students will apply their understanding of various forms of government (e.g., republic, democracy, monarchy, oligarchy, theocracy, autocracy).

Clarification 2: Students will identify different forms of government based on their political philosophy or organizational structure.

Clarification 3: Students will analyze scenarios describing various forms of government.

Clarification 4: Students will explain how the application of checks and balances, consent of the governed, democracy, due process of law, federalism, individual rights, limited government, representative government, republicanism, rule of law and separation of powers distinguishes the United States' constitutional republic from authoritarian and totalitarian nations.

SS.7.CG.3.AP.1 Identify an advantage of a constitutional republic, like the United States, over other forms of government.

SS.7.CG.3.2 Explain the advantages of a federal system of government over other systems in balancing local sovereignty with national unity and protecting against authoritarianism.

Benchmark Clarifications:

Clarification 1: Students will apply their understanding of federal, confederal, and unitary systems of government.

Clarification 2: Students will compare the organizational structures of systems of government.

Clarification 3: Students will recognize examples of these systems of government.

Clarification 4: Students will analyze scenarios describing various systems of government.

SS.7.CG.3.AP.2 Identify an advantage of a federal system of government for balancing local, state, and national government powers.

SS.7.CG.3.3 Describe the structure and function of the three branches of government established in the U.S. Constitution.

Benchmark Clarifications:

Clarification 1: Students will recognize the structure of the legislative, executive, and judicial branches.

Clarification 2: Students will compare the roles and responsibilities of the three branches of the national government.

Clarification 3: Students will identify the general powers described in Articles I, II and III of the U.S. Constitution.

SS.7.CG.3.AP.3 Identify the structure and function of the three branches of government established in the U.S. Constitution.

SS.7.CG.3.4 Explain the relationship between state and national governments as written in Article IV of the U.S. Constitution and the 10th Amendment.

Benchmark Clarifications:Clarification 1: Students will describe the system of federalism as established by the U.S. Constitution.Clarification 2: Students will analyze how federalism limits government power.Clarification 3: Students will compare concurrent powers, enumerated powers, reserved powers, and delegated powers as they relate to state and national governments.

SS.7.CG.3.AP.4 Identify the relationship between state and national governments as established in the U.S. Constitution and the 10th Amendment.

SS.7.CG.3.5 Explain the amendment process outlined in Article V of the U.S. Constitution.

Benchmark Clarifications:Clarification 1: Students will recognize the methods used to propose and ratify amendments to the U.S. Constitution.Clarification 2: Students will identify the correct sequence of each amendment process.Clarification 3: Students will identify the importance of a formal amendment process.Clarification 4: Students will recognize the significance of the difficulty of amending the U.S. Constitution.

SS.7.CG.3.AP.5 Identify the steps in the amendment process of the U.S. Constitution.

SS.7.CG.3.6 Analyze how the 13th, 14th, 15th, 19th, 24th and 26th Amendments broadened participation in the political process.

Benchmark Clarifications:Clarification 1: Students will recognize how these amendments expanded civil rights to African Americans, women, and young people.Clarification 2: Students will evaluate the impact these amendments have had on American society.Clarification 3: Students will examine how these amendments increased participation in the political process.

SS.7.CG.3.AP.6 Identify how the 13th, 14th, 15th, 19th, 24th and 26th Amendments broadened participation in the political process.

SS.7.CG.3.7 Explain the structure, functions, and processes of the legislative branch of government.

Benchmark Clarifications:Clarification 1: Students will examine the processes of the legislative branch (e.g., how a bill becomes a law, appointment confirmation, committee selection).Clarification 2: Students will compare local, state, and national lawmakers (e.g., city/county commissioners/council members; state legislators [representatives and senators]; and U.S. Congressmen/Congresswomen [representatives and senators]).Clarification 3: Students will compare and contrast the lawmaking process at the local, state and national levels.

SS.7.CG.3.AP.7 Identify the structure and functions of the legislative branch of government.



SS.7.CG.3.8 Explain the structure, functions, and processes of the executive branch of government.

Benchmark Clarifications:

Clarification 1: Students will examine the processes of the executive branch (e.g., executive order, veto, appointments).

Clarification 2: Students will compare and contrast executive authority at the local, state, and national levels.

Clarification 3: Students will explain the function of administrative agencies (e.g., advise, make regulations, enforce law and regulations).

SS.7.CG.3.AP.8 Identify the structure and functions of the executive branch of government.

SS.7.CG.3.9 Explain the structure, functions, and processes of the judicial branch of government.

Benchmark Clarifications:

Clarification 1: Students will examine the processes of the judicial branch (e.g., judicial review, court order, writ of certiorari, summary judgment).

Clarification 2: Students will distinguish between the structure, functions, and powers of courts at the state and federal levels.

Clarification 3: Students will recognize that the powers and jurisdiction of the state and federal courts are derived from their respective constitutions.

Clarification 4: Students will compare the trial and appellate processes.

SS.7.CG.3.AP.9 Identify the structure and functions of the judicial branch of government.

SS.7.CG.3.10 Identify sources and types of law.

Benchmark Clarifications:

Clarification 1: Students will explain how historical codes of law influenced the United States.

Clarification 2: Students will recognize natural, constitutional, statutory, case, and common law as sources of law.

Clarification 3: Students will compare civil, criminal, constitutional and/or military types of law.

SS.7.CG.3.AP.10 Identify sources and types of law.

SS.7.CG.3.11 Analyze the effects of landmark Supreme Court decisions on law, liberty and the interpretation of the U.S. Constitution.

Benchmark Clarifications:

Clarification 1: Students will recognize landmark Supreme Court cases (e.g., *Marbury v. Madison*; *Dred Scott v. Sandford*; *Plessy v. Ferguson*; *Brown v. Board of Education*; *Gideon v. Wainwright*; *Miranda v. Arizona*; *In re Gault*; *United States v. Nixon*; *Hazelwood v. Kuhlmeier*).

Clarification 2: Students will use primary sources to assess the significance of each U.S. Supreme Court case.

Clarification 3: Students will evaluate the impact of each case on society.

Clarification 4: Students will recognize constitutional principles and individual rights in relevant U.S. Supreme Court decisions.



SS.7.CG.3.AP.11 Identify the effects of landmark Supreme Court decisions.

SS.7.CG.3.12 Compare the U.S. and Florida constitutions.

Benchmark Clarifications:

Clarification 1: Students will identify the purposes of a constitution (e.g., provides a framework for government, limits government authority, protects individual rights of the people).

Clarification 2: Students will recognize the basic outline of the U.S. and Florida Constitutions (e.g., both have preambles, articles, and amendments).

Clarification 3: Students will compare the amendment process of the U.S. and Florida Constitutions.

Clarification 4: Students will recognize the U.S. Constitution as the supreme law of the land.

SS.7.CG.3.AP.12 Identify the framework of government in the U.S. and Florida constitutions.

SS.7.CG.3.13 Explain government obligations to its citizens and the services provided at the local, state, and national levels.

Benchmark Clarifications:

Clarification 1: Students will describe and classify specific services provided by local, state, and national governments.

Clarification 2: Students will compare the powers and obligations of local, state, and national governments.

SS.7.CG.3.AP.13 Identify government services provided to citizens at the local, state, and national levels.

SS.7.CG.3.14 Explain the purpose and function of the Electoral College in electing the President of the United States.

Benchmark Clarifications:

Clarification 1: Students will explain the origin of the Electoral College and the changes made to it by the 12th Amendment.

SS.7.CG.3.AP.14 Identify the purpose and function of the Electoral College in electing the President of the United States.

SS.7.CG.3.15 Analyze the advantages of capitalism and the free market in the United States over government-controlled economic systems (e.g., socialism and communism) in regard to economic freedom and raising the standard of living for citizens.

Benchmark Clarifications:

Clarification 1: Students will evaluate various economic systems (e.g., free market, socialism).

Clarification 2: Students will compare the economic prosperity and opportunity of current nations.

SS.7.CG.3.AP.15 Identify the advantages of capitalism over socialism and communism in regard to economic freedom.



SS.7.CG.4 Demonstrate an understanding of contemporary issues in world affairs, and evaluate the role and impact of United States foreign policy.

SS.7.CG.4.1 Explain the relationship between U.S. foreign and domestic policy.

Benchmark Clarifications:

Clarification 1: Students will recognize the difference between domestic and foreign policy.

Clarification 2: Students will identify issues that relate to U.S. domestic and foreign policy.

Clarification 3: Students will define “national interest” and identify the means available to the national government to pursue the United States’ national interest.

SS.7.CG.4.AP.1 Identify the relationship between U.S. foreign and domestic policy.

SS.7.CG.4.2 Describe the United States’ and citizen participation in international organizations.

Benchmark Clarifications:

Clarification 1: Students will identify major international organizations in which government plays a role (e.g., North Atlantic Treaty Organization, United Nations, International Court of Justice, World Trade Organization).

Clarification 2: Students will discuss the advantages and disadvantages of U.S. membership in international organizations.

SS.7.CG.4.AP.2 Identify the United States’ government and citizen participation in international organizations.

SS.7.CG.4.3 Describe examples of the United States’ actions and reactions in international conflicts.

Benchmark Clarifications:

Clarification 1: Students will identify specific examples of and the reasons for United States’ involvement in international conflicts.

Clarification 2: Students will analyze primary source documents pertaining to international incidents to determine the course of action taken by the United States.

Clarification 3: Students will identify the different methods used by the United States to deal with international conflict (e.g., diplomacy, espionage, humanitarian efforts, peacekeeping operations, sanctions, war).

SS.7.CG.4.AP.3 Identify examples of the United States’ actions and reactions in international conflicts.

SS.7.CG.4.4 Explain the significance of September 11, 2001.

Benchmark Clarifications:

Clarification 1: Students will recognize the historical context of global terrorism over time.

Clarification 2: Students will describe the global response to terrorism following the events of September 11, 2001.

Clarification 3: Students will recognize the importance of respecting civil liberties while ensuring safety and security.



Clarification 4: Students will recall the timeline of events on September 11, 2001, including the attacks on the World Trade Center, the Pentagon and United Airlines Flight 93.

Clarification 5: Students will explain the ways in which first responders (including, but not limited to, police officers, firefighters, and paramedics) and civilians were involved in the rescue and recovery of victims of the September 11, 2001, attacks.

Clarification 6: Students will explain how the heroic actions of passengers on United Airlines Flight 93 reflect the principles of liberty and the responsibilities of citizenship.

Clarification 7: Students will recognize the ways in which humanitarian, charitable and volunteer aid following the events of September 11, 2001, reflect the principles of civic responsibility, civic virtue and the common good.

SS.7.CG.4.AP.4 Recognize the significance of September 11, 2001.

Economics

SS.7.E.1 Understand the fundamental concepts relevant to the development of a market economy.

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.AP.1 Identify major characteristics of market and mixed economies.

SS.7.E.1.2 Discuss the importance of borrowing and lending in the United States, the government's role in controlling financial institutions and list the advantages and disadvantages of using credit.

SS.7.E.1.AP.2 Identify differences in borrowing and lending money, including the use of credit.

SS.7.E.1.3 Review the concepts of supply and demand, choice, scarcity and opportunity cost as they relate to the development of the mixed market economy in the United States.

SS.7.E.1.AP.3 Identify examples of supply and demand, choice, scarcity, and opportunity cost.

SS.7.E.1.4 Discuss the function of financial institutions in the development of a market economy.

SS.7.E.1.AP.4 Identify the function of accounts and services provided by banks or other financial institutions.



SS.7.E.1.5 Assess how profits, incentives and competition motivate individuals, households and businesses in a free market economy.

SS.7.E.1.AP.5 Identify that profit and incentives motivate people and businesses to work harder.

SS.7.E.1.6 Compare the national budget process to the personal budget process.

SS.7.E.1.AP.6 Identify the differences and similarities in the national budget process to the personal budget process.

SS.7.E.2 Understand the fundamental concepts relevant to the institutions, structure and functions of a national economy.

SS.7.E.2.1 Explain how federal, state, and local taxes support the economy as a function of the United States government.

SS.7.E.2.AP.1 Identify how federal, state, and local taxes are used by the government.

SS.7.E.2.2 Describe the banking system in the United States and its impact on the money supply.

SS.7.E.2.AP.2 Identify that the banking system in the United States controls the money supply and interest rates.

SS.7.E.2.3 Identify and describe United States laws and regulations adopted to promote economic competition.

SS.7.E.2.AP.3 Identify and describe how U.S. laws and regulations are used to impact and monitor the 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.AP.4 Identify entrepreneurs from various, gender, social, and ethnic backgrounds who started a successful business.

SS.7.E.2.5 Explain how economic institutions impact the national economy.



SS.7.E.2.AP.5 Identify the impact economic institutions had on local, state and/or federal economy.

SS.7.E.3 Understand the fundamental concepts and interrelationships of the United States economy in the international marketplace.

SS.7.E.3.1 Explain how international trade requires a system for exchanging currency between and among nations.

SS.7.E.3.AP.1 Identify that various currencies from different countries can be exchanged for trade.

SS.7.E.3.2 Assess how the changing value of currency affects trade of goods and services between nations.

SS.7.E.3.AP.2 Identify that the changing value of currency increases or decreases trade of goods and services between nations.

SS.7.E.3.3 Compare and contrast a single resource economy with a diversified economy.

SS.7.E.3.AP.3 Identify the differences and similarities between a single resource economy and a diversified economy.

SS.7.E.3.4 Compare and contrast the standard of living in various countries today to that of the United States using gross domestic product (GDP) per capita as an indicator.

SS.7.E.3.AP.4 Compare and contrast the standard of living in various countries today to that of the United States using gross domestic product (GDP) per capita as an indicator.

Geography

SS.7.G.1 Understand how to use maps and other geographic representations, tools and technology to report information.



SS.7.G.1.1 Locate the fifty states and their capital cities in addition to the nation's capital on a map.

SS.7.G.1.AP.1 Locate the fifty states, territories, and their capital cities, in addition to the nation's capital on a map.

SS.7.G.1.2 Locate on a world map the territories and protectorates of the United States of America.

SS.7.G.1.AP.2 Identify the location of selected United States territories on a world map.

SS.7.G.1.3 Interpret maps to identify geopolitical divisions and boundaries of places in North America.

SS.7.G.1.AP.3 Identify the divisions and boundaries of places in North America, including the United States, Canada, Mexico and Central America.

SS.7.G.2 Understand physical and cultural characteristics of places.

SS.7.G.2.1 Locate major cultural landmarks that are emblematic of the United States.

SS.7.G.2.AP.1 Locate major cultural landmarks that symbolize the United States.

SS.7.G.2.2 Locate major physical landmarks that are emblematic of the United States.

SS.7.G.2.AP.2 Locate major physical landmarks that symbolize the United States.

SS.7.G.2.3 Explain how major physical characteristics, natural resources, climate, and absolute and relative location have influenced settlement, economies, and inter-governmental relations in North America.

SS.7.G.2.AP.3 Identify how major physical characteristics, climate, and location have influenced settlement and the economy of the United States.

SS.7.G.2.4 Describe current major cultural regions of North America.

SS.7.G.2.AP.4 Identify current major cultural regions of North America.



SS.7.G.3 Understand the relationships between the Earth's ecosystems and the populations that dwell within them.

SS.7.G.3.1 Use maps to describe the location, abundance and variety of natural resources in North America.

SS.7.G.3.AP.1 Use maps to identify the location of a variety of natural resources in North America.

SS.7.G.4 Understand the characteristics, distribution and migration of human populations.

SS.7.G.4.1 Use geographic terms and tools to explain cultural diffusion throughout North America.

SS.7.G.4.AP.1 Identify cultural diffusion due to migration throughout North America.

SS.7.G.4.2 Use maps and other geographic tools to examine the importance of demographics within political divisions of the United States.

SS.7.G.4.AP.2 Identify the importance of demographics within political divisions of the United States.

SS.7.G.5 Understand how human actions can impact the environment.

SS.7.G.5.1 Use a choropleth or other map to geographically represent current information about issues of conservation or ecology in the local community.

SS.7.G.5.AP.1 Use a choropleth or other map to identify geographical areas impacted by changes in ecology.

SS.7.G.6 Understand how to apply geography to interpret the past and present and plan for the future.

SS.7.G.6.1 Use Geographic Information Systems (GIS) or other technology to view maps of current information about the United States.

SS.7.G.6.AP.1 Use a form of technology to locate and view maps with current information about the United States.



Grade 8

In grade 8, instructional time will emphasize:

- American History – examining American history from British colonial settlement through the Civil War and Reconstruction; using and interpreting primary and secondary sources; examining the causes, course and consequences of Westward Expansion, including but not limited to slavery, technological improvements, expansion of suffrage rights and relevant Supreme Court cases.
- Civics and Government – discussing colonial governments and comparing views of Patriots, Loyalists and other colonists during the Revolutionary era; comparing Florida's constitutions and explaining how Reconstruction made it necessary to write a new one; understanding the Rule of Law and explaining why it is important in a constitutional republic.
- Economics – understanding the fundamental concepts of a market economy and our national economy, including its place in the international marketplace, specific to the time period between colonial settlement and Reconstruction.
- Financial Literacy – examining the various methods of preparation, possible benefits and tax responsibilities related to earning income; exploring and evaluating the role, influences affecting and legal responsibility of being a consumer of goods and services; identifying and comparing the different means and risks of saving and investing money, including the impact of inflation and interest rates; identifying and analyzing the benefits, risks, associated fees and laws that consumers should consider when choosing to buy on credit; identifying and analyzing the means, types and risks of financial investing including personal and societal influences and the government's role in regulating investments; identifying and analyzing methods of protecting financial investments and personal information.
- Geography – building on prior knowledge of maps and other geographical tools to report information, understanding human interaction with the environment and applying that knowledge to interpret the past and present and plan for the future.

American History

SS.8.A.1 Use research and inquiry skills to analyze American History using primary and secondary sources.

SS.8.A.1.1 Provide supporting details for an answer from text, interview for oral history, check validity of information from research or text and identify strong vs. weak arguments.

SS.8.A.1.AP.1 Use the FINDS research process model to identify strong vs weak arguments, or validity of information.



SS.8.A.1.2 Analyze charts, graphs, maps, photographs, and timelines; analyze political cartoons; determine cause and effect.

SS.8.A.1.AP.2 Use charts, graphs, maps, photographs and timelines; identify symbolism in political cartoons; and identify cause and effect.

SS.8.A.1.3 Analyze current events relevant to American History topics through a variety of electronic and print media resources.

SS.8.A.1.AP.3 Identify current events relevant to American History topics through a variety of electronic and print media resources.

SS.8.A.1.4 Differentiate fact from opinion, by utilizing appropriate historical research, including fiction and nonfiction support materials.

SS.8.A.1.AP.4 Identify fact versus opinion.

SS.8.A.1.5 Identify, within both primary and secondary sources, the author, audience, format and purpose of significant historical documents.

SS.8.A.1.AP.5 Identify within primary or secondary sources, the author, audience, format, and purpose of significant historical documents.

SS.8.A.1.6 Compare interpretations of key events and issues throughout American History.

SS.8.A.1.AP.6 Identify interpretations of key events and issues throughout American history.

SS.8.A.1.7 View historic events through the eyes of those who were there as shown in their art, writings, music, and artifacts.

SS.8.A.1.AP.7 View historic events through the eyes of those who were there as shown in their art, writings, music, and artifacts.

SS.8.A.2 Examine the causes, course, and consequences of British settlement in the American colonies.

SS.8.A.2.1 Compare the relationships among the British, French, Spanish, and Dutch in their struggle for colonization of North America.



<u>SS.8.A.2.AP.1</u>	<u>Identify the ways that competition between the British, French, Spanish, and Dutch shaped early colonial North America.</u>
<u>SS.8.A.2.2</u>	<u>Compare the characteristics of the New England, Middle and Southern colonies.</u>
<u>SS.8.A.2.AP.2</u>	<u>Identify key characteristics of the New England, Middle, and Southern colonies.</u>
<u>SS.8.A.2.3</u>	<u>Differentiate economic systems of New England, Middle and Southern colonies including indentured servants and slaves as labor sources.</u>
<u>SS.8.A.2.AP.3</u>	<u>Identify the economic systems of the New England, Middle, and Southern colonies.</u>
<u>SS.8.A.2.4</u>	<u>Identify the impact of key colonial figures on the economic, political and social development of the colonies.</u>
<u>SS.8.A.2.AP.4</u>	<u>Identify the impact of key colonial figures on the economic, political, and social development of the colonies.</u>
<u>SS.8.A.2.5</u>	<u>Discuss the impact of colonial settlement on Native American populations.</u>
<u>SS.8.A.2.AP.5</u>	<u>Identify the impact of colonial settlement on Native American populations.</u>
<u>SS.8.A.2.6</u>	<u>Examine the causes, course, and consequences of the French and Indian War.</u>
<u>SS.8.A.2.AP.6</u>	<u>Identify key causes, events, and consequences of the French and Indian War.</u>
<u>SS.8.A.2.7</u>	<u>Describe the contributions of key groups (e.g., Africans, Native Americans, women, and children) to the society and culture of colonial America.</u>
<u>SS.8.A.2.AP.7</u>	<u>Identify the contributions of a key group (Africans, Native Americans, women, and children) to the society and culture of colonial America.</u>
<i>SS.8.A.3 Demonstrate an understanding of the causes, course and consequences of the American Revolution and the founding principles of our nation.</i>	



<u>SS.8.A.3.1</u>	<u>Explain the consequences of the French and Indian War in British policies for the American colonies from 1763 – 1774.</u>
<u>SS.8.A.3.AP.1</u>	<u>Identify the consequences of the French and Indian War in British policies for the American colonies from 1763 – 1774.</u>
<u>SS.8.A.3.2</u>	<u>Explain American colonial reaction to British policy from 1763 – 1774.</u>
<u>SS.8.A.3.AP.2</u>	<u>Identify American colonial reactions to British policy from 1763 – 1774.</u>
<u>SS.8.A.3.3</u>	<u>Recognize the contributions of the Founding Fathers (e.g., John Adams, Sam Adams, Benjamin Franklin, John Hancock, Alexander Hamilton, Thomas Jefferson, James Madison, George Mason, George Washington) during American Revolutionary efforts.</u>
<u>SS.8.A.3.AP.3</u>	<u>Identify the contributions of the Founding Fathers during American Revolutionary efforts.</u>
<u>SS.8.A.3.4</u>	<u>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.</u>
<u>SS.8.A.3.AP.4</u>	<u>Identify the contributions of various groups to both the American and British war efforts during the American Revolutionary War and their effects on the outcome of the war.</u>
<u>SS.8.A.3.5</u>	<u>Describe the influence of individuals on social and political developments during the Revolutionary era.</u>
<u>SS.8.A.3.AP.5</u>	<u>Identify the influence of individuals on social and political developments during the Revolutionary Era.</u>
<u>SS.8.A.3.6</u>	<u>Examine the causes, course, and consequences of the American Revolution.</u>
<u>SS.8.A.3.AP.6</u>	<u>Identify the causes, events, and consequences of the American Revolution.</u>
<u>SS.8.A.3.7</u>	<u>Examine the structure, content, and consequences of the Declaration of Independence.</u>
<u>SS.8.A.3.AP.7</u>	<u>Identify the structure, content, and consequences of the Declaration of Independence.</u>



<u>SS.8.A.3.8</u>	<u>Examine individuals and groups that affected political and social motivations during the American Revolution.</u>
<u>SS.8.A.3.AP.8</u>	<u>Identify individuals and groups that affected political and social motivations during the American Revolution.</u>
<u>SS.8.A.3.9</u>	<u>Evaluate the structure, strengths and weaknesses of the Articles of Confederation and its aspects that led to the Constitutional Convention.</u>
<u>SS.8.A.3.AP.9</u>	<u>Identify the structure, strengths, and weaknesses of the Articles of Confederation and its aspects that led to the Constitutional Convention.</u>
<u>SS.8.A.3.10</u>	<u>Examine the course and consequences of the Constitutional Convention (e.g., 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).</u>
<u>SS.8.A.3.AP.10</u>	<u>Identify the events, compromises, and consequences of the Constitutional Convention.</u>
<u>SS.8.A.3.11</u>	<u>Analyze support and opposition (Federalists, Federalist Papers, Anti-Federalists, Anti-Federalist Papers, and the Bill of Rights) to ratification of the U.S. Constitution.</u>
<u>SS.8.A.3.AP.11</u>	<u>Identify the beliefs of the Federalists and Anti-Federalists.</u>
<u>SS.8.A.3.12</u>	<u>Examine the influences of George Washington's presidency in the formation of the new nation.</u>
<u>SS.8.A.3.AP.12</u>	<u>Identify the influences of George Washington's presidency in the formation of the new nation.</u>
<u>SS.8.A.3.13</u>	<u>Explain major domestic and international economic, military, political and socio-cultural events of John Adams's presidency.</u>
<u>SS.8.A.3.13</u>	<u>Identify major domestic and international economic, military, political, and socio-cultural events of John Adams' presidency.</u>
<u>SS.8.A.3.14</u>	<u>Explain major domestic and international economic, military, political and socio-cultural events of Thomas Jefferson's presidency.</u>



SS.8.A.3.AP.14 Identify major domestic and international economic, military, political, and socio-cultural events of Thomas Jefferson's presidency.

SS.8.A.3.15 Examine this time period (1763-1815) from the perspective of historically under-represented groups (e.g., children, indentured servants, Native Americans, slaves, women, working class).

SS.8.A.3.AP.15 Identify the viewpoints of historically under-represented groups during the time period of 1763-1815.

SS.8.A.3.16 Examine key events in Florida history as each impacts this era of American history.

SS.8.A.3.AP.16 Identify key events in Florida history as each impacts this era of American history.

SS.8.A.4 Demonstrate an understanding of the domestic and international causes, course and consequences of westward expansion.

SS.8.A.4.1 Examine the causes, course and consequences of United States westward expansion and its growing diplomatic assertiveness (i.e., 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).

SS.8.A.4.AP.1 Identify the causes, events, and consequences of United States westward expansion.

SS.8.A.4.2 Describe the debate surrounding the spread of slavery into western territories and Florida.

SS.8.A.4.AP.2 Identify the debate, legislation, and events surrounding the spread of slavery into western territories and Florida.

SS.8.A.4.3 Examine the experiences and perspectives of significant individuals and groups during this era of American History.

SS.8.A.4.AP.3 Identify the experiences and perspectives of significant individuals and groups during this era of American History.



<u>SS.8.A.4.4</u>	<u>Discuss the impact of westward expansion on cultural practices and migration patterns of Native Americans, African slave populations, and other minority groups.</u>
<u>SS.8.A.4.AP.4</u>	<u>Identify the impacts of westward expansion on cultural practices and migration patterns of Native American and African slave populations.</u>
<u>SS.8.A.4.5</u>	<u>Explain the causes, course, and consequences of the 19th century transportation revolution on the growth of the nation's economy.</u>
<u>SS.8.A.4.AP.5</u>	<u>Identify the causes, events, and consequences of the 19th century transportation revolution on the growth of the nation's economy.</u>
<u>SS.8.A.4.6</u>	<u>Identify technological improvements (including inventions and inventors) that contributed to industrial growth.</u>
<u>SS.8.A.4.AP.6</u>	<u>Identify the inventions and inventors that contributed to industrial growth.</u>
<u>SS.8.A.4.7</u>	<u>Explain the causes, course, and consequences (e.g., industrial growth, subsequent effect on children and women) of New England's textile industry.</u>
<u>SS.8.A.4.AP.7</u>	<u>Identify the causes, events, and consequences of New England's textile industry on children, women, and industrial growth.</u>
<u>SS.8.A.4.8</u>	<u>Describe the influence of individuals on social and political developments of this era in American History.</u>
<u>SS.8.A.4.AP.8</u>	<u>Identify the influence of individuals on social and political developments of this era in American History.</u>
<u>SS.8.A.4.9</u>	<u>Analyze the causes, course and consequences of the Second Great Awakening on social reform movements.</u>
<u>SS.8.A.4.AP.9</u>	<u>Identify the causes, events, and consequences of the Second Great Awakening on social reform movements.</u>
<u>SS.8.A.4.10</u>	<u>Analyze the impact of technological advancements on the agricultural economy and slave labor.</u>



<u>SS.8.A.4.AP.10</u>	<u>Identify the impact of technological advancements on the agricultural economy and slave labor.</u>
<u>SS.8.A.4.11</u>	<u>Examine the aspects of slave culture including plantation life, resistance efforts and the role of the slaves' spiritual system.</u>
<u>SS.8.A.4.AP.11</u>	<u>Identify the aspects of slave culture including plantation life, resistance efforts, and the role of the slaves' spiritual system.</u>
<u>SS.8.A.4.12</u>	<u>Examine the effects of the 1804 Haitian Revolution on the United States acquisition of the Louisiana Territory.</u>
<u>SS.8.A.4.AP.12</u>	<u>Identify the effects of the 1804 Haitian Revolution on the United States acquisition of the Louisiana Territory.</u>
<u>SS.8.A.4.13</u>	<u>Explain the consequences of landmark Supreme Court decisions (McCulloch v. Maryland [1819], Gibbons v. Odgen [1824], Cherokee Nation v. Georgia [1831], and Worcester v. Georgia [1832]) significant to this era of American history.</u>
<u>SS.8.A.4.AP.13</u>	<u>Identify the consequences of early landmark Supreme Court decisions, including but not limited to, McCulloch v. Maryland [1819], Gibbons v. Odgen [1824], Cherokee Nation v. Georgia [1831], and Worcester v. Georgia [1832].</u>
<u>SS.8.A.4.14</u>	<u>Examine the causes, course, and consequences of the women's suffrage movement (e.g., 1848 Seneca Falls Convention, Declaration of Sentiments).</u>
<u>SS.8.A.4.AP.14</u>	<u>Identify the causes, events, and consequences of the women's suffrage movement.</u>
<u>SS.8.A.4.15</u>	<u>Examine the causes, course, and consequences of literature movements (e.g., Transcendentalism) significant to this era of American history.</u>
<u>SS.8.A.4.AP.15</u>	<u>Identify the causes, events, and consequences of the Transcendentalism movement.</u>
<u>SS.8.A.4.16</u>	<u>Identify key ideas and influences of Jacksonian democracy.</u>
<u>SS.8.A.4.AP.16</u>	<u>Identify key ideas and influences of Jacksonian democracy.</u>



SS.8.A.4.17 Examine key events and peoples in Florida history as each impacts this era of American history.

SS.8.A.4.AP.17 Identify the impact of key events and peoples in Florida during this era of American history.

SS.8.A.4.18 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.

SS.8.A.4.AP.18 Identify the experiences, perspectives, and contributions of key groups in Florida during the Territorial Period.

SS.8.A.5 Examine the causes, course and consequence of the Civil War and Reconstruction including its effects on American peoples.

SS.8.A.5.1 Explain the causes, course, and consequence of the Civil War (e.g., sectionalism, slavery, states' rights, balance of power in the Senate).

SS.8.A.5.AP.1 Identify the causes, events, and consequences of the Civil War.

SS.8.A.5.2 Analyze the role of slavery in the development of sectional conflict.

SS.8.A.5.AP.2 Identify the role of slavery in the development of sectional conflict.

SS.8.A.5.3 Explain major domestic and international economic, military, political and socio-cultural events of Abraham Lincoln's presidency.

SS.8.A.5.AP.3 Identify major domestic and international economic, military, political, and socio-cultural events of Abraham Lincoln's presidency.

SS.8.A.5.4 Identify the division (i.e., Confederate and Union States, Border states, western territories) of the United States at the outbreak of the Civil War.

SS.8.A.5.AP.4 Identify the division of the United States at the outbreak of the Civil War.

SS.8.A.5.5 Compare Union and Confederate strengths and weaknesses.

SS.8.A.5.AP.5 Identify the strengths and weaknesses of the Confederate and Union States.



SS.8.A.5.6	<u>Compare significant Civil War battles and events and their effects on civilian populations.</u>
SS.8.A.5.AP.6	<u>Identify significant Civil War battles and events and their effects on civilian populations.</u>
SS.8.A.5.7	<u>Examine key events and peoples in Florida history as each impacts this era of American history.</u>
SS.8.A.5.AP.7	<u>Identify key events and peoples in Florida history during the Civil War era.</u>
SS.8.A.5.8	<u>Explain and evaluate the policies, practices and consequences of Reconstruction (i.e., 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).</u>
SS.8.A.5.AP.8	<u>Identify the policies, practices, and consequences of Reconstruction.</u>

Civics and Government

SS.8.CG.1 Demonstrate an understanding of the origins and purposes of government, law, and the American political system.

SS.8.CG.1.1	<u>Compare the views of Patriots, Loyalists, and other colonists on limits of government authority, inalienable rights, and resistance to tyranny.</u>
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Benchmark Clarifications:

Clarification 1: Students will describe colonial forms of government prior to the American Revolution.

Clarification 2: Students will evaluate the Loyalists' and Patriots' arguments for remaining loyal to the British Crown or seeking independence from Britain.

SS.8.CG.1.AP.1	<u>Identify the views of Patriots, Loyalists, and other colonists on limits of government authority, inalienable rights and resistance to tyranny.</u>
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SS.8.CG.1.2	<u>Compare and contrast the 1838 Florida Constitution and 1868 Florida Constitution.</u>
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**Benchmark Clarifications:**

Clarification 1: Students will explain how the 1868 Florida Constitution conformed with the Reconstruction Era amendments to the U.S. Constitution (e.g., citizenship, equal protection, suffrage).

SS.8.CG.1.AP.2 Identify the similarities and differences between the 1838 Florida Constitution and 1868 Florida Constitution.

SS.8.CG.1.3 Explain the importance of the rule of law in the United States' constitutional republic.

Benchmark Clarifications:

Clarification 1: Students will discuss the impact of the rule of law on U.S. citizens and government.

Clarification 2: Students will recognize how the rule of law influences a society.

Clarification 3: Students will identify how the rule of law protects citizens from arbitrary and abusive government.

Clarification 4: Students will evaluate the impact of the rule of law on governmental officials and institutions (e.g., accountability to the law, fair procedures, decisions based on the law, consistent application and enforcement of the law, transparency of institutions).

SS.8.CG.1.AP.3 Identify the importance of the rule of law in the United States' constitutional republic.

SS.8.CG.2 Evaluate the roles, rights and responsibilities of U.S. citizens and determine methods of active participation in society, government, and the political system.

SS.8.CG.2.1 Identify the constitutional provisions for establishing citizenship.

Benchmark Clarifications:

Clarification 1: Students will explain how the 14th Amendment establishes citizenship.

SS.8.CG.2.AP.1 Identify the constitutional provisions for establishing citizenship.

SS.8.CG.2.2 Compare the legal obligations of citizens at the local, state, and national levels.

Benchmark Clarifications:

Clarification 1: Students will recognize legal obligations of citizens (e.g., obeying the law, paying taxes, serving on a jury when summoned, registering with the Selective Service).

SS.8.CG.2.AP.2 Identify the responsibilities of citizens at the local, state and national levels.

SS.8.CG.2.3 Analyze the role of civic virtue in the lives of citizens and leaders from the Colonial period through Reconstruction.

**Benchmark Clarifications:**

Clarification 1: Students will understand how the idea of civic virtue changes in response to the attitudes of citizens and leaders over time.

SS.8.CG.2.AP.3 Identify the rule of civic virtue in the lives of citizens and leaders from the Colonial Period through Reconstruction.

SS.8.CG.2.4 Explain how forms of civic and political participation changed from the Colonial period through Reconstruction.

Benchmark Clarifications:

Clarification 1: Students will describe significant acts of civic and political participation from the Colonial period through Reconstruction.

SS.8.CG.2.AP.4 Identify how forms of civic and political participation changed from the Colonial Period through Reconstruction.

SS.8.CG.2.5 Analyze how the Bill of Rights guarantees civil rights and liberties to citizens.

Benchmark Clarifications:

Clarification 1: Students will explain the meaning and purpose of each amendment in the Bill of Rights.

Clarification 2: Students will describe how the Bill of Rights affects citizens and government.

SS.8.CG.2.AP.5 Identify how the Bill of Rights guarantees civil rights and liberties to citizens.

SS.8.CG.2.6 Evaluate how amendments to the U.S. Constitution expanded opportunities for civic participation through Reconstruction.

Benchmark Clarifications:

Clarification 1: Students will identify constitutional amendments that address voting rights.

Clarification 2: Students will describe how specific constitutional amendments expanded access to the political process for various groups over time.

SS.8.CG.2.AP.6 Identify examples of how amendments to the U.S. Constitution expanded opportunities for civic participation through Reconstruction.

SS.8.CG.3 Demonstrate an understanding of the principles, functions, and organization of government.



SS.8.CG.3.1 Trace the foundational ideals and principles related to the U.S. government expressed in primary sources from the colonial period to Reconstruction.

Benchmark Clarifications:

Clarification 1: Students will identify foundational ideals and principles related to the U.S. government expressed in primary sources (e.g., the Mayflower Compact (1620); Common Sense (1776); the Declaration of Independence (1776); the U.S. Constitution (1789); the Declaration of Rights and Sentiments (1848); the Gettysburg Address (1863); Lincoln's Second Inaugural Address (1865)).

SS.8.CG.3.AP.1 Identify the foundational ideals and principles related to the U.S. government expressed in primary sources from the colonial period to Reconstruction.

Economics

SS.8.E.1 Understand the fundamental concepts relevant to the development of a market economy.

SS.8.E.1.1 Examine motivating economic factors that influenced the development of the United States economy over time including scarcity, supply and demand, opportunity costs, incentives, profits and entrepreneurial aspects.

SS.8.E.1.AP.1 Identify factors that influenced the development of the United States economy over time.

SS.8.E.2 Understand the fundamental concepts relevant to the institutions, structure and functions of a national economy.

SS.8.E.2.1 Analyze contributions of entrepreneurs, inventors and other key individuals from various gender, social and ethnic backgrounds in the development of the United States economy.

SS.8.E.2.AP.1 Identify contributions of entrepreneurs, inventors, and other key individuals from various gender, social, and ethnic backgrounds in the development of the United States economy.

SS.8.E.2.2 Explain the economic impact of government policies.

SS.8.E.2.AP.2 Identify the economic impact of government policies.



SS.8.E.2.3 Assess the role of Africans and other minority groups in the economic development of the United States.

SS.8.E.2.AP.3 Identify the role of Africans and other minority groups in the economic development of the United States.

SS.8.E.3 Understand the fundamental concepts and interrelationships of the United States economy in the international marketplace.

SS.8.E.3.1 Evaluate domestic and international interdependence.

SS.8.E.3.AP.1 Identify examples of domestic and international interdependence, such as regional exchange of resources.

Financial Literacy

SS.8.FL.1 Examine the various methods of preparation, possible benefits and tax responsibilities related to earning income.

SS.8.FL.1.1 Explain that careers are based on working at jobs in the same occupation or profession for many years. Describe the different types of education and training required by various careers.

SS.8.FL.1.AP.1 Identify and describe how education and training are needed for the progression from a job to a career.

SS.8.FL.1.2 Identify the many decisions people must make over a lifetime about their education, jobs and careers that affect their incomes and job opportunities.

SS.8.FL.1.AP.2 Identify how decisions about incomes and job opportunities are affected by education, in a career or profession.

SS.8.FL.1.3 Explain that getting more education and learning new job skills can increase a person's human capital and productivity.

SS.8.FL.1.AP.3 Identify how continuing education and job skills training can increase a person's income and opportunities.



SS.8.FL.1.4 Examine the fact that people with less education and fewer job skills tend to earn lower incomes than people with more education and greater job skills.

SS.8.FL.1.AP.4 Identify the average wage or salary for different jobs and explain how they differ by level of education, job skill, or years of experience.

SS.8.FL.1.5 Examine the fact that investment in education and training generally has a positive rate of return in terms of the income that people earn over a lifetime, with some education or training having a higher rate of return than others.

SS.8.FL.1.AP.5 Identify the fact that investment in education and training generally has a positive rate of return in terms of the income that people earn over a lifetime.

SS.8.FL.1.6 Identify the opportunity costs that education, training, and development of job skills have in the terms of time, effort, and money.

SS.8.FL.1.AP.6 Identify the opportunity costs that education, training, and development of job skills have in the terms of time, effort, and money.

SS.8.FL.1.7 Identify that interest, dividends, and capital appreciation (gains) are forms of income earned from financial investments.

SS.8.FL.1.AP.7 Identify that interest is a form of income earned from financial investments.

SS.8.FL.1.8 Discuss the fact that some people receive income support from government because they have low incomes or qualify in other ways for government assistance.

SS.8.FL.1.AP.8 Identify the fact that some people receive income support from government because they qualify in one of various ways for government assistance.

SS.8.FL.2 Explore and evaluate the role, influences affecting and legal responsibility of being a consumer of goods and services.



SS.8.FL.2.1 Explain why when deciding what to buy, consumers may choose to gather information from a variety of sources. Describe how the quality and usefulness of information provided by sources can vary greatly from source to source. Explain that, while many sources provide valuable information, other sources provide information that is deliberately misleading.

SS.8.FL.2.AP.1 Identify how consumers benefit from gathering information from a variety of credible sources.

SS.8.FL.2.2 Analyze a source's incentives in providing information about a good or service, and how a consumer can better assess the quality and usefulness of the information.

SS.8.FL.2.AP.2 Identify why advice from a source such as a salesperson may or may not be useful when deciding which product to buy.

SS.8.FL.2.3 Describe the variety of payment methods people can use in order to buy goods and services.

SS.8.FL.2.AP.3 Identify the variety of payment methods people can use in order to buy goods and services.

SS.8.FL.2.4 Examine choosing a payment method, by weighing the costs and benefits of the different payment options.

SS.8.FL.2.AP.4 Identify the costs and benefits of choosing different payment options.

SS.8.FL.2.5 Discuss the fact that people may revise their budget based on unplanned expenses and changes in income.

SS.8.FL.2.AP.5a Identify the purpose and components of a family budget.

SS.8FL.2.AP.5b Identify ways a family budget can be impacted by unplanned expenses.

SS.8.FL.3 Identify and compare the different means and risks of saving and investing money, including the impact of inflation and interest rates.

SS.8.FL.3.1 Explain that banks and other financial institutions loan funds received from depositors to borrowers and that part of the interest received from these loans is used to pay interest to depositors for the use of their money.



<u>SS.8.FL.3.AP.1</u>	<u>Identify how financial institutions use deposited funds to gain profit and offer loans.</u>
<u>SS.8.FL.3.2</u>	<u>Explain that, for the saver, an interest rate is the price a financial institution pays for using a saver's money and is normally expressed as an annual percentage of the amount saved.</u>
<u>SS.8.FL.3.AP.2</u>	<u>Identify an interest rate as the price paid for using someone else's money, expressed as a percentage of the amount saved.</u>
<u>SS.8.FL.3.3</u>	<u>Discuss that interest rates paid on savings and charged on loans, like all prices, are determined in a market.</u>
<u>SS.8.FL.3.AP.3</u>	<u>Identify why banks that experience an increase in the number of people who want loans may decide to pay higher interest rates on deposits.</u>
<u>SS.8.FL.3.4</u>	<u>Explain that, when interest rates increase, people earn more from their savings and their savings grow more quickly.</u>
<u>SS.8.FL.3.AP.4</u>	<u>Identify how when interest rates increase, people earn more on their savings and their savings grow more quickly.</u>
<u>SS.8.FL.3.5</u>	<u>Identify principal as the initial amount of money upon which interest is paid.</u>
<u>SS.8.FL.3.AP.5</u>	<u>Identify principle as the initial amount of money upon which interest is paid.</u>
<u>SS.8.FL.3.6</u>	<u>Identify the value of a person's savings in the future as determined by the amount saved and the interest rate. Explain why the earlier people begin to save, the more savings they will be able to accumulate, all other things equal, as a result of the power of compound interest.</u>
<u>SS.8.FL.3.AP.6</u>	<u>Identify the value of a person's savings in the future as determined by the amount saved and the interest rate.</u>
<u>SS.8.FL.3.7</u>	<u>Discuss the different reasons that people save money, including large purchases (such as higher education, autos, and homes), retirement, and unexpected events. Discuss how people's tastes and preferences influence their choice of how much to save and for what to save.</u>



SS.8.FL.3.AP.7 Identify the different reasons that people save money, including large purchases, retirement, and unexpected events.

SS.8.FL.3.8 Explain that, to assure savers that their deposits are safe from bank failures, federal agencies guarantee depositors' savings in most commercial banks, savings banks, and savings associations up to a set limit.

SS.8.FL.3.AP.8 Identify how the FDIC and NCUA protect your investments and savings in financial institutions.

SS.8.FL.4 Identify and analyze the benefits, risks, associated fees and laws that consumers should consider when choosing to buy on credit.

SS.8.FL.4.1 Explain that people who apply for loans are told what the interest rate on the loan will be. An interest rate is the price of using someone else's money expressed as an annual percentage of the loan principal.

SS.8.FL.4.AP.1 Identify interest rate as the price of using someone else's money expressed as an annual percentage of the loan principle.

SS.8.FL.4.2 Identify a credit card purchase as a loan from the financial institution that issued the card. Explain that credit card interest rates tend to be higher than rates for other loans. In addition, financial institutions may charge significant fees related to a credit card and its use.

SS.8.FL.4.AP.2 Identify a credit card purchase as a loan from the financial institution that issued the card, as expressed on a credit card statement.

SS.8.FL.4.3 Examine the fact that borrowers who use credit cards for purchases and who do not pay the full balance when it is due pay much higher costs for their purchases because interest is charged monthly. Explain how a credit card user can avoid interest charges by paying the entire balance within the grace period specified by the financial institution.

SS.8.FL.4.AP.3 Identify how credit card interest is charged monthly, leading to much higher costs if not paid in full.

SS.8.FL.4.4 Explain that lenders charge different interest rates based on the risk of nonpayment by borrowers. Describe why the higher the risk of nonpayment, the higher the interest rate charged by financial institutions, and the lower the risk of nonpayment, the lower the interest rate charged.



SS.8.FL.4.AP.4 Identify how lenders charge different interest rates based on the risk of nonpayment by borrowers.

SS.8.FL.5 Identify and analyze the means, types and risks of financial investing including personal and societal influences and the government's role in regulating investments.

SS.8.FL.5.1 Describe the differences among the different types of financial assets, including a wide variety of financial instruments such as bank deposits, stocks, bonds, and mutual funds. Explain that real estate and commodities are also often viewed as financial assets.

SS.8.FL.5.AP.1 Identify the difference among various types of financial assets.

SS.8.FL.5.2 Calculate the amount of interest income received from depositing a certain amount of money in a bank account paying 1 percent per year and from owning a bond paying 5 percent per year in order to analyze that interest is received from money deposited in bank accounts as well as by owning a corporate or government bond or making a loan.

SS.8.FL.5.AP.2 Calculate the amount of interest income received from depositing a certain amount of money in a bank account.

SS.8.FL.5.3 Discuss that when people buy corporate stock, they are purchasing ownership shares in a business that if the business is profitable, they will expect to receive income in the form of dividends and/or from the increase in the stock's value, that the increase in the value of an asset (like a stock) is called a capital gain, and if the business is not profitable, investors could lose the money they have invested.

SS.8.FL.5.AP.3 Identify the amount of dividends paid from a selected stock and how much the price of the stock has appreciated or depreciated over the year.

SS.8.FL.5.4 Explain that the price of a financial asset is determined by the interaction of buyers and sellers in a financial market.

SS.8.FL.5.AP.4 Identify how the price of a financial asset is determined by the interaction of buyers and sellers in a financial market.



SS.8.FL.5.5 Explain that the rate of return earned from investments will vary according to the amount of risk and, in general, a trade-off exists between the security of an investment and its expected rate of return.

SS.8.FL.5.AP.5 Identify how and why the rate of return earned from investments will vary.

SS.8.FL.6 Identify and analyze methods of protecting financial investments and personal information.

SS.8.FL.6.1 Analyze the fact that personal financial risk exists when unexpected events can damage health, income, property, wealth, or future opportunities.

SS.8.FL.6.AP.1 Identify the fact that personal financial risk exists when unexpected events can damage health, income, property, wealth, or future opportunities.

SS.8.FL.6.2 Identify insurance as a product that allows people to pay a fee (called a premium) now to transfer the costs of a potential loss to a third party.

SS.8.FL.6.AP.2 Identify insurance as a product that allows people to pay a fee now to transfer the costs of a potential loss to a third party.

SS.8.FL.6.3 Describe how a person may self-insure by accepting a risk and saving money on a regular basis to cover a potential loss.

SS.8.FL.6.AP.3 Identify how a person may self-insure by accepting a risk and saving money on a regular basis to cover a potential loss.

SS.8.FL.6.4 Discuss why insurance policies that guarantee higher levels of payment in the event of a loss (coverage) have higher prices.

SS.8.FL.6.AP.4 Identify why insurance policies that guarantee higher levels of payment have higher prices.

SS.8.FL.6.5 Discuss that insurance companies charge higher premiums to cover higher-risk individuals and events because the risk of monetary loss is greater for these individuals and events.

SS.8.FL.6.AP.5 Identify why drivers who receive repeated speeding tickets will see their insurance premiums increase.



SS.8.FL.6.6 Explain that individuals can choose to accept some risk, to take steps to avoid or reduce risk, or to transfer risk to others through the purchase of insurance and that each option has different costs and benefits.

SS.8.FL.6.AP.6 Identify ways in which an automobile driver can avoid, reduce, or transfer the risk of being in an automobile accident.

SS.8.FL.6.7 Evaluate social networking sites and other online activity from the perspective of making individuals vulnerable to harm caused by identity theft or misuse of their personal information.

SS.8.FL.6.AP.7 Identify ways that identity thieves can obtain someone's personal information and steps an individual can take to protect their personal information.

Geography

SS.8.G.1 Understand how to use maps and other geographic representations, tools, and technology to report information.

SS.8.G.1.1 Use maps to explain physical and cultural attributes of major regions throughout American history.

SS.8.G.1.AP.1 Use maps to identify physical and cultural attributes of major regions throughout American history.

SS.8.G.1.2 Use appropriate geographic tools and terms to identify and describe significant places, and regions in American history.

SS.8.G.1.AP.2 Use appropriate geographic tools and terms to identify and describe significant places and regions in American history.

SS.8.G.2 Understand physical and cultural characteristics of places.

SS.8.G.2.1 Identify the physical elements and the human elements that define and differentiate regions as relevant to American history.

SS.8.G.2.AP.1 Identify the physical elements and the human elements that define and differentiate regions.



SS.8.G.2.2 Use geographic terms and tools to analyze case studies of regional issues in different parts of the United States that have had critical economic, physical, or political ramifications.

SS.8.G.2.AP.2 Use geographic terms and tools to identify the economic, physical, or political ramifications of cataclysmic natural or man-made disasters.

SS.8.G.2.3 Use geographic terms and tools to analyze case studies of how selected regions of the United States have changed over time.

SS.8.G.2.AP.3 Use geographic terms and tools to identify how selected regions of the United States have changed over time.

SS.8.G.3 Understand the relationships between the Earth's ecosystems and the populations that dwell within them.

SS.8.G.3.1 Locate and describe in geographic terms the major ecosystems of the United States.

SS.8.G.3.AP.1 Using geographic terms, identify the major ecosystems of the United States.

SS.8.G.3.2 Use geographic terms and tools to explain differing perspectives on the use of renewable and non-renewable resources in the United States and Florida over time.

SS.8.G.3.AP.2 Use geographic terms and tools to identify differing perspectives on the use of renewable and non-renewable resources in the United States and Florida over time.

SS.8.G.4 Understand the characteristics, distribution, and migration of human populations.

SS.8.G.4.1 Interpret population growth and other demographic data for any given place in the United States throughout its history.

SS.8.G.4.AP.1 Identify changes in population for selected regions in the United States over time.



SS.8.G.4.2 Use geographic terms and tools to analyze the effects throughout American history of migration to and within the United States, both on the place of origin and destination.

SS.8.G.4.AP.2 Identify the effects of migration to and within the United States.

SS.8.G.4.3 Use geographic terms and tools to explain cultural diffusion throughout the United States as it expanded its territory.

SS.8.G.4.AP.3 Identify cultural diffusion throughout the United States as it expanded its territory.

SS.8.G.4.4 Interpret databases, case studies and maps to describe the role that regions play in influencing trade, migration patterns and cultural or political interaction in the United States throughout time.

SS.8.G.4.AP.4 Use geographic tools or case studies to identify the role that selected regions play in influencing trade, migration, and cultural interaction in the United States over time.

SS.8.G.4.5 Use geographic terms and tools to analyze case studies of the development, growth and changing nature of cities and urban centers in the United States over time.

SS.8.G.4.AP.5 Use geographic terms and tools to identify changes in cities and urban centers in the United States over time.

SS.8.G.4.6 Use political maps to describe changes in boundaries and governance throughout American history.

SS.8.G.4.AP.6 Use political maps to identify changes in boundaries and governance throughout American history.

SS.8.G.5 Understand how human actions can impact the environment.

SS.8.G.5.1 Describe human dependence on the physical environment and natural resources to satisfy basic needs in local environments in the United States.

SS.8.G.5.AP.1 Identify human dependence on the physical environment and natural resources to satisfy basic needs in local environments in the United States.



SS.8.G.5.2 Describe the impact of human modifications on the physical environment and ecosystems of the United States throughout history.

SS.8.G.5.AP.2 Identify the impact of human modifications on the physical environment and ecosystems of the United States throughout history.

SS.8.G.6 Understand how to apply geography to interpret the past and present and plan for the future.

SS.8.G.6.1 Use appropriate maps and other graphic representations to analyze geographic problems and changes over time throughout American history.

SS.8.G.6.AP.1 Use maps and other graphic representations to describe geographic problems and changes in the United States over time.

SS.8.G.6.2 Illustrate places and events in U.S. history through the use of narratives and graphic representations.

SS.8.G.6.AP.2 Illustrate a place or event in United States history using a narrative and graphic representation, such as a map, graph, or table.



Social Studies 9-12



9-12 Course Overview

Unlike the primary and intermediate grades, Florida's high school academic standards are grade-banded rather than being written to a specific grade level.

The purpose of this is to allow for flexible scheduling as a student progresses through grades 9-12. According to [s. 1003.4282\(3\)\(d\), F.S.](#), in order to graduate with a standard diploma, a high school student must earn a total of three social studies credits to include the following: one credit in United States History; one credit in World History; one-half credit in economics; and one-half credit in United States Government, which must include a comparative discussion of political ideologies, such as communism and totalitarianism, that conflict with the principles of freedom and democracy essential to the founding principles of the United States.

Assessments: The United States History end-of-course assessment constitutes 30 percent of the student's final course grade. Beginning with the 2021-2022 school year, students taking the United States Government course are required to take the assessment of civic literacy identified by the State Board of Education pursuant to [s. 1007.25\(5\), F.S.](#). Students earning a passing score on the assessment are exempt from the postsecondary civic literacy assessment required by [s. 1007.25\(5\), F.S.](#)

American History

SS.912.A.1 Use research and inquiry skills to analyze American history using primary and secondary sources.

SS.912.A.1.1 Describe the importance of historiography, which includes how historical knowledge is obtained and transmitted, when interpreting events in history.

SS.912.A.1.AP.1 Identify the importance of historiography when interpreting events in history.

SS.912.A.1.2 Utilize a variety of primary and secondary sources to identify author, historical significance, audience and authenticity to understand a historical period.

SS.912.A.1.AP.2 Identify the author and purpose of significant historical documents using primary and secondary sources.

SS.912.A.1.3 Utilize timelines to identify the time sequence of historical data.

SS.912.A.1.AP.3 Use a timeline to identify the sequence of historical data.



SS.912.A.1.4 Analyze how images, symbols, objects, cartoons, graphs, charts, maps, and artwork may be used to interpret the significance of time periods and events from the past.

SS.912.A.1.AP.4 Interpret images, symbols, objects, cartoons, graphs, charts, maps, artwork, artifacts, or writings to obtain information about a time period and events from the past.

SS.912.A.1.5 Evaluate the validity, reliability, bias and authenticity of current events, and Internet resources.

SS.912.A.1.AP.5 Determine the accuracy of current events and Internet resources by comparing them to reliable sources.

SS.912.A.1.6 Use case studies to explore social, political, legal, and economic relationships in history.

SS.912.A.1.AP.6 Use a case study to explore social, political, legal, and economic relationships in history.

SS.912.A.1.7 Describe various socio-cultural aspects of American life including arts, artifacts, literature, education, and publications.

SS.912.A.1.AP.7 Describe selected socio-cultural aspects of American life, such as the arts, artifacts, literature, education, and publications.

SS.912.A.2 Understand the causes, course and consequences of the Civil War and Reconstruction and its effects on the American people.

SS.912.A.2.1 Review causes and consequences of the Civil War.

SS.912.A.2.AP.1 Recognize a major cause and consequence of the Civil War.

SS.912.A.2.2 Assess the influence of significant people or groups on Reconstruction.

SS.912.A.2.AP.2 Describe the influence of significant people or groups on Reconstruction.

SS.912.A.2.3 Describe the issues that divided Republicans during the early Reconstruction era.



SS.912.A.2.AP.3 Recognize a major issue that divided Republicans during the early Reconstruction Era.

SS.912.A.2.4 Distinguish the freedoms guaranteed to African Americans and other groups with the 13th, 14th, and 15th Amendments to the Constitution.

SS.912.A.2.AP.4 Recognize a freedom guaranteed to African Americans and other groups with the 13th, 14th, and 15th Amendments to the Constitution.

SS.912.A.2.5 Assess how Jim Crow Laws influenced life for African Americans and other racial or ethnic minority groups.

SS.912.A.2.AP.5 Describe how Jim Crow Laws influenced life for African Americans and other racial/ethnic minority groups.

SS.912.A.2.6 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 United States.

SS.912.A.2.AP.6a Identify one effect of the Black Codes and the Nadir on freed people.

SS.912.A.2.AP.6b Identify the sharecropping and debt peonage system that was practiced in the United States.

SS.912.A.2.7 Review the Native American experience.

SS.912.A.2.AP.7 Identify one of the Native American experiences during the westward expansion.

SS.912.A.3 Analyze the transformation of the American economy and the changing social and political conditions in response to the Industrial Revolution.

SS.912.A.3.1 Analyze the economic challenges to American farmers and farmers' responses to these challenges in the mid to late 1800s.

SS.912.A.3.AP.1 Identify a response to economic challenges faced by farmers in the mid to late 1800s.



SS.912.A.3.2 Examine the social, political, and economic causes, course and consequences of the second Industrial Revolution that began in the late 19th century.

SS.912.A.3.AP.2 Examine one social, political, and economic development in the second Industrial Revolution (e.g., mass production of consumer goods, including transportation, food and drink, clothing, and entertainment [cinema, radio, the gramophone]).

SS.912.A.3.3 Compare the first and second Industrial Revolutions in the United States.

SS.912.A.3.AP.3 Compare one development or invention in the first and second Industrial Revolutions in the United States.

SS.912.A.3.4 Determine how the development of steel, oil, transportation, communication and business practices affected the United States economy.

SS.912.A.3.AP.4 Identify how developments in industry affected the United States economy, such as steel, oil, transportation, communications, and business practices.

SS.912.A.3.5 Identify significant inventors of the Industrial Revolution including African Americans and women.

SS.912.A.3.AP.5 Identify a significant inventor of the Industrial Revolution, including an African American or a woman.

SS.912.A.3.6 Analyze changes that occurred as the United States shifted from agrarian to an industrial society.

SS.912.A.3.AP.6 Identify changes that occurred as the United States shifted from an agrarian to an industrial society.

SS.912.A.3.7 Compare the experience of European immigrants in the east to that of Asian immigrants in the west (the Chinese Exclusion Act, Gentlemen's Agreement with Japan).

SS.912.A.3.AP.7 Compare the way European immigrants in the east and Asian immigrants in the west were treated.



SS.912.A.3.8 Examine the importance of social change and reform in the late 19th and early 20th centuries (e.g., class system, migration from farms to cities, Social Gospel movement, role of settlement houses and churches in providing services to the poor).

SS.912.A.3.AP.8 Identify the importance of social change or reform during the late 1800s and early 1900s.

SS.912.A.3.9 Examine causes, course, and consequences of the labor movement in the late 19th and early 20th centuries.

SS.912.A.3.AP.9 Identify a cause and consequence of the labor movement in the late 1800s and early 1900s.

SS.912.A.3.10 Review different economic and philosophic ideologies.

SS.912.A.3.AP.10 Compare major differences in economic and philosophic ideologies.

SS.912.A.3.11 Analyze the impact of political machines in United States cities in the late 19th and early 20th centuries.

SS.912.A.3.AP.11 Identify ways powerful groups (political machines) in United States cities controlled the government in the late 1800s and early 1900s.

SS.912.A.3.12 Compare how different nongovernmental organizations, and progressives worked to shape public policy, restore economic opportunities and correct injustices in American life.

SS.912.A.3.AP.12 Identify ways nongovernmental organizations and progressives have shaped public policy and corrected injustices in American life.

SS.912.A.3.13 Examine key events and peoples in Florida history as they relate to United States history.

SS.912.A.3.AP.13 Identify a key event or person in Florida history related to United States history.

SS.912.A.4 Demonstrate an understanding of the changing role of the United States in world affairs through the end of World War I.



SS.912.A.4.1	<u>Analyze the major factors that drove United States imperialism.</u>
SS.912.A.4.AP.1	<u>Identify major factors that drove United States imperialism</u>
SS.912.A.4.2	<u>Explain the motives of the United States acquisition of the territories.</u>
SS.912.A.4.AP.2	<u>Identify the purpose of the United States expanding into other territories.</u>
SS.912.A.4.3	<u>Examine causes, course, and consequences of the Spanish American War.</u>
SS.912.A.4.AP.3	<u>Identify a cause and consequence of the Spanish American War.</u>
SS.912.A.4.4	<u>Analyze the economic, military, and security motivations of the United States to complete the Panama Canal as well as major obstacles involved in its construction.</u>
SS.912.A.4.AP.4	<u>Identify an economic, military, and security reason why the United States completed the Panama Canal and the challenges that were faced during its construction.</u>
SS.912.A.4.5	<u>Examine causes, course, and consequences of United States involvement in World War I.</u>
SS.912.A.4.AP.5	<u>Identify a cause and consequence of United States involvement in World War I.</u>
SS.912.A.4.6	<u>Examine how the United States government prepared the nation for war with war measures (i.e., Selective Service Act, War Industries Board, war bonds, Espionage Act, Sedition Act, Committee of Public Information).</u>
SS.912.A.4.AP.6	<u>Identify ways the United States government prepared the nation for World War I, such as Selective Service Act, War Industries Board, war bonds, Espionage Act, Sedition Act, Committee of Public Information.</u>
SS.912.A.4.7	<u>Examine the impact of airplanes, battleships, new weaponry and chemical warfare in creating new war strategies (e.g., trench warfare, convoys).</u>
SS.912.A.4.AP.7	<u>Identify the impact of the development of airplanes, battleships, new weaponry, and chemical warfare in creating new war strategies (trench warfare, convoys).</u>



SS.912.A.4.8 Compare the experiences Americans (i.e., African Americans, Hispanics, Asians, women, conscientious objectors) had while serving in Europe.

SS.912.A.4.AP.8 Identify experiences diverse American groups had while serving in Europe.

S.912.A.4.9 Compare how the war impacted European Americans, Asian Americans, African Americans, Hispanic Americans, Jewish Americans, Native Americans, Pacific Islanders, women and dissenters in the United States.

SS.912.A.4.AP.9 Identify impacts of the war on German Americans, Asian Americans, African Americans, Hispanic Americans, Jewish Americans, Native Americans, women and dissenters in the United States.

SS.912.A.4.10 Examine the provisions of the Treaty of Versailles and the failure of the United States to support the League of Nations.

SS.912.A.4.AP.10 Identify a provision of the Treaty of Versailles and the failure of the United States to support the League of Nations.

SS.912.A.4.11 Examine key events and peoples in Florida history as they relate to United States history.

SS.912.A.4.AP.11 Identify a key event or person in Florida history related to United States history.

SS.912.A.5 Analyze the effects of the changing social, political and economic conditions of the Roaring Twenties and the Great Depression.

SS.912.A.5.1 Discuss the economic outcomes of demobilization.

SS.912.A.5.AP.1 Identify an economic result of demobilization.

SS.912.A.5.2 Explain the causes of the public reaction (e.g., Sacco and Vanzetti, labor, racial unrest) associated with the Red Scare.

SS.912.A.5.AP.2 Identify the causes of the public reaction (labor, strikes, and racial unrest) associated with the Red Scare.

SS.912.A.5.3 Examine the impact of United States foreign economic policy during the 1920s.



SS.912.A.5.AP.3 Recognize the impact of United States foreign economic policies during the 1920s.

SS.912.A.5.4 Evaluate how the economic boom during the Roaring Twenties changed consumers, businesses, manufacturing, and marketing practices.

SS.912.A.5.AP.4 Identify results of the economic boom of the Roaring Twenties such as changed consumers, businesses, manufacturing, and marketing practices.

SS.912.A.5.5 Describe efforts by the United States and other world powers to avoid future wars.

SS.912.A.5.AP.5 Identify actions of the United States and world powers to avoid future wars.

SS.912.A.5.6 Analyze the influence that Hollywood, the Harlem Renaissance, the Fundamentalist movement, and prohibition had in changing American society in the 1920s.

SS.912.A.5.AP.6 Identify the influences of Hollywood, the Harlem Renaissance, the Fundamentalist movement, and Prohibition on American society in the 1920s.

SS.912.A.5.7 Examine the freedom movements that advocated civil rights for African Americans, Latinos, Asians, and women.

SS.912.A.5.AP.7 Recognize the effects of freedom movements that advocated for civil rights for African Americans, Latinos, Asians, and women.

SS.912.A.5.8 Compare the views of Booker T. Washington, W.E.B. DuBois and Marcus Garvey relating to the African American experience.

SS.912.A.5.AP.8 Identify the major view of a leader relating to the African American experience, such as Booker T. Washington, W.E.B. DuBois, or Marcus Garvey.

SS.912.A.5.9 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-Jewish, anti-women and anti-union ideas.



SS.912.A.5.AP.9 Recognize that support of the Ku Klux Klan changed during the 1920s with respect to issues such as anti-immigrants, anti-African Americans, anti-Catholics, anti-Jewish, anti-women, and anti-unions.

SS.912.A.5.10 Analyze support for and resistance to civil rights for women, African Americans, Native Americans, and other minority groups.

SS.912.A.5.AP.10 Identify reasons why some people supported, and others resisted civil rights for women, African Americans, Native Americans, and other minorities.

SS.912.A.5.11 Examine causes, course and consequences of the Great Depression and the New Deal.

SS.912.A.5.AP.11 Identify a cause and a consequence of the Great Depression and the New Deal.

SS.912.A.5.12 Examine key events and people in Florida history as they relate to United States history.

SS.912.A.5.AP.12 Identify a key event or person in Florida history related to United States history.

SS.912.A.6 Understand the causes and course of World War II, the character of the war at home and abroad and its reshaping of the United States role in the post-war world.

SS.912.A.6.1 Examine causes, course, and consequences of World War II on the United States and the world.

SS.912.A.6.AP.1 Identify major causes and consequences of World War II on the United States and the world.

SS.912.A.6.2 Describe the United States' response in the early years of World War II (e.g., Neutrality Acts, Cash and Carry, Lend Lease Act).

SS.912.A.6.AP.2 Identify the United States response in the early years of World War II (Neutrality Acts, Cash and Carry, Lend Lease Act).



SS.912.A.6.3	<u>Analyze the impact of the Holocaust during World War II on Jews as well as other groups.</u>
SS.912.A.6.AP.3	<u>Identify the impact of the Holocaust during World War II on Jews and other groups.</u>
SS.912.A.6.4	<u>Examine efforts to expand or contract rights for various populations during World War II.</u>
SS.912.A.6.AP.4	<u>Identify the actions to expand or contract rights for various populations during World War II.</u>
SS.912.A.6.5	<u>Explain the impact of World War II on domestic government policy including, but not limited to, rationing and the forced internment of Japanese Americans.</u>
SS.912.A.6.AP.5	<u>Recognize the impact of World War II on domestic government policy including, but not limited to, rationing and the forced internment of Japanese Americans.</u>
SS.912.A.6.6	<u>Analyze the use of atomic weapons during World War II and the aftermath of the bombings.</u>
SS.912.A.6.AP.6	<u>Identify a reason for the use of atomic weapons during World War II and the aftermath of the bombings.</u>
SS.912.A.6.7	<u>Describe the attempts to promote international justice through the Nuremberg Trials.</u>
SS.912.A.6.AP.7	<u>Identify attempts to promote international justice through the Nuremberg Trials.</u>
SS.912.A.6.8	<u>Analyze the effects of the Red Scare on domestic United States policy.</u>
SS.912.A.6.AP.8	<u>Identify the effects of the Red Scare on United States domestic policy.</u>
SS.912.A.6.9	<u>Describe the rationale for the formation of the United Nations, including the contribution of Mary McLeod Bethune.</u>
SS.912.A.6.AP.9	<u>Identify the reason for the formation of the United Nations, including the contribution of Mary McLeod Bethune.</u>



SS.912.A.6.10 Examine causes, course, and consequences of the early years of the Cold War (i.e., Truman Doctrine, Marshall Plan, NATO, Warsaw Pact).

SS.912.A.6.AP.10 Identify a cause and consequence of the early years of the Cold War (Truman Doctrine, Marshall Plan, NATO, Warsaw Pact).

SS.912.A.6.11 Examine the controversy surrounding the proliferation of nuclear technology in the United States and the world.

SS.912.A.6.AP.11 Identify the various viewpoints about the spread of nuclear technology in the United States and the world.

SS.912.A.6.12 Examine causes, course, and consequences of the Korean War.

SS.912.A.6.AP.12 Identify a cause and consequence of the Korean War.

SS.912.A.6.13 Analyze significant foreign policy events during the Truman, Eisenhower, Kennedy, Johnson, and Nixon administrations.

SS.912.A.6.AP.13 Identify results of significant foreign policy events during the Truman, Eisenhower, Kennedy, Johnson, and Nixon administrations.

SS.912.A.6.14 Analyze causes, course, and consequences of the Vietnam War.

SS.912.A.6.AP.14 Identify a cause and consequence of the Vietnam War.

SS.912.A.6.15 Examine key events and peoples in Florida history as they relate to United States history.

SS.912.A.6.AP.15 Identify a key event or person in Florida history related to United States history.

SS.912.A.7 Understand the rise and continuing international influence of the United States as a world leader and the impact of contemporary social and political movements on American life.

SS.912.A.7.1 Identify causes for Post-World War II prosperity and its effects on American society.



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| SS.912.A.7.AP.1 | <u>Identify a cause and effect of post-World War II prosperity on American society.</u> |
| SS.912.A.7.2 | <u>Compare the relative prosperity between different ethnic groups and social classes in the post-World War II period.</u> |
| SS.912.A.7.AP.2 | <u>Identify the prosperity of different ethnic groups and social classes in the post-World War II period.</u> |
| SS.912.A.7.3 | <u>Examine the changing status of women in the United States from post-World War II to present.</u> |
| SS.912.A.7.AP.3 | <u>Identify ways that the role of women in the United States has changed since World War II.</u> |
| SS.912.A.7.4 | <u>Evaluate the success of 1960s era presidents' foreign and domestic policies.</u> |
| SS.912.A.7.AP.4 | <u>Examine foreign and domestic policies and programs in the 1960s.</u> |
| SS.912.A.7.5 | <u>Compare nonviolent and violent approaches utilized by groups (e.g., African Americans, women, Native Americans, Hispanics) to achieve civil rights.</u> |
| SS.912.A.7.AP.5 | <u>Identify violent and nonviolent approaches used by groups (African Americans, women, Native Americans, and Hispanics) to achieve civil rights.</u> |
| SS.912.A.7.6 | <u>Assess key figures and organizations in shaping the Civil Rights Movement and Black Power Movement.</u> |
| SS.912.A.7.AP.6 | <u>Identify important acts of key persons and organizations in the Civil Rights Movement and Black Power Movement.</u> |
| SS.912.A.7.7 | <u>Assess the building of coalitions between African Americans, whites, and other groups in achieving integration and equal rights.</u> |
| SS.912.A.7.AP.7 | <u>Identify ways African Americans, whites, and other groups joined together to bring about changes in integration and equal rights.</u> |
| SS.912.A.7.8 | <u>Analyze significant Supreme Court decisions relating to integration, busing, affirmative action, the rights of the accused and reproductive rights.</u> |



SS.912.A.7.AP.8 Identify the importance of Supreme Court cases, relating to integration, busing, affirmative action, the rights of the accused, and reproductive rights.

SS.912.A.7.9 Examine the similarities of social movements (e.g., Native Americans, Hispanics, women, anti-war protesters) of the 1960s and 1970s.

SS.912.A.7.AP.9 Identify social movements of the 1960s and 1970s (Native Americans, Hispanics, women, anti-war protesters).

SS.912.A.7.10 Analyze the significance of Vietnam and Watergate on the government and people of the United States.

SS.912.A.7.AP.10 Identify the impact of the Vietnam War and Watergate on the government and people of the United States.

SS.912.A.7.11 Analyze the foreign policy of the United States as it relates to Africa, Asia, the Caribbean, Latin America, and the Middle East.

SS.912.A.7.AP.11 Identify aspects of United States foreign policy as it relates to Africa, Asia, the Caribbean, Latin America, and the Middle East.

SS.912.A.7.12 Analyze political, economic, and social concerns that emerged at the end of the 20th century and into the 21st century.

SS.912.A.7.AP.12 Identify political, economic, and social concerns that emerged from the late 1900s to early 2000s.

SS.912.A.7.13 Analyze the attempts to extend New Deal legislation through the Great Society and the successes and failures of these programs to promote social and economic stability.

SS.912.A.7.AP.13 Identify the attempts to extend New Deal legislation through the Great Society and the successes and failures of these programs to promote social and economic stability.

SS.912.A.7.14 Review the role of the United States as a participant in the global economy (e.g., trade agreements, international competition, impact on American labor, environmental concerns).



SS.912.A.7.AP.14 Recognize ways the United States participates in the global economy (trade agreements, international competition, impact on American labor, environmental concerns).

SS.912.A.7.15 Analyze the effects of foreign and domestic terrorism on the American people.

SS.912.A.7.AP.15 Identify effects of foreign and domestic terrorism on the American people.

SS.912.A.7.16 Examine changes in immigration policy and attitudes toward immigration since 1950.

SS.912.A.7.AP.16 Identify ways that immigration policy and attitudes have changed since 1950.

SS.912.A.7.17 Analyze the contributions of African Americans, Native Americans and other minority groups in shaping politics, economy, culture, and society of the United States.

SS.912.A.7.AP.17 Identify how African Americans, Native Americans and other minority groups shaped politics, economy, culture, and society of the United States.

SS.912.A.7.18 Examine key events and key people in Florida history as they relate to United States history.

SS.912.A.7.AP.18 Identify a key event or person in Florida history related to United States history.

African American History**SS.912.AA.1 Examine the causes, courses, and consequences of the slave trade in the colonies from 1609-1776.**

SS.912.AA.1.1 Examine the condition of slavery as it existed in Africa, Asia, the Americas and Europe prior to 1619.

Benchmark Clarifications:

Clarification 1: Instruction includes how trading in slaves developed in African lands (e.g., Benin, Dahomey).

Clarification 2: Instruction includes the practice of the Barbary Pirates in kidnapping Europeans and selling them into slavery in Muslim countries (i.e., Muslim slave markets in North Africa, West Africa, Swahili Coast, Horn of Africa, Arabian Peninsula, Indian Ocean slave trade).

Clarification 3: Instruction includes how slavery was utilized in Asian cultures (e.g., Sumerian law code, Indian caste system).

Clarification 4: Instruction includes the similarities between serfdom and slavery and emergence of the term “slave” in the experience of Slavs.

Clarification 5: Instruction includes how slavery among indigenous peoples of the Americas was utilized prior to and after European colonization.

SS.912.AA.1.AP.1 Identify one or more conditions of slavery as it existed in Africa, Asia, the Americas and Europe prior to 1619.

SS.912.AA.1.2 Analyze the development of labor systems using indentured servitude contracts with English settlers and Africans early in Jamestown, Virginia.

Benchmark Clarifications:

Clarification 1: Instruction includes indentured servitude of poor English settlers and the extension of indentured servitude to the first Africans brought to Jamestown, Virginia by the Dutch in 1619.

Clarification 2: Instruction includes the impact of the increased demand for land in the colonies and the effects on the cost of labor resulting from the shift of indentured servitude to slavery.

Clarification 3: Instruction includes the method by which indentured servants were able to own private property, farm crops and make money, realizing the payout of property and supplies at the end of their contracts.

Clarification 4: Instruction includes the shift in attitude toward Africans as Colonial America transitioned from indentured servitude to race-based, hereditary slavery (i.e., Anthony Johnson, John Casor).

Clarification 5: Instruction includes the *Virginia Code Regarding Slaves and Servants* (1705).

SS.912.AA.1.AP.2 Identify how indentured servitude was used by settlers and Africans in early Jamestown, Virginia.



SS.912.AA.1.3 Analyze the reciprocal roles of the Triangular Trade routes between Africa and the western hemisphere, Africa and Europe, and Europe and the western hemisphere.

Benchmark Clarifications:

Clarification 1: Instruction includes the Triangular Trade and how this three-tiered system encouraged the use of slavery.

Clarification 2: Instruction includes what made indentured servitude contracts a risky investment for colonists, based on economic and social factors.

Clarification 3: Instruction includes how the desire for knowledge of land cultivation and the rise in the production of tobacco and rice had a direct impact on the increased demand for slave labor and the importation of slaves into North America (i.e., the importation of Africans from the Rice Coast of Africa).

SS.912.AA.1.AP.3 Identify how trade connected Africa, Europe and the Western hemisphere in the Triangular Trade.

SS.912.AA.1.4 Examine the development of slavery and describe the conditions for Africans during their passage to America.

Benchmark Clarifications:

Clarification 1: Instruction includes the Triangular Trade routes and the Middle Passage.

Clarification 2: Instruction includes the causes for the growth and development of slavery, primarily in the southern colonies.

Clarification 3: Instruction includes percentages of African diaspora within the New World colonies.

SS.912.AA.1.AP.4 Identify how slavery developed and the conditions for Africans during their passage to America.

SS.912.AA.1.5 Explain the significance of England sending convicts, vagabonds and children to the colonies.

Benchmark Clarifications:

Clarification 1: Instruction includes the reasons England sent convicts to the colonies and the impact it had on the lives of both the convicts and the colonists (i.e., prosecution for political reasons, theft, deception).

Clarification 2: Instruction includes the English practice of enclosure and how it forced people to leave the lands causing them to be without work and homes.

Clarification 3: Instruction includes the causes and consequences of England's forced child migration to the colonies.

SS.912.AA.1.AP.5 Identify the significance of England sending convicts, vagabonds and children to the colonies.

SS.912.AA.1.6 Describe the harsh conditions in the Virginia Colony.

**Benchmark Clarifications:**

Clarification 1: Instruction includes the failures in early Jamestown (i.e., disease, drought, conflicts with native populations, starvation, lack of clean water, education, religious expectations, lack of healthcare).

Clarification 2: Instruction includes how the Jamestown Colony did not stabilize until the introduction of women.

SS.912.AA.1.AP.6 Identify the harsh conditions in the Virginia colony.

SS.912.AA.1.7 Compare the living conditions of slaves in British North American colonies, the Caribbean, Central America, and South America, including infant mortality rates.

Benchmark Clarifications:

Clarification 1: Instruction includes the harsh conditions and their consequences on British American plantations (e.g., undernourishment, climate conditions, infant and child mortality rates of the enslaved vs. the free).

Clarification 2: Instruction includes the harsh conditions in the Caribbean plantations (i.e., poor nutrition, rigorous labor, disease).

Clarification 3: Instruction includes how slavery was sustained in the Caribbean, Dutch Guiana and Brazil despite overwhelming death rates.

SS.912.AA.1.AP.7 Identify the living conditions of slaves in British North American colonies, the Caribbean, Central America, and South America, including infant mortality rates.

SS.912.AA.1.8 Analyze the headright system in Jamestown, Virginia, and other southern colonies.

Benchmark Clarifications:

Clarification 1: Instruction includes the concept of the headright system, including effects slave codes had on it.

Clarification 2: Instruction includes specific headright settlers (i.e., Anthony Johnson, Mary Johnson).

SS.912.AA.1.AP.8 Identify the headright system in Jamestown, Virginia, and other southern colonies.

SS.912.AA.1.9 Evaluate how conditions for Africans changed in colonial North America from 1619-1776.

Benchmark Clarifications:

Clarification 1: Instruction includes both judicial and legislative actions during the colonial period.

Clarification 2: Instruction includes the history and development of slave codes in colonial North America including the John Punch case (1640).

Clarification 3: Instruction includes how slave codes resulted in an enslaved person becoming property with no rights.



SS.912.AA.1.AP.9 Identify how conditions for Africans changed in colonial North America from 1619-1776.

SS.912.AA.1.10 Evaluate efforts by groups to limit the expansion of race-based slavery in Colonial America.

SS.912.AA.1.AP.10 Identify efforts made by groups to limit the expansion of race-based slavery in Colonial America.

SS.912.AA.1.11 Examine different events in which Africans resisted slavery.

Benchmark Clarifications:

Clarification 1: Instruction includes the impact of revolts of the enslaved (e.g., the San Miguel de Gualdape Slave Rebellion [1526], the New York City Slave Uprising [1712]).

SS.912.AA.1.AP.11 Identify one or more events in which Africans resisted slavery.

SS.912.AA.1.12 Examine the significance of “Ladinos” (Africans, Atlantic creoles) and Spanish explorers who laid claim to “La Florida.”

SS.912.AA.1.AP.12 Identify the significance of “Ladinos” (Africans, Atlantic creoles) and Spanish explorers who laid claim to “La Florida.”

SS.912.AA.2 Analyze events that involved or affected African descendants and changed the American economic, political and social landscapes between 1776-1865.

SS.912.AA.2.1 Describe the contributions of Africans to society, science, poetry, politics, oratory, literature, music, dance, Christianity and exploration in the United States from 1776-1865.

Benchmark Clarifications:

Clarification 1: Instruction includes contributions of key figures and organizations (e.g., Prince Hall, Phillis Wheatley, Benjamin Banneker, Richard Allen, the Free African Society, Olaudah Equiano, Omar ibn Said, Cudjoe Lewis, Anna Jai Kingsley).

Clarification 2: Instruction includes the role of black churches (e.g., African Methodist Episcopal [AME]).

SS.912.AA.2.AP.1 Identify the contributions of Africans to society, science, poetry, politics, oratory, literature, music, dance, Christianity and exploration in the United States from 1776-1865.



SS.912.AA.2.2 Explain how slave codes were strengthened in response to Africans' resistance to slavery.

Benchmark Clarifications:

Clarification 1: Instruction includes early laws that impacted slavery and resistance (i.e., Louisiana's Code Noir [1724], Stono Rebellion in [1739], South Carolina slave code [1740], Igbo Landing Mass Suicide [1803]).

Clarification 2: Instruction includes foreign and domestic influences on the institution of slavery (i.e., Haitian Revolution [1791-1804], The Preliminary Declaration from the Constitution of Haiti [1805], German Coast Uprising [1811], Louisiana Revolt of [1811]).

SS.912.AA.2.AP.2 Identify how slave codes were strengthened in response to Africans' resistance to slavery.

SS.912.AA.2.3 Compare the influences of individuals and groups on social and political developments during the Early National Period.

Benchmark Clarifications:

Clarification 1: Instruction includes the varied experiences of Africans in the United States.

Clarification 2: Instruction includes the consequences of Lord Dunmore's actions in 1775, while serving as Royal Governor of Virginia.

Clarification 3: Instruction includes how African men, both enslaved and free, participated in the Continental Army (e.g., 1st Rhode Island Regiment, Haitian soldiers).

Clarification 4: Instruction includes the contributions of key figures (e.g., Crispus Attucks, Salem Poor, Jean Baptiste Point du Sable, Lemuel Haynes, Phillis Wheatly, Richard Allen, James Armistead Lafayette).

SS.912.AA.2.4 Examine political actions of the Continental Congress regarding the practice of slavery.

Benchmark Clarifications:

Clarification 1: Instruction includes examples of how the members of the Continental Congress made attempts to end or limit slavery (e.g., the first draft of the Declaration of Independence that blamed King George III for sustaining the slave trade in the colonies, the calls of the Continental Congress for the end of involvement in the international slave trade, the Constitutional provision allowing for congressional action in 1808).

SS.912.AA.2.AP.4 Identify political actions of the Continental Congress regarding the practice of slavery.

SS.912.AA.2.5 Examine how federal and state laws shaped the lives and rights for enslaved and free Africans in the 18th and 19th centuries.

**Benchmark Clarifications:**

Clarification 1: Instruction includes how different states passed laws that gradually led to the abolition of slavery in northern states (e.g., gradual abolition laws: RI Statutes 1728, 1765 & 1775, PA 1779, MA & NH 1780s, CT & NJ 1784, NY 1799; states abolishing slavery: VT 1777).

Clarification 2: Instruction includes the Constitutional provision regarding fugitive persons.

Clarification 3: Instruction includes the ramifications of the Dred Scott v. Sandford decision.

SS.912.AA.2.AP.5 **Identify how federal and state laws affected enslaved and free Africans in the 18th and 19th centuries.**

SS.912.AA.2.6 **Analyze the provisions under the Articles of Confederation and the Constitution regarding slavery.**

Benchmark Clarifications:

Clarification 1: Instruction includes how slavery increased through natural reproduction and the smuggling of human contraband, in spite of the desire of the Continental Congress to end the importation of slaves.

Clarification 2: Instruction includes how the Northwest Ordinance of 1785 provided a mechanism for selling and settling the land and laid the foundations of land policy until passage of the Homestead Act of 1862.

Clarification 3: Instruction includes the political issues regarding slavery that were addressed in the Northwest Ordinance of 1787.

Clarification 4: Instruction includes the Three-Fifths Compromise as an agreement between delegates from the northern and the southern states in the Continental Congress (1783) and taken up anew at the United States Constitutional Convention (1787) that required three-fifths of the slave population be counted for determining direct taxation and representation in the House of Representatives.

SS.912.AA.2.AP.6 **Identify the provisions under the Articles of Confederation and the Constitution regarding slavery.**

SS.912.AA.2.7 **Analyze the contributions of founding principles of liberty, justice, and equality in the quest to end slavery.**

Benchmark Clarifications:

Clarification 1: Instruction includes the principles found in historical documents (e.g., Declaration of Independence as approved by the Continental Congress in 1776, Chief Justice William Cushing's notes regarding the Quock Walker case, Petition to the Massachusetts Legislature on January 13, 1777, Constitution of Massachusetts of 1780, Constitution of Kentucky of 1792, Northwest Ordinance of 1785, Northwest Ordinance of 1787, Southwest Ordinance of 1790, Petition from the Pennsylvania Society for the Abolition of Slavery of 1790, Petition of Free Blacks of Philadelphia 1800, United States Congress Act Prohibiting Importation of Slaves of 1808).

Clarification 2: Instruction includes the contributions of key figures in the quest to end slavery as the nation was founded (e.g., Elizabeth "Mum Bett" Freeman, George Washington, Alexander Hamilton, Benjamin Franklin, John Jay).



SS.912.AA.2.AP.7 Identify how liberty, justice and equality contributed to the fight to end slavery.

SS.912.AA.2.8 Examine the range and variety of specialized roles performed by slaves.

Benchmark Clarifications:

Clarification 1: Instruction includes the trades of slaves (e.g., musicians, healers, blacksmiths, carpenters, shoemakers, weavers, tailors, sawyers, hostlers, silversmiths, cobblers, wheelwrights, wigmakers, milliners, painters, coopers).

Clarification 2: Instruction includes the variety of locations slaves worked (e.g., homes, farms, on board ships, shipbuilding industry).

SS.912.AA.2.AP.8 Identify a variety of specialized roles performed by slaves.

SS.912.AA.2.9 Explain how early abolitionist movements advocated for the civil rights of Africans in America.

Benchmark Clarifications:

Clarification 1: Instruction includes leading advocates and arguments for civil rights (e.g., John Jay, Alexander Hamilton, Benjamin Rush).

Clarification 2: Instruction includes the abolitionist and anti-slavery organizations (e.g., Pennsylvania Abolition Society [PAS], New York Manumission Society [NYMS], Free African Society [FAS], Maryland Society for Promoting the Abolition of Slavery and the Relief of Free Negroes and Others Unlawfully Held in Bondage, Pennsylvania Society for Promoting the Abolition of Slavery).

SS.912.AA.2.AP.9 Identify how early abolitionists advocated for the civil rights of Africans in America.

SS.912.AA.2.10 Evaluate the Abolitionist Movement and its leaders and how they contributed in different ways to eliminate slavery.

Benchmark Clarifications:

Clarification 1: Instruction includes different abolitionist leaders and how their approaches to abolition differed (e.g., William Lloyd Garrison, Frederick Douglass, President Abraham Lincoln, Thaddeus Stevens, Sojourner Truth, Jonathan Walker, Albion Tourgée, Harriet Tubman, Harriet Beecher Stowe, William Wilberforce [United Kingdom], Vicente Guerrero [Mexico]).

Clarification 2: Instruction includes how Abraham Lincoln's views on abolition evolved over time.

Clarification 3: Instruction includes the relationship between William Lloyd Garrison and Frederick Douglass and their respective approaches to abolition.

Clarification 4: Instruction includes the efforts in the creation of the 13th Amendment.

Clarification 5: Instruction includes different abolition groups and how they related to other causes (e.g., women's suffrage, temperance movements).

Clarification 6: Instruction includes the efforts of the American Colonization Society towards the founding of Liberia and its relationship to the struggle to end slavery in the United States.



SS.912.AA.2.AP.10 Identify how abolitionist leaders contributed in different ways to eliminate slavery during the Abolitionist Movement.

SS.912.AA.2.11 Describe the impact The Society of Friends had on the abolition of slavery.

Benchmark Clarifications:

Clarification 1: Instruction includes the relationship between the Abolitionist Movement involving the Quakers in both England and the United States.

Clarification 2: Instruction includes how the use of pamphlets assisted the Quakers in their abolitionist efforts.

Clarification 3: Instruction includes key figures and actions made within the Quaker abolition efforts in North Carolina.

SS.912.AA.2.AP.11 Identify the impact The Society of Friends had on the abolition of slavery.

SS.912.AA.2.12 Explain how the Underground Railroad and its conductors successfully relocated slaves to free states and Canada.

Benchmark Clarifications:

Clarification 1: Instruction includes the leaders of the Underground Railroad (e.g., Harriet Tubman, Gerrit Smith, Levi Coffin, John Rankin family, William Lambert, William Still).

Clarification 2: Instruction includes the methods of escape and the routes taken by the conductors of the Underground Railroad.

Clarification 3: Instruction includes how the South tried to prevent slaves from escaping and their efforts to end the Underground Railroad.

Clarification 4: Instruction includes how the Underground Railroad and the Abolitionist Movement assisted each other toward ending slavery.

SS.912.AA.2.AP.12 Identify how the Underground Railroad and its conductors successfully relocated slaves to free states and Canada.

SS.912.AA.2.13 Explain how the rise of cash crops accelerated the growth of the domestic slave trade in the United States.

Benchmark Clarifications:

Clarification 1: Instruction includes the regions where cotton was produced.

Clarification 2: Instruction includes the purpose and impact of Eli Whitney's cotton gin.

Clarification 3: Instruction includes how the demand for slave labor resulted in a large, forced migration.

Clarification 4: Instruction includes debates over the westward expansion of slavery (e.g., Louisiana Purchase, Missouri Compromise, Wilmot Proviso, Compromise of 1850, Kansas-Nebraska Act).



SS.912.AA.2.AP.13 Identify how the rise of cash crops accelerated the growth of the domestic slave trade in the United States.

SS.912.AA.2.14 Compare the actions of Nat Turner, John Brown and Frederick Douglass and the direct responses to their efforts to end slavery.

SS.912.AA.2.AP.14 Compare the actions of Nat Turner, John Brown and Frederick Douglass and the direct responses to their efforts to end slavery.

SS.912.AA.2.15 Describe the effects produced by asylum offered to slaves by Spanish Florida.

Benchmark Clarifications:

Clarification 1: Instruction includes the significance of Fort Mose as the first free African community in the United States and the role it and the Seminole Tribe played in the Underground Railroad.

Clarification 2: Instruction includes the role of Florida and larger Gulf Coast region in the War of 1812 as the British offered liberation to slaves.

SS.912.AA.2.AP.15 Identify the effects produced by asylum offered to slaves by Spanish Florida.

SS.912.AA.2.16 Describe Florida colonies that existed between the colonial period through the acquisition of Florida with the Adams-Onís Treaty of 1819, which was called the Transcontinental Treaty and ratified in 1821.

SS.912.AA.2.AP.16 Identify different colonies that existed in Florida between the colonial period until the United States acquired Florida through the Adams-Onís Treaty of 1819, which was ratified in 1821.

SS.912.AA.3 Identify significant events, figures and contributions that shaped African American life from 1865-1954.

SS.912.AA.3.1 Analyze the changing social and economic roles of African Americans during the Civil War and the Exodus of 1879.

**Benchmark Clarifications:**

Clarification 1: Instruction includes the status of slaves, escaped slaves, and free blacks during the Civil War.

Clarification 2: Instruction includes examining the roles and efforts of black nurses, soldiers, spies, scouts, and slaves during the Civil War.

Clarification 3: Instruction includes the significant roles of African Americans in the armed forces (e.g., 54th Massachusetts Volunteer Infantry, 13th U.S. Colored Troops, Buffalo Soldiers, Sgt. William Carney, Pvt. Cathay Williams, Harriet Tubman).

Clarification 4: Instruction includes the establishment and efforts of the Freedman's Bureau.

Clarification 5: Instruction includes the Exodusters and their influence on American culture.

SS.912.AA.3.AP.1 Describe how the social and economic roles of African Americans changed during the Civil War and the Exodus of 1879.

SS.912.AA.3.2 Examine social contributions of African Americans post-Civil War.

Benchmark Clarifications:

Clarification 1: Instruction includes how the war effort helped propel civil rights for African Americans from the early Civil Rights Movement (1865-1896) to the modern-day Civil Rights Movement, demanding the American promise of justice, liberty, and equality (i.e., 13th Amendment, 14th Amendment, 15th Amendment).

Clarification 2: Instruction includes the founding of Historically Black Colleges and Universities (HBCUs).

Clarification 3: Instruction includes fraternal and sororal organizations.

SS.912.AA.3.AP.2 Identify social contributions of African Americans post-Civil War.

SS.912.AA.3.3 Examine the importance of sacrifices, contributions and experiences of African Americans during wartime from the Spanish-American War through the Korean War.

Benchmark Clarifications:

Clarification 1: Instruction includes the contributions of African American soldiers during World War I. (e.g., 369th Infantry Regiment [Harlem Hellfighters], 370th Infantry Regiment, Sgt. Henry Johnson, Cpl. Freddie Stowers).

Clarification 2: Instruction includes the heroic actions displayed by the Tuskegee Airmen during World War II. (e.g., Gen. Charles McGee, Gen. Benjamin O. Davis, Jr., Gen. Daniel "Chappie" James, Capt. Roscoe C. Brown, 1st Lt. Lucius Theus, Charles Alfred "Chief" Anderson, James Polkinghorne).

Clarification 3: Instruction includes the contributions of African American women to World War I and World War II (e.g., 6888th Central Postal Directory Battalion [Six Triple Eight], Lt. Col. Charity Edna Adams, Addie W. Hunton, Kathryn M. Johnson, Helen Curtis).

SS.912.AA.3.AP.3 Identify sacrifices, contributions and experiences of African Americans during wartime from the Spanish-American War through the Korean War.



SS.912.AA.3.4 Evaluate the relationship of various ethnic groups to African Americans' access to rights, privileges, and liberties in the United States.

Benchmark Clarifications:

Clarification 1: Instruction includes landmark United States Supreme Court Cases affecting African Americans (e.g., the Slaughter House cases, Yick Wo v. Hopkins, Plessy v. Ferguson).

Clarification 2: Instruction includes the influence of white and black political leaders who fought on behalf of African Americans in state and national legislatures and courts.

Clarification 3: Instruction includes how organizations, individuals, legislation, and literature contributed to the movement for equal rights in the United States (e.g., Sojourner Truth, Frederick Douglass, Carter G. Woodson, Henry Beard Delany, Emma Beard Delaney, Hiram Rhodes Revels).

Clarification 4: Instruction includes how whites who supported Reconstruction policies for freed blacks after the Civil War (white southerners being called scalawags and white northerners being called carpetbaggers) were targeted.

SS.912.AA.3.AP.4 Identify how landmark United States Supreme Court Cases, leaders and organizations contributed to African Americans' access to rights, privileges, and liberties in the United States.

SS.912.AA.3.5 Explain the struggles faced by African American women in the 19th century as it relates to issues of suffrage, business, and access to education.

Benchmark Clarifications:

Clarification 1: Instruction includes the role of African American women in politics, business and education during the 19th century (e.g., Mary B. Talbert, Ida B. Wells, Sojourner Truth: *Ain't I a Woman?*).

SS.912.AA.3.AP.5 Describe the struggles faced by African American women in the 19th century as it relates to issues of suffrage, business, and access to education.

SS.912.AA.3.6 Describe the emergence, growth, destruction, and rebuilding of black communities during Reconstruction and beyond.

Benchmark Clarifications:

Clarification 1: Instruction includes the ramifications of prejudice, racism, and stereotyping on individual freedoms (e.g., the Civil Rights Cases, Black Codes, Jim Crow Laws, lynchings, Columbian Exposition of 1893).

Clarification 2: Instruction includes acts of violence perpetrated against and by African Americans but is not limited to 1906 Atlanta Race Riot, 1919 Washington, D.C. Race Riot, 1920 Ocoee Massacre, 1921 Tulsa Massacre and the 1923 Rosewood Massacre.

Clarification 3: Instruction includes communities such as: Lincolnville (FL), Tallahassee (OK), Eatonville (FL).



SS.912.AA.3.AP.6 Identify the emergence, growth, destruction and rebuilding of black communities during Reconstruction and beyond.

SS.912.AA.3.7 Examine economic developments of and for African Americans post-WWI, including the spending power and the development of black businesses and innovations.

Benchmark Clarifications:

Clarification 1: Instruction includes leaders who advocated differing economic viewpoints (e.g., Marcus Garvey, Booker T. Washington, Tuskegee Institute, W.E.B. DuBois, National Association for the Advancement of Colored People [NAACP]).

Clarification 2: Instruction includes the Double Duty Dollar Campaign as an economic movement to encourage community self-sufficiency.

Clarification 3: Instruction includes the impact of Freedman's Savings and Trust Company.

Clarification 4: Instruction includes the contributions of black innovators, entrepreneurs and organizations to the development and growth of black businesses and innovations (e.g., National Negro Business League, National Urban League, Universal Negro Improvement Association [UNIA], NAACP, Annie Malone, Madame C.J. Walker, Negro Motorist Green Book, Charles Richard Patterson of C.R. Patterson & Sons, Suzanne Shank, Reginald F. Lewis).

SS.912.AA.3.AP.7 Identify economic developments of and for African Americans post-WWI including the spending power and the development of black businesses and innovations.

SS.912.AA.3.8 Examine political developments of and for African Americans in the post-WWI period.

Benchmark Clarifications:

Clarification 1: Instruction includes landmark court cases affecting African Americans.

Clarification 2: Instruction includes the ramifications of President Franklin D. Roosevelt's New Deal (1933-1945) on African Americans.

Clarification 3: Instruction includes the effects of the election of African Americans to national office (e.g., Oscar De Priest).

SS.912.AA.3.9 Examine the various factors that led to and the consequences of the Great Migration.

Benchmark Clarifications:

Clarification 1: Instruction includes the push and pull factors of the Great Migration. (e.g., race riots, socio-economic factors, political rights, how African Americans suffered infringement of rights through racial oppression, segregation, discrimination).

Clarification 2: Instruction includes the Great Migration and its influence on American culture (e.g., political realignment and dealignment).



Clarification 3: Instruction includes how the transition from rural to urban led to opportunities and challenges. (e.g., Emmett J. Scott: *Letters of Negro Migrants*, Jacob Lawrence: *The Migration of the Negro*, red-lining, 1935 Harlem Race Riot, broad increase in economic competition).

SS.912.AA.3.AP.9 Identify different factors that led to and the consequences of the Great Migration.

SS.912.AA.3.10 Describe the Harlem Renaissance and examine contributions from African American artists, musicians and writers and their lasting influence on American culture.

SS.912.AA.3.AP.10 Identify the Harlem Renaissance and examine contributions from African American artists, musicians and writers and their lasting influence on American culture.

SS.912.AA.3.11 Examine and analyze the impact and achievements of African American women in the fields of education, journalism, science, industry, the arts, and as writers and orators in the 20th century.

SS.912.AA.3.AP.11 Identify the impact and achievements of African American women in the fields of education, journalism, science, industry, the arts, and as writers and orators in the 20th century.

SS.912.AA.3.12 Analyze the impact and contributions of African American role models as inventors, scientists, industrialist, educators, artists, athletes, politicians and physicians in the 19th and early 20th centuries, and explain the significance of their work on American society.

SS.912.AA.3.AP.12 Identify the impact and contributions of African American role models as inventors, scientists, industrialist, educators, artists, athletes, politicians and physicians in the 19th and early 20th centuries and recognize the significance of their work on American society.

SS.912.AA.3.13 Explain how WWII was an impetus for the modern Civil Rights Movement.

Benchmark Clarifications:

Clarification 1: Instruction includes how WWII helped to break down the barriers of segregation (e.g., 1948 Executive Order 9981, Executive Order 8802 signed by President Franklin D. Roosevelt, Tuskegee Airmen, “Double V” campaign, James G. Thompson).

SS.912.AA.3.AP.13 Identify how WWII was an impetus for the modern Civil Rights Movement.



SS.912.AA.3.14 Examine key figures and events from Florida that affected African Americans.

Benchmark Clarifications:

Clarification 1: Instruction includes key events that occurred in Florida during the 19th century (e.g., Battle of Olustee).

Clarification 2: Instruction includes early examples of African American playwrights, novelists, poets, actors, politicians and merchants (e.g., Jonathan C. Gibbs, Josiah Walls, Robert Meacham, Blanche Armwood, Mary McLeod Bethune, Harry T. Moore, Harriet Moore, James Weldon Johnson).

Clarification 3: Instruction includes the settlements of forts, towns and communities by African Americans and its impact on the state of Florida post-Civil War (e.g., Fort Pickens, Eatonville, Lincolnville).

SS.912.AA.3.AP.14 Identify key figures and events from Florida during the 19th century that affected African Americans.

SS.912.AA.4 Analyze economic, political, legal and social advancements of African Americans and their contributions and sacrifices to American life from 1954 to present, including factors that influenced them.

SS.912.AA.4.1 Analyze the influences and contributions of African American musical pioneers.

Benchmark Clarifications:

Clarification 1: Instruction includes significant musical styles created and performed by African American musicians.

SS.912.AA.4.AP.1 Identify the influences and contributions of African American musical pioneers.

SS.912.AA.4.2 Analyze the influence and contributions of African Americans to film.

Benchmark Clarifications:

Clarification 1: Instruction includes Oscar Micheaux's films as an influential component of the modern-era Civil Rights Movement and future film industry (e.g., Lincoln Motion Picture Company, George P. Johnson, Noble Johnson, Spike Lee, Sidney Poitier, Melvin Van Peebles, Julie Dash, William Packer, Hattie McDaniel).

SS.912.AA.4.AP.2 Identify the influence and contributions of African Americans to film.

SS.912.AA.4.3 Examine the importance of sacrifices, contributions, and experiences of African Americans during military service from 1954 to present.



SS.912.AA.4.AP.3 Describe the sacrifices, contributions, and experiences of African Americans during military service from 1954 to present.

SS.912.AA.4.4 Analyze the course, consequence, and influence of the modern Civil Rights Movement.

Benchmark Clarifications:

Clarification 1: Instruction includes the early Civil Rights Movement (1865-1896) to the modern-era Civil Rights Movement and define the modern-era Civil Rights Movement as an economic, social and political movement from 1945 to 1968 (e.g., speeches, legislation, Dr. Martin Luther King Jr., John Lewis).

Clarification 2: Instruction includes the events that led to the writing of the Civil Rights Act of 1964.

Clarification 3: Instruction includes the March on Washington and its influence on public policy.

SS.912.AA.4.AP.4 Describe the impact of the modern Civil Rights Movement.

SS.912.AA.4.5 Compare differing organizational approaches to achieving equality in America.

Benchmark Clarifications:

Clarifications 1: Instruction includes the immediate and lasting effects of modern civil rights organizations (e.g., The National Association for the Advancement of Colored People [NAACP], Congress of Racial Equality [CORE], Southern Christian Leadership Conference [SCLC], Student Non-Violent Coordinating Committee [SNCC], Black Panther Party [BPP], Highlander Folk School, religious institutions).

Clarification 2: Instruction includes different methods used by coalitions (i.e., freedom rides, wade-ins, sit-ins, boycotts, protests, marches, voter registration drives, media relations).

SS.912.AA.4.AP.5 Identify various civil rights organizations and methods that help achieve equality in America.

SS.912.AA.4.6 Examine organizational approaches to resisting equality in America.

Benchmark Clarifications:

Clarification 1: Instruction includes the immediate and lasting effects of organizations that sought to resist achieving American equality (e.g., state legislatures, Ku Klux Klan [KKK], White Citizens' Councils [WCC], law enforcement agencies, elected officials such as the "Pork Chop Gang," private school consortiums, Mississippi State Sovereignty Commission [MSSC]).

Clarification 2: Instruction includes different methods used by coalitions (e.g., white primaries, acts of violence, unjust laws such as poll taxes, literacy tests, sundown laws, anti-miscegenation laws).

Clarification 3: Instruction includes commentary on just and unjust laws (e.g., *Letter from Birmingham Jail*, *I Have a Dream Speech*, Chief Justice Earl Warren's ruling opinion on *Loving v. Virginia*, commentary of Senator Everett Dirksen).



SS.912.AA.4.AP.6 Identify organizational groups and methods that resist(ed) equality in America.

SS.912.AA.4.7 Explain the struggles and successes for access to equal educational opportunities for African Americans.

Benchmark Clarifications:

Clarification 1: Instruction includes how African Americans were impacted by the 1954 Brown v. Board of Education decision that overturned Plessy v. Ferguson.

Clarification 2: Instruction includes Ruby Bridges, James Meredith, Little Rock Nine, 1971 Swann v. Charlotte-Mecklenburg Board of Education and 1978 Regents of the University of California v. Bakke.

Clarification 3: Instruction includes the evolution of Historically Black Colleges and Universities (HBCUs) to include land grant status and liberal arts studies.

Clarification 4: Instruction includes local court cases impacting equal educational opportunities for African Americans.

SS.912.AA.4.AP.7 Describe the struggles and successes for access to equal educational opportunities for African Americans.

SS.912.AA.4.8 Analyze the contributions of African Americans to the fields of science, technology, engineering, and mathematics.

SS.912.AA.4.AP.8 Identify the contributions of African Americans to the fields of science, technology, engineering, and mathematics.

SS.912.AA.4.9 Examine the key people who helped shape modern civil rights movement (e.g., Dr. Martin Luther King Jr., Claudette Colvin, Rosa Parks, Stokely Carmichael, Fannie Lou Hamer, Freedom Riders, A. Philip Randolph, Malcolm X, Justice Thurgood Marshall, Mamie Till Mobley, Diane Nash, Coretta Scott King, John Lewis, Medgar Evers).

Benchmark Clarifications:

Clarification 1: Instruction includes local individuals in civil rights movements.

SS.912.AA.4.AP.9 Identify the key people who helped shape modern civil rights movement (e.g., Dr. Martin Luther King Jr., Claudette Colvin, Rosa Parks, Stokely Carmichael, Fannie Lou Hamer, Freedom Riders, A. Philip Randolph, Malcolm X, Justice Thurgood Marshall, Mamie Till Mobley, Diane Nash, Coretta Scott King, John Lewis, Medgar Evers).

SS.912.AA.4.10 Identify key legislation and the politicians and political figures who advanced American equality and representative democracy.

Benchmark Clarifications:



Clarification 1: Instruction includes political figures who shaped the modern Civil Rights efforts (e.g., Arthur Allen Fletcher, President Dwight D. Eisenhower, President John F. Kennedy, President Lyndon B. Johnson, President Richard Nixon, Senator Everett Dirksen, Mary McLeod Bethune, Shelby Steele, Thomas Sowell, Representative John Lewis).

Clarification 2: Instruction includes key legislation (i.e., Civil Rights Act of 1957, 1960, 1964, 1967 and 1972 Title VII, Voting Rights Act of 1965).

SS.912.AA.4.AP.10 Recognize important legislation and political leaders who helped advance equality and representative democracy in the United States.

SS.912.AA.4.11 Analyze the role of famous African Americans who contributed to the visual and performing arts (e.g., Florida Highwaymen, Marian Anderson, Alvin Ailey, Misty Copeland).

SS.912.AA.4.AP.11 Identify the role of famous African Americans who contributed to the visual and performing arts (e.g., Florida Highwaymen, Marian Anderson, Alvin Ailey, Misty Copeland).

SS.912.AA.4.12 Analyze economic, political, legal and social experiences of African Americans and their contributions and sacrifices to American life from 1960 to present.

Benchmark Clarifications:

Clarification 1: Instruction includes the use of statistical census data between 1960 to present, comparing African American participation in higher education, voting, poverty rates, income, family structure, incarceration rates, and number of public servants.

Clarification 2: Instruction includes the Great Society's influence on the African American experience.

Clarification 3: Instruction includes but is not limited to African American pioneers in their field (e.g., President Barack Obama, Vice President Kamala Harris, Secretary of State Colin Powell, Secretary of State Condoleezza Rice, Justice Ketanji Brown Jackson, Justice Clarence Thomas, Representative Shirley Chisholm, Arthur Ashe, Ronald McNair).

SS.912.AA.4.AP.12 Identify economic, political, legal and social experiences of African Americans and their contributions and sacrifices to American life from 1960 to present.

SS.912.AA.4.13 Examine key events and persons related to society, economics and politics in Florida as they influenced African American experiences.

Benchmark Clarifications:

Clarification 1: Instruction includes events and figures relating to society, economics and politics in Florida (e.g., Florida Supreme Court Justice Joseph W. Hatchett, Florida Supreme Court Justice Peggy A. Quince, Gwen Cherry, Carrie Meek, Joe Lang Kershaw, Arnett E. Girardeau, Zora Neale Hurston, Alice Walker, A. Philip Randolph, Tallahassee Bus Boycott of 1956, Ax Handle Saturday, St. Augustine summer of 1964).



Clarification 2: Instruction includes the integration of the University of Florida.

Clarifications 3: Instruction should include local people, organizations, historic sites, cemeteries and events.

World History***SS.912.W.1 Utilize historical inquiry skills and analytical processes.***

SS.912.W.1.1 Use timelines to establish cause and effect relationships of historical events.

SS.912.W.1.AP.1 Use a timeline to identify the cause-and-effect relationships of historical events.

SS.912.W.1.2 Compare time measurement systems used by different cultures.

SS.912.W.1.AP.2 Identify terms of time sequence such as decade, century, and era.

SS.912.W.1.3 Interpret and evaluate primary and secondary sources.

SS.912.W.1.AP.3 Examine and describe information in primary and secondary sources.

SS.912.W.1.4 Explain how historians use historical inquiry and other sciences to understand the past.

SS.912.W.1.AP.4 Identify how historians use historical inquiry and related sciences to understand the past.

SS.912.W.1.5 Compare conflicting interpretations or schools of thought about world events and individual contributions to history (historiography).

SS.912.W.1.AP.5 Compare differences in interpretations of historians about events.

SS.912.W.1.6 Evaluate the role of history in shaping identity and character.

SS.912.W.1.AP.6 Identify the role of history in shaping the identity of culture and character.

SS.912.W.2 Recognize significant events, figures, and contributions of medieval civilizations (Byzantine Empire, Western Europe, Japan).

SS.912.W.2.1 Locate the extent of Byzantine territory at the height of the empire.

SS.912.W.2.AP.1 Locate the extent of Byzantine territory at the height of the empire.



<u>SS.912.W.2.2</u>	<u>Describe the impact of Constantine the Great's establishment of "New Rome" (Constantinople) and his recognition of Christianity as a legal religion.</u>
<u>SS.912.W.2.AP.2</u>	<u>Describe the impact of Constantine the Great's establishment of Constantinople and Christianity as a legal religion.</u>
<u>SS.912.W.2.3</u>	<u>Analyze the extent to which the Byzantine Empire was a continuation of the old Roman Empire and in what ways it was a departure.</u>
<u>SS.912.W.2.AP.3</u>	<u>Compare the impact of the old Roman Empire on the continuation of the newly formed Byzantine Empire.</u>
<u>SS.912.W.2.4</u>	<u>Identify key figures associated with the Byzantine Empire.</u>
<u>SS.912.W.2.AP.4</u>	<u>Identify key figures associated with the Byzantine Empire.</u>
<u>SS.912.W.2.5</u>	<u>Explain the contributions of the Byzantine Empire.</u>
<u>SS.912.W.2.AP.5</u>	<u>Identify the major influences of the Byzantine Empire on the development of Western Civilizations such as Justinian's Code.</u>
<u>SS.912.W.2.6</u>	<u>Describe the causes and effects of the Iconoclast controversy of the 8th and 9th centuries and the 11th century Christian schism between the churches of Constantinople and Rome.</u>
<u>SS.912.W.2.AP.6</u>	<u>Identify the effects of the Great Christian Schism.</u>
<u>SS.912.W.2.7</u>	<u>Analyze causes (e.g., Justinian's Plague, ongoing attacks from the "barbarians," the Crusades, internal political turmoil) of the decline of the Byzantine Empire.</u>
<u>SS.912.W.2.AP.7</u>	<u>Identify the causes of the decline of the Byzantine Empire.</u>
<u>SS.912.W.2.8</u>	<u>Describe the rise of the Ottoman Turks, the conquest of Constantinople in 1453 and the subsequent growth of the Ottoman empire under the sultanate including Mehmet the Conqueror and Suleyman the Magnificent.</u>
<u>SS.912.W.2.AP.8</u>	<u>Describe the rise of the Ottoman Turks, and the conquest of Constantinople in 1453.</u>



<u>SS.912.W.2.9</u>	<u>Analyze the impact of the collapse of the Western Roman Empire on Europe.</u>
<u>SS.912.W.2.AP.9</u>	<u>Explain the impact of the collapse of the Western Roman Empire on Europe.</u>
<u>SS.912.W.2.10</u>	<u>Describe the orders of medieval social hierarchy, the changing role of the Church, the emergence of feudalism and the development of private property as a distinguishing feature of Western Civilization.</u>
<u>SS.912.W.2.AP.10</u>	<u>Identify the social rankings in medieval society and the role feudalism played in Western Civilization.</u>
<u>SS.912.W.2.11</u>	<u>Describe the rise and achievements of significant rulers in medieval Europe.</u>
<u>SS.912.W.2.AP.11</u>	<u>Identify the achievements under the leadership of significant rulers.</u>
<u>SS.912.W.2.12</u>	<u>Recognize the importance of Christian monasteries and convents as centers of education, charitable and missionary activity, economic productivity, and political power.</u>
<u>SS.912.W.2.AP.12</u>	<u>Recognize ways Christian monasteries and convents helped the people through education, charity, and agriculture.</u>
<u>SS.912.W.2.13</u>	<u>Explain how Western civilization arose from a synthesis of classical Greco-Roman civilization, Judeo-Christian influence and the cultures of northern European peoples promoting a cultural unity in Europe.</u>
<u>SS.912.W.2.AP.13a</u>	<u>Recognize how Western civilization was influenced by Greco-Roman civilization.</u>
<u>SS.912.W.2.AP.13b</u>	<u>Recognize how cultural unity within Europe was impacted by Judeo-Christian influence.</u>
<u>SS.912.W.2.14</u>	<u>Describe the causes and effects of the Great Famine of 1315-1316, The Black Death, The Great Schism of 1378 and the Hundred Years War on Western Europe.</u>
<u>SS.912.W.2.AP.14</u>	<u>Recognize difficulties experienced by Western Europe in the 1300s, such as the Great Famine, Black Death, and the Hundred Years War.</u>



<u>SS.912.W.2.15</u>	<u>Determine the factors that contributed to the growth of a modern economy.</u>
<u>SS.912.W.2.AP.15</u>	<u>Recognize how the modern economy developed, such as from the growth of the early banking system, advancements in agriculture, the rise of the merchant class, and the growth of towns and cities.</u>
<u>SS.912.W.2.16</u>	<u>Trace the growth and development of a national identity in the countries of England, France, and Spain.</u>
<u>SS.912.W.2.AP.16</u>	<u>Identify the characteristics and development of national identity in England, France, and Spain.</u>
<u>SS.912.W.2.17</u>	<u>Identify key figures, artistic and intellectual achievements of the medieval period in Western Europe.</u>
<u>SS.912.W.2.AP.17</u>	<u>Recognize figures, such as Thomas Aquinas and Roger Bacon, and achievements, such as the advancement of education and law, of the medieval period in Western Europe.</u>
<u>SS.912.W.2.18</u>	<u>Describe developments in medieval English legal and constitutional history and the importance leading to the rise of modern democratic institutions and procedures.</u>
<u>SS.912.W.2.AP.18a</u>	<u>Recognize that developments in medieval English history established legal principles, such as English Common law, the Magna Carta, and habeas corpus.</u>
<u>SS.912.W.2.AP.18b</u>	<u>Identify the influence of medieval legal principles on the development of modern democratic institutions.</u>
<u>SS.912.W.2.19</u>	<u>Describe the impact of Japan's physiography on its economic and political development.</u>
<u>SS.912.W.2.AP.19</u>	<u>Identify physical features of Japan that impacted its development.</u>
<u>SS.912.W.2.20</u>	<u>Summarize the major cultural, economic, political, and religious developments in medieval Japan.</u>
<u>SS.912.W.2.AP.20</u>	<u>Identify major developments in medieval Japan, such as the influence of the religions, feudal system, government, and military.</u>



SS.912.W.2.21 Compare Japanese feudalism with Western European feudalism during the Middle Ages.

SS.912.W.2.AP.21 Compare Japanese feudalism with Western European feudalism during the Middle Ages.

SS.912.W.2.22 Describe Japan's cultural and economic relationship to China and Korea.

SS.912.W.2.AP.22 Identify an example of Japan's cultural and economic relationship to China and Korea.

SS.912.W.3 Recognize significant events, figures and contributions of Islamic, Mesoamerican, South American and Sub-Saharan African civilizations.

SS.912.W.3.1 Discuss significant people and beliefs associated with Islam.

SS.912.W.3.AP.1 Identify significant people and beliefs associated with Islam, such as Muhammad, Islamic law, and the relationship between government and religion.

SS.912.W.3.2 Compare the major beliefs and principles of Judaism, Christianity, and Islam.

SS.912.W.3.AP.2 Compare the major beliefs and principles of Judaism, Christianity, and Islam.

SS.912.W.3.3 Determine the causes, effects, and extent of Islamic military expansion through Central Asia, North Africa, and the Iberian Peninsula.

SS.912.W.3.AP.3 Recognize effects of Islamic military expansion through Central Asia, North Africa, and the Iberian Peninsula, such as the Crusades, the capture of Jerusalem, and conversion of the Mongols to Islam.

SS.912.W.3.4 Describe the expansion of Islam into India and the relationship between Muslims and Hindus.

SS.912.W.3.AP.4 Identify factors that led to the expansion of Islam into India, such as traders, missionary activities, invasions, and the introduction of the Islamic faith to Hindus in India.



<u>SS.912.W.3.5</u>	<u>Describe the achievements, contributions and key figures associated with the Islamic Golden Age.</u>
<u>SS.912.W.3.AP.5</u>	<u>Recognize achievements, contributions, and key figures associated with the Islamic Golden Age, such as in medicine (Avicenna), mathematics, and philosophy (Averroes).</u>
<u>SS.912.W.3.6</u>	<u>Describe key economic, political, and social developments in Islamic history.</u>
<u>SS.912.W.3.AP.6</u>	<u>Recognize key developments in Islamic history, such as the form of government (caliphate), the formation of different religious groups, Sunni and Shi'a, and the importance of slave trade.</u>
<u>SS.912.W.3.7</u>	<u>Analyze the causes, key events, and effects of the European response to Islamic expansion beginning in the 7th century.</u>
<u>SS.912.W.3.AP.7</u>	<u>Recognize effects of the European response to Islamic expansion, such as the Crusades and Reconquista.</u>
<u>SS.912.W.3.8</u>	<u>Identify important figures associated with the Crusades.</u>
<u>SS.912.W.3.AP.8</u>	<u>Identify important figures associated with the Crusades.</u>
<u>SS.912.W.3.9</u>	<u>Trace the growth of major sub-Saharan African kingdoms and empires.</u>
<u>SS.912.W.3.AP.9</u>	<u>Identify the growth of sub-Saharan African kingdoms and empires, such as Ghana, Mali, or Songhai.</u>
<u>SS.912.W.3.10</u>	<u>Identify key significant economic, political and social characteristics of Ghana.</u>
<u>SS.912.W.3.AP.10</u>	<u>Recognize significant characteristics of Ghana, such as salt and gold trade, matrilineal inheritance, rise of Islam, and slavery.</u>
<u>SS.912.W.3.1</u>	<u>Identify key figures and significant economic, political, and social characteristics associated with Mali.</u>
<u>SS.912.W.3.AP.11</u>	<u>Recognize significant characteristics of Mali, such as Mansa Musa, gold mining, salt trade, and slavery.</u>



SS.912.W.3.12	<u>Identify key figures and significant economic, political, and social characteristics associated with Songhai.</u>
SS.912.W.3.AP.12	<u>Identify characteristics associated with Songhai, such as gold, salt trade, Sankore University, and provincial political structure.</u>
SS.912.W.3.13	<u>Compare economic, political and social developments in East, West, and South Africa.</u>
SS.912.W.3.AP.13	<u>Recognize economic, political, and social developments in East, West, and South Africa.</u>
SS.912.W.3.14	<u>Examine the internal and external factors that led to the fall of the empires of Ghana, Mali, and Songhai.</u>
SS.912.W.3.AP.14	<u>Recognize factors that led to the fall of the empires of Ghana, Mali, and Songhai, such as disruption of trade and internal political struggles.</u>
SS.912.W.3.15	<u>Analyze the legacies of the Olmec, Zapotec and Chavin on later Mesoamerican and South American civilizations.</u>
SS.912.W.3.AP.15	<u>Identify legacies, such as religion, astronomy, and architecture, of the Olmec, Zapotec, and Chavin on later civilizations.</u>
SS.912.W.3.16	<u>Locate major civilizations of Mesoamerica and Andean South America.</u>
SS.912.W.3.AP.16	<u>Recognize major civilizations of Mesoamerica and Andean South America, such as the Maya, Aztec, and Inca.</u>
SS.912.W.3.17	<u>Describe the roles of people in the Maya, Inca, and Aztec societies.</u>
SS.912.W.3.AP.17	<u>Recognize the roles of people, such as class structures, family life, warfare, religious beliefs and practices, and slavery in Maya, Inca, and Aztec societies.</u>
SS.912.W.3.18	<u>Compare the key economic, cultural, and political characteristics of the major civilizations of Mesoamerican and South America.</u>
SS.912.W.3.AP.18	<u>Recognize common characteristics of the major civilizations of Meso and South America, such as agriculture, architecture, astronomy, mathematics, and government.</u>



SS.912.W.3.19 Determine the impact of significant Meso and South American rulers such as Pacal the Great, Moctezuma I, and Huayna Capac.

SS.912.W.3.AP.19 Identify the impact of significant Meso and South American rulers such as Pacal the Great, Moctezuma I, and Huayna Capac.

SS.912.W.4 Analyze the causes, events and effects of the Renaissance, Reformation, Scientific Revolution and Age of Exploration.

SS.912.W.4.1 Identify the economic and political causes for the rise of the Italian city-states (i.e., Florence, Milan, Naples, Rome, Venice).

SS.912.W.4.AP.1 Recognize that Italian city-states, such as Florence, Milan, Naples, Venice, had ideal locations on the Italian peninsula that made them grow wealthy through trade and cultural diversity.

SS.912.W.4.2 Recognize major influences on the architectural, artistic and literary developments of Renaissance Italy (i.e., Classical, Byzantine, Islamic, Western European).

SS.912.W.4.AP.2 Recognize an influence of architectural, artistic, and literary development of Renaissance Italy.

SS.912.W.4.3 Identify the major artistic, literary, and technological contributions of individuals during the Renaissance.

SS.912.W.4.AP.3 Recognize the artistic, literary, and technological contributions during the Renaissance of artists, such as da Vinci and Michelangelo; of writers, such as Petrarch and Shakespeare; and of inventors, such as Gutenberg.

SS.912.W.4.4 Identify characteristics of Renaissance humanism in works of art.

SS.912.W.4.AP.4 Identify characteristics of Renaissance humanism in literature and the arts.

SS.912.W.4.5 Describe how ideas from the Middle Ages and Renaissance led to the Scientific Revolution.

SS.912.W.4.AP.5 Recognize new ideas developed during the Scientific Revolution, such as the discovery that the Earth and planets revolve around the Sun, the pendulum, the law of gravity, the scientific method, and the microscope.



<u>SS.912.W.4.6</u>	<u>Describe how scientific theories and methods of the Scientific Revolution challenged those of the early classical and medieval periods.</u>
<u>SS.912.W.4.AP.6</u>	<u>Recognize how scientific theories and methods of the Scientific Revolution challenged the beliefs of the early classical and medieval periods.</u>
<u>SS.912.W.4.7</u>	<u>Identify criticisms of the Roman Catholic Church by individuals such as Wycliffe, Hus and Erasmus, and the impact on later reformers.</u>
<u>SS.912.W.4.AP.7</u>	<u>Recognize the impact of the Roman Catholic reformers, such as Erasmus, Wycliffe, or Huss.</u>
<u>SS.912.W.4.8</u>	<u>Summarize religious reforms associated with Luther, Calvin, Zwingli, Henry VIII and John of Leyden and the effects of the Reformation on Europe.</u>
<u>SS.912.W.4.AP.8</u>	<u>Recognize the effect of the Protestant religious reforms of Luther, Calvin, and Henry VIII.</u>
<u>SS.912.W.4.9</u>	<u>Analyze the Roman Catholic Church's response to the Protestant Reformation in the forms of the Counter and Catholic Reformation.</u>
<u>SS.912.W.4.AP.9</u>	<u>Recognize the reforms that were enacted by the Roman Catholic Church during the Catholic Counter Reformation.</u>
<u>SS.912.W.4.10</u>	<u>Identify the major contributions of individuals associated with the Scientific Revolution.</u>
<u>SS.912.W.4.AP.10</u>	<u>Identify the major contributions of individuals associated with the Scientific Revolution.</u>
<u>SS.912.W.4.11</u>	<u>Summarize the causes that led to the Age of Exploration and identify major voyages and sponsors.</u>
<u>SS.912.W.4.AP.11a</u>	<u>Recognize causes that led to the Age of Exploration, such as the need for new routes and goods to trade.</u>
<u>SS.912.W.4.AP.11b</u>	<u>Identify the major voyages and sponsors within the Age of Exploration.</u>



SS.912.W.4.12 Evaluate the scope and impact of the Columbian Exchange on Europe, Africa, Asia, and the Americas.

SS.912.W.4.AP.12 Recognize impacts of the Columbian Exchange, such as the exchange of agricultural goods, diseases, and ideas between Europe, Africa, and the Americas.

SS.912.W.4.13 Examine the various economic and political systems of Portugal, Spain, the Netherlands, France, and England in the Americas.

SS.912.W.4.AP.13 Recognize ways the economic and political systems of Portugal, Spain, the Netherlands, France, and England were used in the Americas.

SS.912.W.4.14 Recognize the practice of slavery and other forms of forced labor experienced during the 13th through 17th centuries in East Africa, West Africa, Europe, Southwest Asia, and the Americas.

SS.912.W.4.AP.14 Recognize how the practice of slavery and other forms of forced labor differed in Africa, Europe, and the Americas.

SS.912.W.4.15 Explain the origins, developments and impact of the trans-Atlantic slave trade between West Africa, and the Americas.

SS.912.W.4.AP.15 Identify the origins, developments, and impact of the trans-Atlantic slave trade between West Africa and the Americas.

SS.912.W.5 Analyze the causes, events and effects of the Enlightenment and its impact on the American, French, and other Revolutions.

SS.912.W.5.1 Compare the causes and effects of the development of constitutional monarchy in England with those of the development of absolute monarchy in France, Spain, and Russia.

SS.912.W.5.AP.1 Compare the causes and effects of the development of constitutional monarchy in England with those of the development of absolute monarchy in France, Spain, and Russia.

SS.912.W.5.2 Identify major causes of the Enlightenment.



SS.912.W.5.AP.2 Compare influences of the Enlightenment, such as the Renaissance, Scientific Revolution, and Reformation.

SS.912.W.5.3 Summarize the major ideas of Enlightenment philosophers.

SS.912.W.5.AP.3 Recognize major ideas of Enlightenment philosophers, such as the importance of a government and natural rights.

SS.912.W.5.4 Evaluate the impact of Enlightenment ideals on the development of economic, political, and religious structures in the Western world.

SS.912.W.5.AP.4 Identify ways the Enlightenment influenced development in the Western World, such as the spread of democracy and equality in politics and religious freedom.

SS.912.W.5.5 Analyze the extent to which the Enlightenment impacted the American and French Revolutions.

SS.912.W.5.AP.5 Identify how the Enlightenment impacted the American and French Revolutions.

SS.912.W.5.6 Summarize the important causes, events, and effects of the French Revolution including the rise and rule of Napoleon.

SS.912.W.5.AP.6 Recognize effects of the French Revolution, including the rise and rule of Napoleon.

SS.912.W.5.7 Describe the causes and effects of 19th century Latin American and Caribbean independence movements led by people including Bolivar, de San Martin, and Louverture.

SS.912.W.5.AP.7 Describe the causes and effects of 19th Century Latin American and Caribbean independence movements led by people including Bolivar, de San Martin, and L' Ouverture.

SS.912.W.6 Understand the development of Western and non-Western nationalism, industrialization and imperialism, and the significant processes and consequences of each.



SS.912.W.6.1	<u>Describe the agricultural and technological innovations that led to industrialization in Great Britain and its subsequent spread to continental Europe, the United States and Japan.</u>
SS.912.W.6.AP.1	<u>Recognize the agricultural and technological innovations that led to industrialization in Western Europe, the United States, and Japan.</u>
SS.912.W.6.2	<u>Summarize the social and economic effects of the Industrial Revolution.</u>
SS.912.W.6.AP.2	<u>Recognize the social and economic effects of the Industrial Revolution, such as increased productivity, the rise of the middle class, and the conditions faced by workers.</u>
SS.912.W.6.3	<u>Compare the philosophies of capitalism, socialism and communism as described by Adam Smith, Robert Owen, and Karl Marx.</u>
SS.912.W.6.AP.3	<u>Compare the major differences between the philosophies of Adam Smith, Robert Owen, and Karl Marx, capitalism and communism.</u>
SS.912.W.6.4	<u>Describe the 19th and early 20th century social and political reforms and reform movements and their effects in Africa, Asia, Europe, the United States, the Caribbean and Latin America.</u>
SS.912.W.6.AP.4	<u>Recognize effects of reform movements during the 19th and early 20th century, such as abolition of slavery in the British Empire, expansion of women's rights, and labor laws.</u>
SS.912.W.6.5	<u>Summarize the causes, key events, and effects of the unification of Italy and Germany.</u>
SS.912.W.6.AP.5	<u>Recognize the causes, key events, and effects of the unification of Italy and Germany.</u>
SS.912.W.6.6	<u>Analyze the causes and effects of imperialism.</u>
SS.912.W.6.AP.6	<u>Recognize the cause and effects of imperialism, such as social and religious impact on Indigenous peoples, expansion of political and economic control of other countries, and perceived superiority of Western ways.</u>



SS.912.W.6.7 Identify major events in China during the 19th and early 20th centuries related to imperialism.

SS.912.W.6.AP.7 Recognize major events in China, such as the Western incursions and the nationalist revolution and formation of the Republic of China.

SS.912.W.7 Recognize significant causes, events, figures and consequences of the Great War period, and the impact on worldwide balance of power.

SS.912.W.7.1 Analyze the causes of World War I, including the formation of European alliances and the roles of imperialism, nationalism, and militarism.

SS.912.W.7.AP.1 Recognize major causes of World War I, such as imperialism, nationalism, and militarism, and the formation of European alliances.

SS.912.W.7.2 Describe the changing nature of warfare during World War I.

SS.912.W.7.AP.2 Describe the changing nature of warfare during World War I, such as the use of new weapons and strategies and increased destruction of the land and human life.

SS.912.W.7.3 Summarize significant effects of World War I.

SS.912.W.7.AP.3 Recognize the important effects of World War I, such as the breakup of empires into separate countries and the Treaty of Versailles.

SS.912.W.7.4 Describe the causes and effects of the German economic crisis of the 1920s and the global depression of the 1930s, and analyze how governments responded to the Great Depression.

SS.912.W.7.AP.4 Identify effects of the German economic crisis of the 1920s and global depression of the 1930s, such as closing of businesses and banks, loss of jobs, poverty, and how governments responded.

SS.912.W.7.5 Describe the rise of authoritarian governments in the Soviet Union, Italy, Germany, and Spain, and analyze the policies and main ideas of Vladimir Lenin, Joseph Stalin, Benito Mussolini, Adolf Hitler, and Francisco Franco.



<u>SS.912.W.7.AP.5</u>	<u>Recognize why authoritarian governments came to power in the Soviet Union, Italy, Germany, and Spain and identify the main ideas of Vladimir Lenin, Joseph Stalin, Benito Mussolini, Adolf Hitler, and Francisco Franco.</u>
<u>SS.912.W.7.6</u>	<u>Analyze the restriction of individual rights and the use of mass terror against populations in the Soviet Union, Nazi Germany, and occupied territories.</u>
<u>SS.912.W.7.AP.6</u>	<u>Recognize that the Soviet Union and Nazi Germany used mass terror and restriction of individual rights in order to control their people.</u>
<u>SS.912.W.7.7</u>	<u>Trace the causes and key events related to World War II.</u>
<u>SS.912.W.7.AP.7</u>	<u>Recognize the causes of World War II and the major events in the war, such as rise of totalitarian governments, conquest of countries in Europe, the Japanese invasion of China; and the bombing of Pearl Harbor, the Battle of Midway; and the D-Day invasion.</u>
<u>SS.912.W.7.8</u>	<u>Explain the causes, events and effects of the Holocaust (1933-1945) including its roots in the long tradition of antisemitism, 19th century ideas about race and nation and Nazi dehumanization of the Jews and other victims.</u>
<u>SS.912.W.7.AP.8</u>	<u>Recognize major effects of the Holocaust (1933-1945), including the Nazi dehumanization of Jews and other victims, long tradition of antisemitism, and 19th century ideas about race and nation.</u>
<u>SS.912.W.7.9</u>	<u>Identify the wartime strategy and post-war plans of the Allied leaders.</u>
<u>SS.912.W.7.AP.9</u>	<u>Recognize the wartime strategies and post-war plans that were developed by the Allied leaders, such as Churchill, Roosevelt, and Stalin.</u>
<u>SS.912.W.7.10</u>	<u>Summarize the causes and effects of President Truman's decision to drop the atomic bombs on Japan.</u>
<u>SS.912.W.7.AP.10</u>	<u>Recognize that President Truman's decision to drop the atomic bombs on Japan ended the war but led to the beginning of the nuclear arms race.</u>
<u>SS.912.W.7.11</u>	<u>Describe the effects of World War II.</u>



SS.912.W.7.AP.11 Recognize effects of World War II, such as death of soldiers and civilians, destruction of land and property, and creation of the United Nations.

SS.912.W.8 Recognize significant events and people from the post-World War II and Cold War eras.

SS.912.W.8.1 Identify the United States and Soviet aligned states of Europe, and contrast their political and economic characteristics.

SS.912.W.8.AP.1 Recognize that the countries of NATO aligned with the United States and countries in the Warsaw Pact aligned with the Soviet Union after World War II.

SS.912.W.8.2 Describe characteristics of the early Cold War.

SS.912.W.8.AP.2 Identify characteristics of the early Cold War, such as the Truman Doctrine, Marshall Plan, NATO, and the Iron Curtain.

SS.912.W.8.3 Summarize key developments in post-war China.

SS.912.W.8.AP.3 Recognize that China became a world power after the communists defeated the nationalists in the Chinese Civil War.

SS.912.W.8.4 Summarize the causes and effects of the arms race and proxy wars in Africa, Asia, Latin America, and the Middle East.

SS.912.W.8.AP.4 Identify effects of the arms race, such as increased weapons and armies in Africa, Asia, Latin America, and the Middle East.

SS.912.W.8.5 Identify the factors that led to the decline and fall of communism in the Soviet Union and Eastern Europe.

SS.912.W.8.AP.5 Recognize factors that led to the fall of communism in the Soviet Union and Eastern Europe, such as the arms race and resistance by the citizens within the countries.

SS.912.W.8.6 Explain the 20th century background for the establishment of the modern state of Israel in 1948, including the Zionist movement led by Theodor Herzl, and the ongoing military and political conflicts between Israel and the Arab-Muslim world.



SS.912.W.8.AP.6	<u>Recognize a reason why Israel became a country and characteristics of conflicts between Israel and the Arab world including the Zionist movement led by Theodor Herzl, and the ongoing military and political conflicts.</u>
SS.912.W.8.7	<u>Compare post-war independence movements in African, Asian and Caribbean countries.</u>
SS.912.W.8.AP.7	<u>Identify post-war independence movements in African, Asian, or Caribbean colonies.</u>
SS.912.W.8.8	<u>Describe the rise and goals of nationalist leaders in the post-war era and the impact of their rule on their societies.</u>
SS.912.W.8.AP.8	<u>Recognize the goals of nationalist leaders, such as Mahatma Ghandi, Fidel Castro, and Gamal Abdel Nasser, in the post-war era.</u>
SS.912.W.8.9	<u>Analyze the successes and failures of democratic reform movements in Africa, Asia, the Caribbean and Latin America.</u>
SS.912.W.8.AP.9	<u>Identify the successes and failures of the democratic reformation in Africa, Asia, the Caribbean, and Latin America.</u>
SS.912.W.8.10	<u>Explain the impact of religious fundamentalism in the last half of the 20th century, and identify related events and forces in the Middle East over the last several decades.</u>
SS.912.W.8.AP.10	<u>Recognize impacts of religious fundamentalism and other factors in the Middle East, such as the Iranian Revolution, armed warriors (Mujahideen) in Afghanistan, and the Persian Gulf War in the last half of the 20th century.</u>
<i><u>SS.912.W.9 Identify major economic, political, social, and technological trends beginning in the 20th century.</u></i>	
SS.912.W.9.1	<u>Identify major scientific figures and breakthroughs of the 20th century, and assess their impact on contemporary life.</u>
SS.912.W.9.AP.1	<u>Recognize major scientific figures and breakthroughs of the 20th century, important discoveries, and their impact on everyday life.</u>



SS.912.W.9.2	<u>Describe the causes and effects of post-World War II economic and demographic changes.</u>
SS.912.W.9.AP.2	<u>Recognize effects of post-World War II economic changes, such as medical and technological advances, increased consumption, and rise in expectations for standards of living.</u>
SS.912.W.9.3	<u>Explain cultural, historical, and economic factors and governmental policies that created the opportunities for ethnic cleansing or genocide in Cambodia, the Balkans, Rwanda, and Darfur, and describe various governmental and non-governmental responses to them.</u>
SS.912.W.9.AP.3a	<u>Recognize that governmental policies and economic, religious, and other cultural factors have contributed to acts of discrimination, ethnic cleansing, or genocide in Cambodia, the Balkans, Rwanda, and Darfur.</u>
SS.912.W.9.AP.3b	<u>Describe governmental and non-governmental responses to mass national genocide in Cambodia, the Balkans, Rwanda and Darfur.</u>
SS.912.W.9.4	<u>Describe the causes and effects of 20th century nationalist conflicts.</u>
SS.912.W.9.AP.4	<u>Describe the causes and effects of twentieth century nationalist conflicts.</u>
SS.912.W.9.5	<u>Assess the social and economic impact of pandemics on a global scale, particularly within the developing and under-developed world.</u>
SS.912.W.9.AP.5	<u>Identify the impacts of pandemics within developing countries.</u>
SS.912.W.9.6	<u>Analyze the rise of regional trade blocs such as the European Union and NAFTA, and predict the impact of increased globalization in the 20th and 21st centuries.</u>
SS.912.W.9.AP.6a	<u>Recognize ways nations participate in global trade and trade agreements with other countries including trade blocs such as European Union and NAFTA.</u>
SS.912.W.9.AP.6b	<u>Recognize the impact of increased globalization in the 20th and 21st centuries.</u>
SS.912.W.9.7	<u>Describe the impact of and global response to international terrorism.</u>



SS.912.W.9.AP.7 Recognize the impact and response to threats of international terrorism.

Holocaust Education**SS.912.HE.1 Analyze the origins of antisemitism and its use by the National Socialist German Workers' Party (Nazi) regime.**

SS.912.HE.1.1 Define the Holocaust as the planned and systematic state-sponsored persecution and murder of European Jews by Nazi Germany and its collaborators between 1933 and 1945.

Benchmark Clarifications:

Clarification 1: Students will explain why the Holocaust is history's most extreme example of antisemitism.

SS.912.HE.1.AP.1 Recognize the Holocaust is history's most extreme example of antisemitism, persecution, and murder on the European Jews by Nazi Germany and its collaborators between 1933 and 1945.

SS.912.HE.1.2 Analyze how the Nazi regime utilized and built on historical antisemitism to create a common enemy of the Jews.

Benchmark Clarifications:

Clarification 1: Students will explain the origins of antisemitism and trace it from the Ancient World through the twenty-first century (e.g., Pagan, Christian, Muslim, Middle Ages, Modern era).

Clarification 2: Students will explain the political, social, and economic applications of antisemitism that led to the organized pogroms against Jewish people.

Clarification 3: Students will examine propaganda (e.g., the Protocols of the Elders of Zion; The Poisonous Mushroom) that was and still is utilized against Jewish people both in Europe and around the world.

SS.912.HE.1.AP.2 Identify how the Nazi regime utilized and built on historical antisemitism including propaganda to create a common enemy of the Jews.

SS.912.HE.1.3 Analyze how the Treaty of Versailles was a causal factor leading the rise of the Nazis, and how the increasing spread of antisemitism was manipulated to the Nazis' advantage.

Benchmark Clarifications:

Clarification 1: Students will explain how the Nazis used antisemitism to foment hate and create a shared enemy in order to gain power prior to World War II.

Clarification 2: Students will explain how events during the Weimar Republic led to the rise of Nazism (e.g., Dolchstoß, Ruhr Crisis, hyperinflation, the Great Depression, unemployment, the 1920's Nazi platform, the Dawes Plan, the Golden Age, the failure of the Weimar Republic).

Clarification 3: Students will recognize German culpability, reparations, and military downsizing as effects of the Treaty of Versailles.



SS.912.HE.1.AP.3a Describe how the Treaty of Versailles was a causal factor leading the rise of the Nazis, and how the increasing spread of antisemitism was manipulated to the Nazis' advantages.

SS.912.HE.1.AP.3b Recognize German culpability, reparations, and military downsizing as effects of the Treaty of Versailles.

SS.912.HE.1.4 Explain how the National Socialist German Workers' Party, or Nazi Party, grew into a mass movement and gained and maintained power in Germany through totalitarian means from 1933 to 1945 under the leadership of Adolf Hitler.

Benchmark Clarifications:

Clarification 1: Students will compare Germany's political parties and their system of proportional representation in national elections from 1920 to 1932.

Clarification 2: Students will explain how the Sturmabteilung (SA), the Schutzstaffel (SS), the Wehrmacht, the Gestapo, and Hitler's inner circle helped him gain and maintain power after 1933.

Clarification 3: Students will explain how the following contributed to Hitler's rise to power: Adolf Hitler's Munich Beer Hall Putsch, Hitler's arrest and trial, Mein Kampf, the Reichstag fire, the Enabling Act, the Concordat of 1933, the Night of the Long Knives (the Rohm Purge), Hindenburg's death and Hitler as Fuhrer.

SS.912.HE.1.AP.4 Explain how the National Socialist German Workers' Party, or Nazi Party, grew into a mass movement and gained and maintained power in Germany through totalitarian means from 1933 to 1945 under the leadership of Adolf Hitler.

SS.912.HE.1.5 Describe how the Nazis utilized various forms of propaganda to indoctrinate the German population.

Benchmark Clarifications:

Clarification 1: Students will explain how opposing views were eliminated (e.g., book burnings, censorship, state control over the media).

Clarification 2: Students will explain how identification, legal status, economic status, and pseudoscience supported propaganda that was used to perpetuate the Nazi ideology of the "Master Race."

SS.912.HE.1.AP.5 Recognize the Nazis utilized various forms of propaganda to indoctrinate the German population.

SS.912.HE.1.6 Examine how the Nazis used education and youth programs to indoctrinate young people into the Nazi ideology.

**Benchmark Clarifications:**

Clarification 1: Students will explain the impact of the Hitler Youth Program and Band of German Maidens (German: Bund Deutscher Mädel).

Clarification 2: Students will examine how the Nazis used the public education system to indoctrinate youth and children.

Clarification 3: Students will explain how Nazi ideology supplanted prior beliefs.

SS.912.HE.1.AP.6 Identify how the Nazis used education and youth programs to indoctrinate young people into the Nazi ideology.

SS.912.HE.1.7 Explain what is meant by “the Aryan Race” and why this terminology was used.

Benchmark Clarifications:

Clarification 1: Students will compare the meaning of Aryan to the Nazi meaning of Aryan Race.

Clarification 2: Students will explain how the Nazis used propaganda, pseudoscience, and the law to transform Judaism from a religion to a race.

Clarification 3: Students will examine the manipulation of the international community to obtain the votes to host the 1936 Olympics and how the Berlin Games were utilized as propaganda for Nazi ideology to bolster the “superiority” of the Aryan race.

Clarification 4: Students will explain how eugenics, scientific racism and Social Darwinism provided a foundation for Nazi racial beliefs.

SS.912.HE.1.AP.7a Define “the Aryan Race” and why this terminology was used.

SS.912.HE.1.AP.7b Identify how the Nazis used propaganda, pseudoscience and the law to transform Judaism from a religion to a race.

SS.912.HE.1.AP.7c Explain how eugenics, scientific racism and Social Darwinism provided a foundation for Nazi racial beliefs.

SS.912.HE.2 Explain the significant events, public policies and experiences of the Holocaust.

SS.912.HE.2.1 Describe how the life of Jews deteriorated under the Third Reich and the Nuremberg Laws in Germany and its annexed territories (e.g., the Rhineland, Sudetenland, Austria) from 1933 to 1938.

Benchmark Clarifications:

Clarification 1: Students will analyze the Nuremberg Laws and describe their effects.

Clarification 2: Students will explain how the Nazis used birth records, religious symbols, and practices to identify and target Jews.



SS.912.HE.2.AP.1 Describe how the life of Jews deteriorated under the Third Reich and the Nuremberg Laws in Germany and its annexed territories (e.g., the Rhineland, Sudetenland, Austria) from 1933 to 1938.

SS.912.HE.2.2 Analyze the causes and effects of Kristallnacht and how it became a watershed event in the transition from targeted persecution and anti-Jewish policy to open, public violence against Jews in Nazi-controlled Europe.

Benchmark Clarifications:

Clarification 1: Students will understand the reasons for Herschel Grynszpan's actions at the German embassy in Paris and how the assassination of Ernst vom Rath was a pretext used by the Nazis for Kristallnacht.

Clarification 2: Students will describe the different types of persecution that were utilized during Kristallnacht, both inside and outside Germany.

Clarification 3: Students will analyze the effects of Kristallnacht on European and world Jewry using primary sources (e.g., newspapers, images, video, survivor testimony).

Clarification 4: Students will analyze the effects of Kristallnacht on the international community using primary sources (e.g., newspapers, images, video, survivor testimony).

SS.912.HE.2.AP.2 Identify the causes and effects of Kristallnacht and how it became a watershed event in the transition from targeted persecution and anti-Jewish policy to open, public violence against Jews in Nazi-controlled Europe.

SS.912.HE.2.3 Analyze Hitler's motivations for the annexations of Austria and the Sudetenland, and the invasion of Poland.

Benchmark Clarifications:

Clarification 1: Students will define the term lebensraum, or living space, as an essential piece of Nazi ideology and explain how it led to territorial expansion and invasion.

Clarification 2: Students will analyze Hitler's use of the Munich Pact to expand German territory and the Molotov-Ribbentrop Pact to keep the Soviet Union out of the war.

SS.912.HE.2.AP.3 Identify Hitler's motivations for the annexations of Austria and the Sudetenland, and the invasion of Poland.

SS.912.HE.2.4 Describe how Jewish immigration was perceived and restricted by various nations from 1933 to 1939.

Benchmark Clarifications:

Clarification 1: Students will examine why immigration was difficult for Jewish people (e.g., MS St. Louis, the Evian Conference, immigration quota systems).

Clarification 2: Students will explain how the Kindertransport saved the lives of Jewish children.



SS.912.HE.2.AP.4 Describe why immigration was difficult for Jewish people (e.g., MS St. Louis, the Evian Conference, immigration quota systems) from 1933 to 1939.

SS.912.HE.2.5 Explain the effect Nazi policies had on other groups targeted by the government of Nazi Germany.

Benchmark Clarifications:

Clarification 1: Students will explain the effects of Nazi “racial hygiene” policies on various groups including, but not limited to, ethnic (e.g., Roma-Sinti, Slavs) and religious groups (e.g., Jehovah’s Witnesses), political opposition, the physically and mentally disabled and homosexuals.

SS.912.HE.2.AP.5 Identify the effect Nazi policies had on other groups targeted by the government of Nazi Germany including, but not limited to, ethnic and religious groups, the individuals with physical and intellectual disabilities and homosexuals.

SS.912.HE.2.6 Identify the various armed and unarmed resistance efforts in Europe from 1933 to 1945.

Benchmark Clarifications:

Clarification 1: Students will recognize resistance efforts including, but not limited to, the White Rose, the Rosenstrasse Protest, Bishop Clemens von Galen, the Swing Movement, Reverend Niemöller, Dietrich Bonhoeffer, the Bielski Brothers, and the Partisans in Eastern and Western Europe.

Clarification 2: Students will discuss resistance and uprisings in the ghettos using primary sources (e.g., newspapers, images, video, survivor testimony).

SS.912.HE.2.AP.6 Identify the various armed and unarmed resistance efforts in Europe from 1933 to 1945.

SS.912.HE.2.7 Examine the role that bystanders, collaborators and perpetrators played in the implementation of Nazi policies against Jewish people and other targeted groups, as well as the role of rescuers in opposing the Nazis and their policies.

Benchmark Clarifications:

Clarification 1: Students will discuss the choices and actions of heroes and heroines in defying Nazi policy at great personal risk, to help rescue Jews (e.g., the Righteous Among the Nations designation).

SS.912.HE.2.AP.7 Recognize the role that individuals played in the implementation of Nazi policies against Jewish people and other targeted groups, as well as the role of rescuers in opposing the Nazis and their policies.

SS.912.HE.2.8 Analyze how corporate complicity aided Nazi goals.

**Benchmark Clarifications:**

Clarification 1: Students will analyze corporate complicity as including, but not limited to, supporting methods of identification and record keeping, continuing trade relationships, financial resources, the use of slave labor, production for the war effort and moral and ethical corporate decisions (1930–1945).

SS.912.HE.2.AP.8 Describe corporate complicity as including, but not limited to, supporting methods of identification and record keeping, continuing trade relationships, financial resources, the use of slave labor, production for the war effort and moral and ethical corporate decisions (1930–1945).

SS.912.HE.2.9 Explain how killing squads, including the Einsatzgruppen, conducted mass shooting operations in Eastern Europe with the assistance of the Schutzstaffel (SS), police units, the army and local collaborators.

Benchmark Clarifications:

Clarification 1: Students will discuss major events of the killing squads to include, but not be limited to, Babi Yar, Vilnius, Rumbula, Kovno, Ponar and the Palmiry Forest.

Clarification 2: Students will describe the psychological and physical impact on the Einsatzgruppen and how it led to the implementation of the Final Solution.

Clarification 3: Students will explain the purpose of the Wannsee Conference and how it impacted the Final Solution.

SS.912.HE.2.AP.9 Identify how killing squads, including the Einsatzgruppen, conducted mass shooting operations in Eastern Europe with the assistance of the Schutzstaffel (SS), police units, the army and local collaborators.

SS.912.HE.2.10 Explain the origins and purpose of ghettos in Europe.

Benchmark Clarifications:

Clarification 1: Students will trace the use of ghettos in Europe prior to World War II.

Clarification 2: Students will explain the methods used for the identification, displacement and deportation of Jews to ghettos.

Clarification 3: Students will explain what ghettos were in context of World War II and Nazi ideology.

SS.912.HE.2.AP.10 Recognize the origins and purpose of ghettos in Europe.

SS.912.HE.2.11 Discuss life in the various ghettos.

Benchmark Clarifications:

Clarification 1: Students will explain the origins and purpose of the Judenrat.

Clarification 2: Students will explain the effects of the Judenrat on daily life in ghettos, specifically students should recognize Adam Czerniakow (Warsaw) and Mordechai Chaim Rumkowski (Lodz) and how these men differed in their approach to leading the Judenrat in their respective ghettos.

Clarification 3: Students will discuss the difference between open ghettos and closed ghettos and how that impacted life within those ghettos.

Clarification 4: Students will describe various attempts at escape and forms of armed and unarmed resistance (before liquidation and liberation) including, but not limited to, the Warsaw Ghetto Uprising.



Clarification 5: Students will explain how and why the Nazis liquidated the ghettos, including the forced decisions of the Judenrat to select individuals for deportation transports to the camps.

SS.912.HE.2.AP.11 Describe life in the various ghettos.

SS.912.HE.2.12 Define “partisan” and explain the role partisans played in World War II.

Benchmark Clarifications:

Clarification 1: Students will identify countries that had partisan groups who fought the Nazis.

Clarification 2: Students will explain the warfare tactics utilized by the resistance movements against the Nazis.

Clarification 3: Students will recognize that not all resistance movements accepted Jews.

SS.912.HE.2.AP.12 Define “partisan” and explain the role partisans played in World War II.

SS.912.HE.2.13 Examine the origins, purpose and conditions associated with various types of camps.

Benchmark Clarifications:

Clarification 1: Students will explain the differences between forced labor camps, concentration camps, transit camps, and death camps, including the geographic location, physical structure, camp commandants and SS leadership and mechanics of murder.

Clarification 2: Students will describe the daily routines within the camps to include food intake, showers, bathrooms, sleeping arrangements, roll call, work details, illness, environmental conditions, clothing, selection process, torture, medical experiments, public executions, suicides, and other aspects of daily life.

Clarification 3: Students will describe various attempts at escape and forms of resistance within the camps.

Clarification 4: Students will discuss how the use of existing transportation infrastructure facilitated the deportation of Jewish people to the camps, including the non-Aryan management of the transportation system that collaborated with the Nazis.

Clarification 5: Students will describe life in Terezin, including its function as a transit camp, its unique culture that generated art, music, literature, poetry, opera (notably Brundibar) and the production of Vedem Magazine as a form of resistance; its use by the Nazis as propaganda to fool the International Red Cross; and the creation of the film “Terezin: A Documentary Film of Jewish Resettlement.”

Clarification 6: Students will identify and examine the 6 death camps (e.g., Auschwitz-Birkenau, Belzec, Chelmno, Majdanek, Sobibor, Treblinka) and their locations.

Clarification 7: Students will explain why the 6 death camps were only in Nazi-occupied Poland.

Clarification 8: Students will describe the significance of Auschwitz-Birkenau as the most prolific site of mass murder in the history of mankind.

SS.912.HE.2.AP.13 Describe the origins, purpose and conditions associated with various types of camps.

SS.912.HE.2.14 Explain the purpose of the death marches.

**Benchmark Clarifications:**

Clarification 1: Students will recognize death marches as the forcible movement of prisoners by Nazis with the dual purpose of removing evidence and murdering as many people as possible (toward the end of World War II and the Holocaust) from Eastern Europe to Germany proper.

SS.912.HE.2.AP.14 Recognize death marches as the forcible movement of prisoners by Nazis with the dual purpose of removing evidence and murdering as many people as possible (toward the end of World War II and the Holocaust) from Eastern Europe to Germany proper.

SS.912.HE.2.15 Describe the experience of Holocaust survivors following World War II.

Benchmark Clarifications:

Clarification 1: Students will explain how Allied Forces liberated camps, including the relocation and treatment of the survivors.

Clarification 2: Students will discuss the experiences of survivors after liberation (e.g., repatriations, displaced persons camps, pogroms, relocation).

Clarification 3: Students will explain the various ways that Holocaust survivors lived through the state-sponsored persecution and murder of European Jews by Nazi Germany and its collaborators (e.g., became partisans, escaped from Nazi controlled territory, went into hiding).

Clarification 4: Students will describe the psychological and physical struggles of Holocaust survivors.

Clarification 5: Students will examine the settlement patterns of Holocaust survivors after World War II, including immigration to the United States and other countries, and the establishment of the modern state of Israel.

SS.912.HE.2.AP.15 Explain the experience of Holocaust survivors following World War II.

SS.912.HE.3 Discuss the impact and aftermath of the Holocaust.

SS.912.HE.3.1 Analyze the international community's efforts to hold perpetrators responsible for their involvement in the Holocaust.

Benchmark Clarifications:

Clarification 1: Students will discuss the purpose and outcomes of the Nuremberg Trials and other subsequent trials related to the Holocaust.

Clarification 2: Students will compare arguments by the prosecution and recognize the falsehoods offered by the defense during the Nuremberg Trials (e.g., Justice Robert Jackson's opening statement, Prosecutor Ben Ferencz's opening statement, ex post facto laws, non-existent terminology, crimes against humanity, genocide, statute of limitations, jurisdictional issues).

Clarification 3: Students will discuss how members of the international community were complicit in assisting perpetrators' escape from both Germany and justice following World War II.

SS.912.HE.3.AP.1 Describe the international community's efforts to hold perpetrators responsible for their involvement in the Holocaust.



SS.912.HE.3.2 Explain the impact of the Eichmann Trial on policy concerning crimes against humanity, capital punishment, accountability, the testimony of survivors and acknowledgment of the international community.

Benchmark Clarifications:

Clarification 1: Students will recognize the Eichmann Trial as the first time that Israel held a Nazi war criminal accountable.

SS.912.HE.3.AP.2 Identify the impact of the Eichmann Trial on policy concerning crimes against humanity, capital punishment, accountability, the testimony of survivors and acknowledgment of the international community.

SS.912.HE.3.3 Explain the effects of Holocaust denial on contemporary society.

Benchmark Clarifications:

Clarification 1: Students will explain how Holocaust denial has helped contribute to the creation of contemporary propaganda and the facile denial of political and social realities.

SS.912.HE.3.AP.3 Identify the effects of Holocaust denial on contemporary society.

SS.912.HE.3.4 Explain why it is important for current and future generations to learn from the Holocaust.

Benchmark Clarifications:

Clarification 1: Students will explain the significance of learning from Holocaust era primary sources created by Jews who perished and those who survived.

Clarification 2: Students will explain the significance of listening to the testimony of Holocaust survivors (e.g., live and through organizations that offer pre-recorded digital testimony).

Clarification 3: Students will describe the contributions of the Jews (e.g., arts, culture, medicine, sciences) to the United States and the world.

Clarification 4: Students will explain the significance of “Never Again.”

SS.912.HE.3.AP.4 Explain why it is important for current and future generations to learn from the Holocaust.

SS.912.HE.3.5 Recognize that antisemitism includes a certain perception of the Jewish people, which may be expressed as hatred toward Jewish people, rhetorical and physical manifestations of antisemitism directed toward a person or his or her property or toward Jewish community institutions or religious facilities.

**Benchmark Clarifications:**

Clarification 1: Students will analyze examples of antisemitism (e.g., calling for, aiding, or justifying the killing or harming of Jews, often in the name of a radical ideology or an extremist view of religion; making mendacious, dehumanizing, demonizing or stereotypical allegations about Jews as such or the power of Jews as a collective, especially, but not exclusively, the myth about a world Jewish conspiracy or of Jews controlling the media, economy, government or other societal institutions; accusing Jews as a people of being responsible for real or imagined wrongdoing committed by a single Jewish person or group, the State of Israel, or even for acts committed by non-Jews; accusing Jews as a people or the State of Israel of inventing or exaggerating the Holocaust; accusing Jewish citizens of being more loyal to Israel, or the alleged priorities of Jews worldwide, than to the interest of their own nations).

Clarification 2: Students will analyze examples of antisemitism related to Israel (e.g., demonizing Israel by using the symbols and images associated with classic antisemitism to characterize Israel or Israelis, drawing comparisons of contemporary Israeli policy to that of the Nazis, or blaming Israel for all inter-religious or political tensions; applying a double standard to Israel by requiring behavior of Israel that is not expected or demanded of any other democratic nation or focusing peace or human rights investigations only on Israel; delegitimizing Israel by denying the Jewish people their right to self-determination and denying Israel the right to exist).

<u>SS.912.HE.3.AP.5</u>	<u>Recognize that antisemitism includes a certain perception of the Jewish people, which may be expressed as hatred toward Jewish people, rhetorical and physical manifestations of antisemitism directed toward a person or his or her property or toward Jewish community institutions or religious facilities.</u>
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Civics and Government**SS.912.CG.1 Demonstrate an understanding of the origins and purposes of government, law, and the American political system.**

SS.912.CG.1.1 Examine how intellectual influences in primary documents contributed to the ideas in the Declaration of Independence, the U.S. Constitution, and the Bill of Rights.

Benchmark Clarifications:

Clarification 1: Students will recognize the influence of the Judeo-Christian tradition, republicanism, the English Constitution and common Law, and the European Enlightenment in establishing the organic laws of the United States in primary documents (e.g., Magna Carta (1215); the Mayflower Compact (1620); the English Bill of Rights (1689); Common Sense (1776); Declaration of Independence (1776); the Constitution of Massachusetts (1780); the Articles of Confederation (1781); the Northwest Ordinance (1787); U.S. Constitution (1789)).

SS.912.CG.1.AP.1 Recognize how influences in primary documents contributed to the ideas in the Declaration of Independence, the U.S. Constitution, and the Bill of Rights.

SS.912.CG.1.2 Explain the influence of Enlightenment ideas on the Declaration of Independence.

Benchmark Clarifications:

Clarification 1: Students will identify grievances listed in the Declaration of Independence in terms of due process of law, individual rights, natural rights, popular sovereignty, and social contract.

Clarification 2: Students will explain national sovereignty, natural law, self-evident truth, equality of all persons, due process of law, limited government, popular sovereignty, and unalienable rights of life, liberty and property as they relate to Enlightenment ideas in the Declaration of Independence.

Clarification 3: Students will recognize that national sovereignty, due process of law, natural law, self-evident truth, equality of all persons, limited government, popular sovereignty, and unalienable rights of life, liberty and property form the philosophical foundation of our government.

SS.912.CG.1.AP.2 Identify the influence of an Enlightenment idea on the Declaration of Independence.

SS.912.CG.1.3 Explain arguments presented in the Federalist Papers in support of ratifying the U.S. Constitution and a republican form of government.

Benchmark Clarifications:

Clarification 1: Students will recognize that the Federalist Papers argued for a federal system of government, separation of powers and a representative form of government that is accountable to its citizens.

Clarification 2: Students will analyze Federalist and Anti-Federalist arguments concerning ratification of the U.S. Constitution and inclusion of a bill of rights.



SS.912.CG.1.AP.3 **Recognize the arguments presented in the Federalist Papers in support of ratifying the U.S. Constitution and a republican form of government.**

SS.912.CG.1.4 **Analyze how the ideals and principles expressed in the founding documents shape America as a constitutional republic.**

Benchmark Clarifications:

Clarification 1: Students will differentiate among the documents and determine how each one was individually significant to the founding of the United States.

Clarification 2: Students will evaluate how the documents are connected to one another.

Clarification 3: Documents include, but are not limited to, the Declaration of Independence, Articles of Confederation, Federalist Papers (e.g., No. 10, No. 14, No. 31, No. 39, No. 51) and the U.S. Constitution.

Clarification 4: Students will identify key individuals who contributed to the founding documents (e.g., Thomas Jefferson, Alexander Hamilton, John Jay, James Madison, George Mason).

SS.912.CG.1.AP.4 **Identify how the ideals and principles expressed in the founding documents shape America as a constitutional republic.**

SS.912.CG.1.5 **Explain how the U.S. Constitution and its amendments uphold the following political principles: checks and balances, consent of the governed, democracy, due process of law, federalism, individual rights, limited government, representative government, republicanism, rule of law and separation of powers.**

Benchmark Clarifications:

Clarification 1: Students will explain how the structure and function of the U.S. government reflects these political principles.

Clarification 2: Students will differentiate between republicanism and democracy, and discuss how the United States reflects both.

Clarification 3: Students will describe compromises made during the Constitutional Convention (e.g., the Great Compromise, the Three-Fifths Compromise, the Electoral College).

SS.912.CG.1.AP.5 **Recognize how the U.S. Constitution and its amendments uphold the following political principles: checks and balances, consent of the governed, democracy, due process of law, federalism, individual rights, limited government, representative government, republicanism, rule of law and separation of powers.**

SS.912.CG.2 **Evaluate the roles, rights, and responsibilities of United States citizens and determine methods of active participation in society, government, and the political system.**



SS.912.CG.2.1 Explain the constitutional provisions that establish and affect citizenship.

Benchmark Clarifications:

Clarification 1: Students will explain how the concept of citizenship in the United States has changed over the course of history (i.e., 13th, 14th, 15th, and 19th Amendments).

Clarification 2: Students will compare birthright citizenship, permanent residency, and naturalization in the United States.

Clarification 3: Students will differentiate the rights held by native-born citizens, permanent residents, and naturalized citizens (e.g., running for public office).

SS.912.CG.2.AP.1 Identify the constitutional provisions that establish and affect citizenship.

SS.912.CG.2.2 Explain the importance of political and civic participation to the success of the United States' constitutional republic.

Benchmark Clarifications:

Clarification 1: Students will discuss various ways in which U.S. citizens can exercise political and civic participation.

Clarification 2: Students will identify historical examples of political and civic participation (e.g., Civil Rights Movement, Women's Suffrage Movement).

Clarification 3: Students will describe the ways in which individuals can be denied and limited in their right to practice political, and civic participation (e.g., losing voting rights for felony conviction, limitations on political contributions, limits on the type of protesting).

SS.912.CG.2.AP.2 Recognize the importance of political and civic participation to the success of the United States' constitutional republic.

SS.912.CG.2.3 Explain the responsibilities of citizens at the local, state and national levels.

Benchmark Clarifications:

Clarification 1: Students will identify various responsibilities held by citizens (e.g., voting, volunteering and being informed, respecting laws).

Clarification 2: Students will understand the process of registering or preregistering to vote and how to complete a ballot in Florida (e.g., uniform primary and general election ballot).

Clarification 3: Students will discuss appropriate methods of communication with public officials (e.g., corresponding, attending public meetings, requesting a meeting, and providing information).

Clarification 4: Students will participate in classroom activities that simulate exercising the responsibilities of citizenship.

SS.912.CG.2.AP.3 Identify a responsibility of citizens at the local, state and national levels.

SS.912.CG.2.4 Evaluate, take, and defend objective, evidence-based positions on issues that cause the government to balance the interests of individuals with the public good.

Benchmark Clarifications:

Clarification 1: Students will examine situations when individuals' rights have been restricted for the public good (e.g., limits on speech or rationing of goods during wartime, enactment of the Patriot Act).

Clarification 2: Students will analyze how environmental and financial policies place limitations on citizens and private industry for the public good.

Clarification 3: Students will explain different services provided by local, state and national governments to citizens to ensure their rights are protected (e.g., social services, law enforcement, defense, emergency response).

SS.912.CG.2.AP.4

Identify a position on issues that cause the government to balance the interests of individuals with the public good.

SS.912.CG.2.5

Analyze contemporary and historical examples of government-imposed restrictions on rights.

Benchmark Clarifications:

Clarification 1: Students will identify historical examples of government-imposed restrictions on rights (e.g., General Orders No. 141, Executive Order 9066, USA PATRIOT Act, Homeland Security Act, Schenck v. United States, suspension of habeas corpus, rationing during wartime and limitations on speech).

Clarification 2: Students will examine the rationale for government-imposed restrictions on rights (e.g., inciting a crime, campaign contributions, defamation, military secrets).

Clarification 3: Students will examine the dangers of government-imposed restrictions on rights (e.g., restricting the right to free speech, restricting the right to peaceably assemble).

SS.912.CG.2.AP.5

Identify contemporary and historical examples of government-imposed restrictions on rights.

SS.912.CG.2.6

Explain how the principles contained in foundational documents contributed to the expansion of civil rights and liberties over time.

Benchmark Clarifications:

Clarification 1: Students will explain how different groups of people (e.g., African Americans, immigrants, Native Americans, women) had their civil rights expanded through legislative action (e.g., Voting Rights Act, Civil Rights Act), executive action (e.g., Truman's desegregation of the army, Lincoln's Emancipation Proclamation) and the courts (e.g., Brown v. Board of Education; In re Gault).

Clarification 2: Students will explain the role founding documents, such as the Declaration of Independence and the Constitution, had in setting precedent for the future granting of rights.

SS.912.CG.2.AP.6

Recognize how the principles contained in foundational documents contributed to the expansion of civil rights and liberties over time.

SS.912.CG.2.7

Analyze the impact of civic engagement as a means of preserving or reforming institutions.

Benchmark Clarifications:



Clarification 1: Students will identify legal methods that citizens can use to promote social and political change (e.g., voting, peaceful protests, petitioning, demonstrations, contacting government offices).
Clarification 2: Students will identify historical examples of citizens achieving or preventing political and social change through civic engagement (e.g., the Abolitionist Movement).

SS.912.CG.2.AP.7 Recognize the impact of civic engagement as a means of preserving or reforming institutions.

SS.912.CG.2.8 Explain the impact of political parties, interest groups, media, and individuals on determining and shaping public policy.

Benchmark Clarifications:

Clarification 1: Students will explain the origins of the Republican and Democratic political parties and evaluate their roles in shaping public policy.

Clarification 2: Students will identify historical examples of interest groups, media and individuals influencing public policy.

Clarification 3: Students will compare and contrast how the free press influenced politics at major points in U.S. history (e.g., Vietnam War Era, Civil Rights Era).

SS.912.CG.2.AP.8 Recognize the impact of political parties, interest groups, media, and individuals on determining and shaping public policy.

SS.912.CG.2.9 Explain the process and procedures of elections at the state and national levels.

Benchmark Clarifications:

Clarification 1: Students will identify the different primary formats and how political parties nominate candidates using primaries.

Clarification 2: Students will compare and contrast the different ways in which elections are decided (e.g., Electoral College, proportional representation, popular vote, winner-take-all).

Clarification 3: Students will explain the process by which candidates register to be part of state and national elections.

Clarification 4: Students will describe the different methods used to tabulate election results in state and national elections (i.e., electronic voting, punch cards, fill-in ballots).

Clarifications 5: Students will evaluate the role of debates in elections.

SS.912.CG.2.AP.9 Identify the process and procedures of elections at the state and national levels.

SS.912.CG.2.10 Analyze factors that contribute to voter turnout in local, state, and national elections.

Benchmark Clarifications:

Clarification 1: Students will explain trends in voter turnout.

Clarification 2: Students will discuss attempts to increase voter turnout (e.g., get out the vote campaigns, social movements).



Clarification 3: Students will explain how governmental action has affected voter participation (e.g., 15th, 19th and 26th Amendments; Jim Crow laws; poll tax; efforts to suppress voters).

SS.912.CG.2.AP.10 Identify factors that contribute to voter turnout in local, state, and national elections.

SS.912.CG.2.11 Evaluate political communication for bias, factual accuracy, omission, and emotional appeal.

Benchmark Clarifications:

Clarification 1: Students will compare the reporting on the same political event or issue from multiple perspectives.

Clarification 2: Students will identify various forms of propaganda (e.g., plain folks, glittering generalities, testimonial, fear, logical fallacies).

Clarification 3: Students will discuss the historical impact of political communication on American political process and public opinion.

Clarification 4: Examples of political communication may include, but are not limited to, political cartoons, propaganda, campaign advertisements, political speeches, bumper stickers, blogs, press and social media.

SS.912.CG.2.AP.11 Identify various forms of political communication for bias, factual accuracy, omission, and emotional appeal.

SS.912.CG.2.12 Explain how interest groups, the media and public opinion influence local, state, and national decision-making related to public issues.

Benchmark Clarifications:

Clarification 1: Students will objectively discuss current public issues in Florida and use both the U.S. and Florida Constitutions to justify pro and con positions.

Clarification 2: Students will examine the relationship and responsibilities of both the state and national governments regarding these public issues.

Clarification 3: Students will analyze public policy solutions related to local, state and national issues.

SS.912.CG.2.AP.12 Recognize that interest groups, the media and public opinion influence local, state and national decision making related to public issues.

SS.912.CG.2.13 Analyze the influence and effects of various forms of media and the internet in political communication.

Benchmark Clarifications:

Clarification 1: Students will explain how the methods of political communication has changed over time (e.g., television, radio, press, social media).

Clarification 2: Students will describe how the methods used by political officials to communicate with the public has changed over time.

Clarification 3: Students will discuss the strengths and weaknesses of different methods of political communication.



SS.912.CG.2.AP.13 Recognize the influence and effects of various forms of media and the internet in political communication.

SS.912.CG.3 Demonstrate an understanding of the principles, functions, and organization of government.

SS.912.CG.3.1 Analyze how certain political ideologies conflict with the principles of freedom and democracy.

Benchmark Clarifications:

Clarification 1: Students will analyze historic examples of governing systems (e.g., communism and totalitarianism) and actions that conflict with the principles of freedom and democracy (e.g., Mao Zedong and the Cultural Revolution, Stalin and the Soviet System, Fidel Castro and the Cuban Revolution, Vladimir Lenin and the Russian Revolution, Pol Pot and the Khmer Rouge, Nicolás Maduro and the Chavismo movement).

Clarification 2: Students will identify how authoritarian regimes victimize their citizens through restricting individual rights resulting in poverty, starvation, migration, systemic lethal violence, and suppression of speech.

Clarification 3: Students will analyze how the principles of checks and balances, consent of the governed, democracy, due process of law, federalism, individual rights, limited government, representative government, republicanism, rule of law and separation of powers contribute to the nation's longevity and its ability to overcome challenges, and distinguish the United States' constitutional republic from authoritarian and totalitarian nations.

SS.912.CG.3.AP.1 Identify how certain political ideologies conflict with the principles of freedom and democracy.

SS.912.CG.3.2 Explain how the U.S. Constitution safeguards and limits individual rights.

Benchmark Clarifications:

Clarification 1: Students will identify the individual rights protected by the U.S. Constitution, the Bill of Rights, and other constitutional amendments.

Clarification 2: Students will describe the role of the Supreme Court in further defining the safeguards and limits of constitutional rights.

SS.912.CG.3.AP.2 Recognize how the U.S. Constitution safeguards and limits individual rights.

SS.912.CG.3.3 Analyze the structures, functions and processes of the legislative branch as described in Article I of the U.S. Constitution.

Benchmark Clarifications:

Clarification 1: Students will explain why Article I of the U.S. Constitution established a bicameral legislative body and how the House of Representatives functions differently from the Senate.



Clarification 2: Students will identify the methods for determining the number of members in the House of Representatives and the Senate.

Clarification 3: Students will identify and describe the “enumerated powers” delegated to Congress (e.g., assess taxes, borrow money, declare war, make laws).

Clarification 4: Students will analyze the role of the legislative branch in terms of its relationship with the judicial and executive branch of the government.

Clarification 5: Students will describe constitutional amendments that changed the role of Congress from its original description in Article I of the U.S. Constitution (i.e., 10th, 14th, 16th, 17th and 27th Amendments).

SS.912.CG.3.AP.3 Identify the structures, functions and processes of the legislative branch as described in Article I of the U.S. Constitution.

SS.912.CG.3.4 Analyze the structures, functions and processes of the executive branch as described in Article II of the U.S. Constitution.

Benchmark Clarifications:

Clarification 1: Students will explain the qualifications one must have to seek the office of president and the process of presidential elections.

Clarification 2: Students will explain different presidential responsibilities outlined in Article II (e.g., receiving foreign heads of state, delivering the State of the Union address, carrying out faithful execution of the law).

Clarification 3: Students will examine the role of the executive branch in terms of its relationship with the judicial and legislative branches of the government.

Clarification 4: Students will describe constitutional amendments (i.e., 12th, 20th, 22nd and 25th) that have changed the role of the executive branch from its original description in Article II.

Clarification 5: Students will describe the impeachment process.

SS.912.CG.3.AP.4 Identify the structures, functions and processes of the executive branch as described in Article II of the U.S. Constitution.

SS.912.CG.3.5 Describe how independent regulatory agencies interact with the three branches of government and with citizens.

Benchmark Clarifications:

Clarification 1: Students will identify independent regulatory agencies (e.g., Federal Communications Commission, Federal Election Commission, National Labor Relations Board) and explain their purpose and effect.

Clarification 2: Students will describe the advantages and disadvantages of delegating power to independent regulatory agencies.

SS.912.CG.3.AP.5 Recognize how independent regulatory agencies interact with the three branches of government and with citizens.



SS.912.CG.3.6 Explain expressed, implied, concurrent, and reserved powers in the U.S. Constitution.

Benchmark Clarifications:

Clarification 1: Students will identify powers that are expressed in the U.S. Constitution to Congress (e.g., coin money, declare war, assess taxes, citizenship).

Clarification 2: Students will identify that expressed powers are also known as enumerated powers found in Article I of the U.S. Constitution.

Clarification 3: Students will analyze the role of the “general welfare clause” and “necessary and proper clause” in granting Congress implied powers.

Clarification 4: Students will describe examples of concurrent powers as those powers shared by both state and national governments (e.g., build roads, tax citizens, make laws).

Clarification 5: Students will explain how reserved powers define issues as matters for the people or the state governments.

Clarification 6: Students will compare the roles of expressed, implied, concurrent, and reserved powers in United States’ federalism.

SS.912.CG.3.AP.6 Identify expressed, implied, concurrent, and reserved powers in the U.S. Constitution.

SS.912.CG.3.7 Analyze the structures, functions and processes of the judicial branch as described in Article III of the U.S. Constitution.

Benchmark Clarifications:

Clarification 1: Students will examine the role of the judicial branch in terms of its relationship with the legislative and executive branches of the government.

Clarification 2: Students will describe the role of the Supreme Court and inferior federal courts.

Clarification 3: Students will explain what Articles II and III say about judicial tenure, appointment, and salaries.

Clarification 4: Students will describe the powers delegated to the courts by Article III including, but not limited to, treason, jurisdiction and trial by jury.

SS.912.CG.3.AP.7 Identify the structures, functions and processes of the judicial branch as described in Article III of the U.S. Constitution.

SS.912.CG.3.8 Describe the purpose and function of judicial review in the American constitutional government.

Benchmark Clarifications:

Clarification 1: Students will examine the role of district courts, the courts of appeals and the Supreme Court in the judicial review process.

Clarification 2: Students will explain the relationship between the concept of judicial review and the language of the Supremacy Clause in Article VI of the U.S. Constitution.

SS.912.CG.3.AP.8 Recognize the purpose and function of judicial review in the American constitutional government.



SS.912.CG.3.9 Compare the role of state and federal judges with other elected officials.

Benchmark Clarifications:

Clarification 1: Students will compare the ways state and federal judges are appointed compared to other elected officials.

Clarification 2: Students will distinguish the qualifications needed for a judge at the state or federal level versus other elected officials.

Clarification 3: Students will compare the decision-making process of judges compared to other political figures.

SS.912.CG.3.AP.9 Compare the role of state and federal judges with other elected officials.

SS.912.CG.3.10 Analyze the levels and responsibilities of state and federal courts.

Benchmark Clarifications:

Clarification 1: Students will describe what Article III of the U.S. Constitution states about the relationship between state and federal courts.

Clarification 2: Students will recognize the role of the Federal Judiciary Act of 1789 in establishing the structure and jurisdiction of the federal court system.

Clarification 3: Students will identify the differences between civil trials and criminal trials at the state level.

Clarification 4: Students will describe the relationship among the Supreme Court, federal appellate courts and federal district courts.

SS.912.CG.3.AP.10 Identify the levels and responsibilities of state and federal courts.

SS.912.CG.3.11 Evaluate how landmark Supreme Court decisions affect law, liberty, and the interpretation of the U.S. Constitution.

Benchmark Clarifications:

Clarification 1: Students will recognize landmark Supreme Court cases (e.g., *Marbury v. Madison*; *McCulloch v. Maryland*; *Dred Scott v. Sandford*; *Plessy v. Ferguson*; *Brown v. Board of Education*; *Gideon v. Wainwright*; *Miranda v. Arizona*; *Korematsu v. United States*; *Mapp v. Ohio*; *In re Gault*; *United States v. Nixon*; *Hazelwood v. Kuhlmeier*; *District of Columbia v. Heller*; *Schenck v. United States*; *Brandenburg v. Ohio*; *Students for Fair Admissions, Inc. v. President and Fellows of Harvard College*).

Clarification 2: Students will explain the foundational constitutional issues underlying landmark Supreme Court decisions related to the Bill of Rights and other amendments.

Clarification 3: Students will explain the outcomes of landmark Supreme Court cases related to the Bill of Rights and other amendments.

SS.912.CG.3.AP.11 Recognize how landmark Supreme Court decisions affect law, liberty, and the interpretation of the U.S. Constitution.



SS.912.CG.3.12 Analyze the concept of federalism in the United States and its role in establishing the relationship between the state and national governments.

Benchmark Clarifications:

Clarification 1: Students will identify examples of the powers reserved and shared among state and the national governments in the American federal system of government.

Clarification 2: Students will examine the role the Great Compromise had on the eventual establishment of a federal system of fifty equal states.

Clarification 3: Students will explain specific rights that are granted to the states in the language of the U.S. Constitution and its amendments (e.g., 10th Amendment, defense, and extradition).

Clarification 4: Students will analyze how states have challenged the national government regarding states' rights (e.g., Civil War, the New Deal, No Child Left Behind, Affordable Health Care Act, Civil Rights Movement).

SS.912.CG.3.AP.12 Identify the concept of federalism in the United States and its role in establishing the relationship between the state and national governments.

SS.912.CG.3.13 Explain how issues between Florida, other states and the national government are resolved.

Benchmark Clarifications:

Clarification 1: Students will explain the concept of federalism as it applies to each issue.

Clarification 2: Students will use historical and issue-based scenarios to demonstrate understanding of how disputes between Florida, other states and the national government are resolved (e.g., water rights arguments between Florida and Georgia, national and state conflict over rights to adjacent waters and seabeds, civil rights).

SS.912.CG.3.AP.13 Identify how issues between Florida, other states and the national government are resolved.

SS.912.CG.3.14 Explain the judicial decision-making process in interpreting law at the state and national levels.

Benchmark Clarifications:

Clarification 1: Students will explain the role of the U.S. Constitution in interpreting law at the state and national levels.

Clarification 2: Students will explain the process used by judges at the state and national levels when making a decision or writing summary opinions.

Clarification 3: Students will incorporate language from the U.S. Constitution or court briefs to justify a legal decision when interpreting state or national law.

SS.912.CG.3.AP.14 Identify the judicial decision-making process in interpreting law at the state and national levels.



SS.912.CG.3.15 Explain how citizens are affected by the local, state, and national governments.

Benchmark Clarifications:

Clarification 1: Students will identify local government officials and employees who affect the daily lives of citizens.

Clarification 2: Students will identify the role of state governmental officials and employees who affect the daily lives of citizens.

Clarification 3: Students will identify the role of national governmental officials and employees who affect the daily lives of citizens.

Clarification 4: Students will explain how government at all levels impacts the daily lives of citizens.

SS.912.CG.3.AP.15 Identify how citizens are affected by the local, state, and national governments.

SS.912.CG.4 Demonstrate an understanding of contemporary issues in world affairs, and evaluate the role and impact of United States foreign policy.

SS.912.CG.4.1 Analyze how liberty and economic freedom generate broad-based opportunity and prosperity in the United States.

Benchmark Clarifications:

Clarification 1: Students will differentiate between government systems (e.g., autocracy, democracy, monarchy, oligarchy republic, theocracy).

Clarification 2: Students will differentiate between economic systems (e.g., capitalism, communism, mixed market, socialism).

Clarification 3: Students will analyze the disadvantages of authoritarian control over the economy (e.g., communism and socialism) in generating broad-based economic prosperity for their population.

SS.912.CG.4.2 Explain how the United States uses foreign policy to influence other nations.

Benchmark Clarifications:

Clarification 1: Students will explain how the policies of other nations influence U.S. policy and society.

Clarification 2: Students will identify agencies of the U.S. government that contribute to its foreign policy agenda (e.g., National Security Agency, Central Intelligence Agency).

Clarification 3: Students will explain the advantages and disadvantages of how nongovernmental organizations (NGOs) influence foreign policy (e.g., Red Cross, American Woman Suffrage Association, Amnesty International).

Clarification 4: Students will explain how U.S. trade policy influences its relationships with other nations (e.g., China, Saudi Arabia).

Clarification 5: Students will explain how the use of embargos and economic sanctions by the United States has affected other nations (e.g., Cuba, Iran, Syria).

Clarification 6: Students will explain the U.S. response to international conflicts.



SS.912.CG.4.AP.2 Identify how the United States uses foreign policy to influence other nations.

SS.912.CG.4.3 Explain how U.S. foreign policy supports democratic principles and protects human rights around the world.

Benchmark Clarifications:

Clarification 1: Students will explain how U.S. foreign policy aims to protect liberty around the world and describe how the founding documents support the extension of liberty to all mankind.

SS.912.CG.4.AP.3 Identify how U.S. foreign policy supports democracy and protects human rights around the world.

SS.912.CG.4.4 Identify indicators of democratization in foreign countries.

Benchmark Clarifications:

Clarification 1: Students will recognize indicators of democratization as a system of free and fair elections, active civic participation, the protection of human rights and the rule of law.

SS.912.CG.4.AP.4 Identify an indicator of democratization in foreign countries.

SS.912.CG.4.5 Analyze the ways in which the United States and the world responded to the significant events of September 11, 2001.

Benchmark Clarifications:

Clarification 1: Students will recognize terrorism as being politically or ideologically driven acts of violence.

Clarification 2: Students will analyze acts of terrorism that occurred prior to and following the attacks on September 11, 2001 (e.g., Oklahoma City Bombing, Air India Flight 182, 1998 U.S. Embassy Bombings, Camp Speicher Massacre).

Clarification 3: Students will compare global responses to terrorism following the events of September 11, 2001 (e.g., United Nations Security Council Resolution 1368, North Atlantic Treaty Article 5).

Clarification 4: Students will analyze government actions that attempt to balance national security with civil liberties (e.g., General Orders No. 141, Executive Order 9066, USA PATRIOT Act, Homeland Security Act).

Clarification 5: Students will describe the timeline of events on September 11, 2001, including the attacks on the World Trade Center, the Pentagon, and United Airlines Flight 93.

Clarification 6: Students will explain the ways in which first responders (including, but not limited to, police officers, firefighters, and paramedics) and civilians were involved in the rescue and recovery of victims of the September 11, 2001, attacks.

Clarification 7: Students will analyze how the heroic actions of passengers on United Airlines Flight 93 reflect the principles of liberty and the responsibilities of citizenship.

Clarification 8: Students will explain the ways in which humanitarian, charitable and volunteer aid following the events of September 11, 2001, reflect the principles of civic responsibility, civic virtue and the common good.



SS.912.CG.4.AP.5 Identify the ways in which the United States and the world responded to the significant events of September 11, 2001.

Economics***SS.912.E.1 Understand the fundamental concepts relevant to the development of a market economy.***

<u>SS.912.E.1.1</u>	<u>Identify the factors of production and why they are necessary for the production of goods and services.</u>
<u>SS.912.E.1.AP.1</u>	<u>Identify examples of factors of production of goods and services.</u>
<u>SS.912.E.1.2</u>	<u>Analyze production possibilities curves to explain choice, scarcity and opportunity costs.</u>
<u>SS.912.E.1.AP.2</u>	<u>Utilize a production possibilities graph to identify the impact of scarcity, choice and opportunity costs.</u>
<u>SS.912.E.1.3</u>	<u>Compare how the various economic systems (i.e., traditional, market, command, mixed) answer the questions: (1) What to produce?; (2) How to produce?; and (3) For whom to produce?</u>
<u>SS.912.E.1.AP.3</u>	<u>Identify differences in the major characteristics of the market, command, and mixed economic systems and how they answer: (1) What to produce? (2) How to produce? And (3) For whom to produce?</u>
<u>SS.912.E.1.4</u>	<u>Define supply, demand, quantity supplied and quantity demanded; graphically illustrate situations that would cause changes in each, and demonstrate how the equilibrium price of a product is determined by the interaction of supply and demand in the market place.</u>
<u>SS.912.E.1.AP.4a</u>	<u>Identify supply, demand, quantity supplied, and quantity demanded.</u>
<u>SS.912.E.1.AP.4b</u>	<u>Using a supply and demand graph, identify how the equilibrium price is determined by the interaction between supply and demand.</u>
<u>SS.912.E.1.5</u>	<u>Compare different forms of business organizations.</u>
<u>SS.912.E.1.AP.5</u>	<u>Identify forms of business organizations.</u>
<u>SS.912.E.1.6</u>	<u>Compare the basic characteristics of the four market structures (i.e., monopoly, oligopoly, monopolistic competition, pure competition).</u>



<u>SS.912.E.1.AP.6</u>	<u>Identify differences between the four market structures (monopoly, oligopoly, monopolistic competition, pure competition).</u>
<u>SS.912.E.1.7</u>	<u>Graph and explain how firms determine price and output through marginal cost analysis.</u>
<u>SS.912.E.1.AP.7</u>	<u>Identify factors that determine the price of a good or service to maximize profit.</u>
<u>SS.912.E.1.8</u>	<u>Explain ways firms engage in price and nonprice competition.</u>
<u>SS.912.E.1.AP.8</u>	<u>Identify characteristics of price and non-price competition, such as discounts and rebates, and quality and extra service.</u>
<u>SS.912.E.1.9</u>	<u>Describe how the earnings of workers are determined.</u>
<u>SS.912.E.1.AP.9</u>	<u>Identify factors that determine the earnings of workers.</u>
<u>SS.912.E.1.10</u>	<u>Explain the use of fiscal policy (e.g., taxation, spending) to promote price stability, full employment, and economic growth.</u>
<u>SS.912.E.1.AP.10</u>	<u>Identify how the government uses taxation and spending to provide jobs which leads to economic growth.</u>
<u>SS.912.E.1.11</u>	<u>Explain how the Federal Reserve uses the tools of monetary policy (e.g., discount rate, reserve requirement, open market operations) to promote price stability, full employment, and economic growth.</u>
<u>SS.912.E.1.AP.11</u>	<u>Identify that the Federal Reserve controls interest rates to affect economic growth.</u>
<u>SS.912.E.1.12</u>	<u>Examine the four phases of the business cycle (i.e., peak, contraction - unemployment, trough, expansion - inflation).</u>
<u>SS.912.E.1.AP.12</u>	<u>Identify the four phases of the business cycle, such as peak, contraction-unemployment, trough, and expansion-inflation.</u>
<u>SS.912.E.1.13</u>	<u>Explain the basic functions and characteristics of money, and describe the composition of the money supply in the United States.</u>



SS.912.E.1.AP.13 Describe the basic functions and characteristics of money in the United States.

SS.912.E.1.14 Compare credit, savings, and investment services available to the consumer from financial institutions.

SS.912.E.1.AP.14 Compare major differences between credit, savings, and investment services.

SS.912.E.1.15 Describe the risk and return profiles of various investment vehicles and the importance of diversification.

SS.912.E.1.AP.15 Identify the risk and return of a variety of investments and diversification.

SS.912.E.1.16 Construct a one-year budget plan for a specific career path including expenses and construction of a credit plan for purchasing a major item.

SS.912.E.1.AP.16 Create a budget plan that includes wages and expenses, and a plan for purchasing a major item.

SS.912.E.2 Understand the fundamental concepts relevant to the institutions, structure and functions of a national economy.

SS.912.E.2.1 Identify and explain broad economic goals.

SS.912.E.2.AP.1 Identify broad economic goals.

SS.912.E.2.2 Use a decision-making model to analyze a public policy issue affecting the student's community that incorporates defining a problem, analyzing the potential consequences, and considering the alternatives.

SS.912.E.2.AP.2 Identify a public policy issue that affects the student's community and potential consequences, such as rezoning for housing and businesses or building new roads.

SS.912.E.2.3 Research contributions of entrepreneurs, inventors and other key individuals from various demographic backgrounds in the development of the United States.



<u>SS.912.E.2.AP.3</u>	<u>Identify contributions of entrepreneurs, inventors and other key individuals from various demographic backgrounds in the development of the United States.</u>
<u>SS.912.E.2.4</u>	<u>Diagram and explain the problems that occur when government institutes wage and price controls, and explain the rationale for these controls.</u>
<u>SS.912.E.2.AP.4</u>	<u>Identify examples of government wage and price controls, such as minimum wage and rent control.</u>
<u>SS.912.E.2.5</u>	<u>Analyze how capital investments may impact productivity and economic growth.</u>
<u>SS.912.E.2.AP.5</u>	<u>Identify how capital investments may impact economic growth.</u>
<u>SS.912.E.2.6</u>	<u>Examine the benefits of natural monopolies and the purposes of government regulation of these monopolies.</u>
<u>SS.912.E.2.AP.6</u>	<u>Identify the benefits of natural monopolies and reasons for the government to regulate monopolies.</u>
<u>SS.912.E.2.7</u>	<u>Identify the impact of inflation on society.</u>
<u>SS.912.E.2.AP.7</u>	<u>Identify a common impact of inflation on society.</u>
<u>SS.912.E.2.8</u>	<u>Differentiate between direct and indirect taxes, and describe the progressivity of taxes (i.e., progressive, proportional, regressive).</u>
<u>SS.912.E.2.AP.8</u>	<u>Identify different types of taxes.</u>
<u>SS.912.E.2.9</u>	<u>Analyze how changes in federal spending and taxation affect budget deficits and surpluses, and the national debt.</u>
<u>SS.912.E.2.AP.9</u>	<u>Recognize the relationship between federal government spending and taxation on the economy.</u>
<u>SS.912.E.2.10</u>	<u>Describe the organization and functions of the Federal Reserve System.</u>
<u>SS.912.E.2.AP.10</u>	<u>Identify a function of the Federal Reserve System.</u>



SS.912.E.2.11 Assess the economic impact of negative and positive externalities on the local, state, and national environment.

SS.912.E.2.AP.11 Describe economic impacts of negative and positive side effects on the environment.

SS.912.E.2.12 Construct a circular flow diagram for an open-market economy including elements of households, firms, government, financial institutions, product and factor markets, and international trade.

SS.912.E.2.AP.12 Identify the flow of money in a local economy, and how it affects the individual, household, businesses, banks, government, and international trade.

SS.912.E.3 Understand the fundamental concepts and interrelationships of the United States economy in the international marketplace.

SS.912.E.3.1 Demonstrate the impact of inflation on world economies.

SS.912.E.3.AP.1 Describe the impact of inflation on world economies.

SS.912.E.3.2 Examine absolute and comparative advantage and explain why most trade occurs because of comparative advantage.

SS.912.E.3.AP.2 Identify economic advantages a country may have when trading with another country.

SS.912.E.3.3 Discuss the effect of barriers to trade and why nations sometimes erect barriers to trade or establish free trade zones.

SS.912.E.3.AP.3 Describe why countries establish barriers to trade and the effects.

SS.912.E.3.4 Assess the economic impact of negative and positive externalities on the international environment.

SS.912.E.3.AP.4 Compare the positive and negative economic impacts on different countries.

SS.912.E.3.5 Compare the current United States economy with other developed and developing nations.



<u>SS.912.E.3.AP.5</u>	<u>Identify differences in the economies of the United States and another country.</u>
<u>SS.912.E.3.6</u>	<u>Differentiate and draw conclusions about historical economic thought theorized by economists.</u>
<u>SS.912.E.3.AP.6</u>	<u>Differentiate how people and countries make economic decisions about the use of scarce resources in the most efficient way.</u>

Financial Literacy**SS.912.FL.1 Understanding the attitudes and behaviors of personal financial decision making.**

SS.912.FL.1.1 Evaluate and reflect on how values affect personal financial decision-making.

Benchmark Clarifications:

Clarification 1: Instruction includes how values may vary from person to person.

Clarification 2: Instruction includes how societal values impact personal financial decisions.

SS.912.FL.1.AP.1 Recognize how the value of savings versus spending affects personal financial decision-making.

SS.912.FL.1.2 Understand how cognitive biases affect personal financial decision-making.

Benchmark Clarifications:

Clarification 1: Instruction includes biases such as loss aversion, the endowment effect, herd mentality, anchoring, and present bias.

SS.912.FL.1.AP.2 Identify how cognitive biases affect personal financial decision-making.

SS.912.FL.1.3 Explain that loss aversion implies that losses brought about by a decision are weighed more than the gains, which may affect the final decision.

SS.912.FL.1.AP.3 Identify losses and gains as they relate to loss aversion.

SS.912.FL.1.4 Explain that people place more weight on something they already have as opposed to things they do not. This endowment effect can result in people being reluctant to part with things they possess.

SS.912.FL.1.AP.4 Identify that people place more weight on something they already have as opposed to things they do not.

SS.912.FL.1.5 Evaluate how herd mentality affects personal financial decision-making.

SS.912.FL.1.AP.5 Identify how herd mentality affects personal financial decision-making.

SS.912.FL.1.6 Describe how a piece of information received early, even if incorrect or irrelevant, can provide an anchor that people use when making their personal financial decisions.

**Benchmark Clarifications:**

Clarification 1: Instruction includes students working in collaborative groups to discuss various scenarios in which information may have been influential to financial decision-making.

Clarification 2: Instruction includes the analysis of correct and incorrect and relevant and irrelevant information to inform financial decisions.

SS.912.FL.1.AP.6 Identify how a piece of information received early, even if incorrect or irrelevant, can provide an anchor that people use when making their personal financial decisions.

SS.912.FL.1.7 Describe how people often focus on information that confirms their original beliefs when they research information to make personal financial decisions.

Example: Bill is currently in the market for a new vehicle, and he is extremely interested in a particular “dream car” to purchase. Bill has researched this vehicle and found several negative reviews that are counter to his beliefs about his “dream car.” How might Bill proceed with this financial decision?

SS.912.FL.1.AP.7 Identify that when making personal financial decisions, people focus on research that confirms their spending preferences.

SS.912.FL.1.8 Identify examples of how people are affected by present bias.

Benchmark Clarifications:

Clarification 1: Instruction includes the effect of present bias on financial decision-making.

SS.912.FL.1.AP.8 Identify examples of present bias on financial decision-making.

SS.912.FL.2 Explore and evaluate the benefits and costs (including tax implications) of various paths toward earning income.

SS.912.FL.2.1 Describe how people choose jobs or careers for which they are qualified based on potential income as well as non-income factors, such as job satisfaction, independence, risk, family, or location.

Example: Interview three individuals who work at different jobs to identify the non-income factors that influenced their career or job choice.

Benchmark Clarifications:

Clarification 1: Instruction includes the identification of non-income factors and the importance of these factors as compared to potential income.

Clarification 2: Instruction includes the ways that an individual can earn income: full-time employee, part-time employee, self-employment, investment or passive income.



SS.912.FL.2.AP.1 Identify how people choose jobs or careers based on income and non-income factors.

SS.912.FL.2.2 Explain that people vary in their willingness to obtain more education or training because these decisions involve incurring immediate costs to obtain possible future benefits.

Example: Speculate how a high school student might assess the future benefits of going to college and describe how that assessment will affect the student's decision to attend college.

Example: Speculate how a high school student might assess the future benefits of entering the workforce after completing a vocational training program, and the implications of that assessment on possible future benefits.

Benchmark Clarifications:

Clarification 1: Instruction includes how people's willingness to wait or plan for the future affects their decision to get more education or job training in a dynamic and changing labor market.

Clarification 2: Instruction includes how discounting the future benefits of education and training may lead some people to pass up potentially high rates of return that more education and training may offer.

Clarification 3: Instruction includes the barriers people may face when investing in education and training.

SS.912.FL.2.3 Analyze the ways that people can make more informed education, job or career decisions by evaluating the benefits and costs of different choices.

Benchmark Clarifications:

Clarification 1: Instruction includes comparing the benefits, costs, and the return on investment of a college education to those of a technical school.

Clarification 2: Instruction includes comparing the unemployment rates of workers with different levels of education.

Clarification 3: Instruction includes various career pathways including those that do not require college attendance.

SS.912.FL.2.AP.3 Identify the benefits and costs of informed education, job, or career decisions.

SS.912.FL.2.4 Analyze the reasons why the wage or salary paid to workers in jobs is usually determined by the labor market.

Benchmark Clarifications:

Clarification 1: Instruction includes the variance of wages or salaries among workers in different types of jobs and among workers in the same jobs.

Clarification 2: Instruction includes the importance of worker productivity to businesses and why a business may decide to pay workers differently depending on their productivity.



SS.912.FL.2.AP.4 Identify the impacts of the labor market and worker productivity on salaries and wages.

SS.912.FL.2.5 Discuss reasons why changes in economic conditions or the labor market can cause changes in a worker's income or may cause unemployment.

Example: Explain how an increase in the demand for mobile applications might affect the wages paid to software developers.

Benchmark Clarifications:

Clarification 1: Instruction includes discussing how a recession may impact the unemployment rate.

Clarification 2: Instruction includes how changing and emerging technologies may impact the unemployment rate.

SS.912.FL.2.AP.5 Identify how changes in economic conditions can cause changes in income.

SS.912.FL.2.6 Explain that taxes are paid to federal, state, and local governments to fund government goods and services as well as transfer payments from government to individuals.

Benchmark Clarifications:

Clarification 1: Instruction includes the identification of the governmental agency that receives tax revenue for a specific tax.

Clarification 2: Instruction includes the identification of the use of specific tax revenues.

Clarification 3: Instruction includes the major types of taxes: income, payroll, property, and sales tax.

SS.912.FL.2.AP.6 Identify that taxes are paid to federal, state, and local governments to fund goods and services.

SS.912.FL.2.7 Explain how interest, dividends, and capital gains are forms of income earned from financial investments.

Benchmark Clarifications:

Clarification 1: Instruction includes understanding the differences between interest, dividends, and capital gains.

SS.912.FL.2.AP.7 Identify interest, dividends, and capital gains as forms of income from financial investments.

SS.912.FL.2.8 Evaluate how the sources of income, amount of income, as well as the amount and type of spending affect the types and amounts of taxes paid.

Benchmark Clarifications:

Clarification 1: Instruction includes tax rates on earned income, interest, and capital gains.



Clarification 2: Instruction includes how federal tax brackets illustrate a progressive tax and a sales tax is viewed as a regressive tax as well as the differences between each type of tax.

Clarification 3: Instruction includes types of goods that are subject to sales taxes and those that are exempt.

SS.912.FL.2.AP.8 Identify that sources of income, amount of income, and type of spending affect the types and amounts of taxes paid.

SS.912.FL.2.9 Describe why some people choose to become entrepreneurs as a career choice.

Benchmark Clarifications:

Clarification 1: Instruction includes evaluating the benefits and costs of entrepreneurship.

Clarification 2: Instruction includes identifying the roles and characteristics of an entrepreneur and understanding that taking on risk is an implicit part of being an entrepreneur.

Clarification 3: Instruction includes understanding how owning a small business can be a person's primary career or can supplement income from other sources.

Clarification 4: Instruction includes the tax implications of being an entrepreneur such as the self-employment tax.

SS.912.FL.2.AP.9 Identify the reasons some people choose to become entrepreneurs as a career choice.

SS.912.FL.2.10 Evaluate the benefits and costs of "gig" employment.

Benchmark Clarifications:

Clarification 1: Instruction includes understanding the motivating factors for being self-employed or working as an independent contractor in the "gig" economy.

SS.912.FL.2.AP.10 Identify the benefits and costs of self-employment or "gig" employment.

SS.912.FL.2.11 Describe how Social Security is funded and the benefit it provides to retirees.

Example: Create a promotional flyer that communicates the benefits provided by Social Security for people of different income levels at different ages of retirement.

SS.912.FL.2.AP.11 Identify how Social Security is funded and that it provides benefits to retirees.

SS.912.FL.2.12 Identify and complete appropriate tax forms to calculate the amount of federal income tax owed.



Example: Given a simple scenario, complete the appropriate tax form and identify if the filer will receive a refund or be required to make a payment to the Internal Revenue Service (IRS).

Benchmark Clarifications:

Clarification 1: Instruction includes the identification of various payroll taxes and withholdings (e.g., Social Security, Medicare, federal withholding, etc.).

Clarification 2: Instruction includes formally (using tax tables) and informally (estimating) calculating taxes.

Clarification 3: Instruction includes understanding why calculating one's taxes may differ from the government's calculations.

SS.912.FL.2.AP.12 Identify the appropriate tax form to calculate the amount of taxes owed.

SS.912.FL.2.13 Describe the types and sources of taxes at the local level.

Example: Research the tax rate of the city or county in which you reside. Compare the identified tax rate with another Florida county or city. Why might they be different or the same?

Benchmark Clarifications:

Clarification 1: Instruction includes understanding that states, counties, and municipalities may have different tax rates and taxes.

Clarification 2: Instruction includes understanding that local taxes are dedicated to a particular use, such as schools or local infrastructure projects.

SS.912.FL.2.AP.13 Identify the types of taxes at the local level.

SS.912.FL.3 Explore and evaluate the role, influences and legal responsibility of being a consumer of goods and services.

SS.912.FL.3.1 Analyze the factors that influence a consumer's decision-making process (e.g., the price of a good or service, the price of alternatives, income level, personal preferences, advertisements, and reviews.)

Example: Develop scenarios that explain the factors that influence an individual to purchase a specific brand and style of athletic shoes.

Benchmark Clarifications:

Clarification 1: Instruction includes the comparison of consumer decisions to purchase a similar item.

SS.912.FL.3.AP.1 Identify factors that influence a consumer's decision-making process.

SS.912.FL.3.2 Explain that the consumption of a good or service can have positive or negative effects on others.

**Benchmark Clarifications:**

Clarification 1: Instruction includes an analysis of the effects that activities such as smoking cigarettes or attending school may have on self, other individuals, or the community at large.

SS.912.FL.3.AP.2 Identify positive or negative effects that the consumption of goods can have on others.

SS.912.FL.3.3 Discuss that when buying a good, consumers may consider various aspects and features of the product.

Example: Given a scenario that includes various features of automobiles, determine which automobile to purchase.

Benchmark Clarifications:

Clarification 1: Instruction includes explaining why the consumer should consider a product's durability and maintenance costs prior to the purchase of goods.

SS.912.FL.3.AP.3 Describe various features of a product consumers may consider when buying a good.

SS.912.FL.3.4 Describe ways that consumers may be influenced by how the price of a good is expressed.

Example: Given a product and a price, develop three advertisements for a retailer using the following information: 50% off, buy one get one free, and two items for a single price (e.g., buy 2 for \$5 or 1 for \$3).

Example: Write an expository paragraph that explains why a store might advertise the price of a TV expressed as an amount per day or week rather than the actual full price.

Benchmark Clarifications:

Clarification 1: Instruction includes understanding the different ways retailers express the prices of their products.

SS.912.FL.3.AP.4 Recognize how consumers may be influenced by how retailers express the prices of their products.

SS.912.FL.3.5 Discuss ways people incur costs and realize benefits when searching for information related to their purchases of goods and services.

Example: Write a newspaper column, "Tips for Consumers," explaining why searching for information may be more important when purchasing expensive, durable goods and services than for inexpensive and nondurable products. Include an explanation of how impulse buying can be avoided by sleeping on a decision before making a big purchase.

**Benchmark Clarifications:**

Clarification 1: Instruction includes understanding the relationship between the amount of information gathered and the benefits and costs of gathering the information.

SS.912.FL.3.AP.5 Identify the benefits and costs of searching for information related to the purchases of goods and services.

SS.912.FL.3.6 Explain that people may choose to donate money to charitable organizations and other not-for-profit organizations because they gain satisfaction from donating.

Example: Brainstorm a list of charitable organizations that are operating in the community. For each organization, list a possible reason that a donor might want to give to that charitable organization.

SS.912.FL.3.AP.6 Discuss that people may choose to donate money to charitable organizations and not-for-profit organizations because they gain satisfaction from donating.

SS.912.FL.3.7 Explain how governments establish laws and institutions to provide consumers with information about goods or services being purchased and to protect consumers.

Example: Draft a complaint letter to an appropriate firm or agency about a problem a consumer has encountered with a purchase.

Benchmark Clarifications:

Clarification 1: Instruction includes understanding the governmental agencies whose mission is to protect consumers (e.g., Food and Drug Administration (FDA), United States Department of Agriculture (USDA), National Highway and Traffic Safety Administration, Federal Reserve, and Consumer Financial Protection Bureau (CFPB)).

SS.912.FL.3.AP.7 Identify how governments establish laws and institutions to protect consumers.

SS.912.FL.3.8 Evaluate how different forms of payment can result in costs or fees.

Benchmark Clarifications:

Clarification 1: Instruction includes understanding various forms of payments and associated costs: cash, checks, debit cards, credit cards, mobile payments, prepaid cards, buy now pay later, layaways, and rent to own.

Clarification 2: Instruction includes understanding that while the seller of a good being purchased may not explicitly charge the consumer, the consumer may bear a portion of the fees by paying a higher price.



SS.912.FL.3.AP.8 Recognize that different forms of payment can result in additional costs or fees.

SS.912.FL.3.9 Develop a budget based on a given income and expenses for long-term and short-term financial goals.

Example: Given a simple scenario, create a budget that includes an emergency fund.

Benchmark Clarifications:

Clarification 1: Instruction includes developing budgets with fixed and variable expenses, unexpected expenses (including emergency funds) and savings.

Clarification 2: Instruction includes understanding that budgets can be developed using paper, digital spreadsheets, websites, mobile phone applications, or using other financial applications.

SS.912.FL.3.AP.9a Use a budget template with a sample income and sample expenses for long-term and short-term financial goals.

SS.912.FL.3.AP.9b Identify the purpose and function of a checking account and demonstrate the ability to maintain accurate financial records by balancing a checkbook, including recording deposits, withdrawals and reconciling transactions with a budget.

SS.912.FL.3.10 Understand that when individuals or business owners buy or sell goods or services, they may enter into contracts.

Benchmark Clarifications:

Clarification 1: Instruction includes common contracts such as cell phone plans, leases of apartments or homes, car leases, car purchases, and mortgages.

Clarification 2: Instruction emphasizes that contracts are legally binding and breaking a contract may have consequences.

SS.912.FL.3.AP.10 Recognize that when individuals or business owners buy or sell goods or services, they may enter into contracts.

SS.912.FL.3.11 Evaluate and interpret terms and conditions within a contract.

Benchmark Clarifications:

Clarification 1: Instruction includes understanding terms and conditions may include, but are not limited to, duration, termination, payment terms, dispute resolution, privacy and sharing of personal information.

Clarification 2: Instruction emphasizes that users may be entering into a contract when agreeing to terms and conditions on webpages or applications.



SS.912.FL.3.AP.11 Recognize the impact of terms and conditions within a contract.

SS.912.FL.3.12 Understand the process of identifying and contesting an incorrect billing statement.

Benchmark Clarifications:

Clarification 1: Instruction includes identifying consumer-advocacy agencies (e.g., Consumer Financial Protection Bureau (CFPB), Better Business Bureau (BBB), Chamber of Commerce, Florida Department of Agriculture and Consumer Services, and Federal Trade Commission (FTC)).

SS.912.FL.3.AP.12 Recognize the process of identifying an incorrect billing statement and how to request assistance to correct the error.

SS.91.FL.4 Identify and compare the different means and risks of saving and investing money, including the impact of inflation, and interest rates.

SS.912.FL.4.1 Describe the different types of accounts and financial products offered through banking institutions.

Benchmark Clarifications:

Clarification 1: Instruction includes the functions of each account (checking, savings, money markets, and certificates of deposit (CDs)), and the advantages and disadvantages of each.

Clarification 2: Instruction includes credit unions, commercial banks, traditional banks, and online banks.

SS.912.FL.4.AP.1 Identify different types of accounts and financial products offered through banking institutions.

SS.912.FL.4.2 Compare and contrast the characteristics of the various accounts and services offered by depository institutions.

Benchmark Clarifications:

Clarification 1: Instruction includes online banking, minimum balance requirements, monthly fees, overdraft penalties, and interest rates.

Clarification 2: Instruction includes understanding the process for opening and managing a bank account.

Clarification 3: Instruction includes understanding the different components of an account, such as the routing number and the account number.

SS.912.FL.4.AP.2 Identify various types of bank accounts, the process for opening and managing an account and the services provided by different financial institutions.



SS.912.FL.4.3 Explain how people should regularly track and manage funds in their account to ensure enough funds are available in those accounts to cover any outstanding transactions or future automated withdrawals.

Benchmark Clarifications:

Clarification 1: Instruction includes understanding that account holders should regularly check the deposits and withdrawals to the accounts to ensure that these transactions were authorized by the account holder, in addition to checking for any fees charged and whether appropriate interest was credited to the account.

SS.912.FL.4.AP.3 Recognize the need to ensure enough funds are available in an account to cover any outstanding transactions or future automated withdrawals.

SS.912.FL.4.4 Analyze the impact of spending versus saving.

Example: Provide examples in people's lives where they might decide to buy something immediately and then wish they had instead saved the money for future purchases.

Benchmark Clarifications:

Clarification 1: Instruction includes the benefits and drawbacks of saving and spending in various situations.

SS.912.FL.4.AP.4 Compare the impact of spending versus saving.

SS.912.FL.4.5 Describe how inflation reduces the value of money.

Benchmark Clarifications:

Clarification 1: Instruction includes understanding that the real interest rate is calculated as the nominal interest rate minus the rate of inflation.

Clarification 2: Instruction includes understanding why savers should expect a higher nominal interest rate when inflation is expected to be high.

SS.912.FL.4.AP.5 Recognize how inflation impacts the value of money.

SS.912.FL.4.6 Compare the difference between the nominal interest rate and the real interest rate.

Example: Given the nominal interest rate and the rate of inflation over one year, explain what will happen to the purchasing power of savings.

SS.912.FL.4.AP.6 Identify the difference between the nominal interest rate and real interest rate.



SS.912.FL.4.7 Describe ways that money received (or paid) in the future can be compared to money held today by discounting the future value based on the rate of interest.

Example: Use spreadsheet software to calculate the amount a 10-year-old would need to save today to pay for one year of college tuition eight years from now.

SS.912.FL.4.AP.7 Recognize that money received or paid today could have less value in the future.

SS.912.FL.4.8 Explain ways that government agencies supervise and regulate financial institutions to help protect the safety, soundness, and legal compliance of the United States banking and financial system.

Benchmark Clarifications:

Clarification 1: Instruction includes understanding the role that government agencies charged with regulating financial institutions play in helping to protect the safety, soundness, and legal compliance of the nation's banking system.

Clarification 2: Instruction includes the purpose and function of the following agencies: Federal Reserve, Office of the Comptroller of the Currency, Consumer Financial Protection Bureau (CFPB), Federal Deposit Insurance Corporation (FDIC), National Credit Union Administration (NCUA), and state banking departments.

SS.912.FL.4.AP.8 Recognize the role of government agencies as they relate to financial institutions.

SS.912.FL.4.9 Describe government policies that create incentives and disincentives for people to save.

Benchmark Clarifications:

Clarification 1: Instruction includes understanding how traditional IRAs (individual retirement accounts), Roth IRAs, and educational savings accounts provide incentives for people to save.

Clarification 2: Instruction includes understanding the difference when taxes are paid with a traditional IRA versus a Roth IRA.

Clarification 3: Instruction includes understanding how taxes on interest reduce the incentive for people to save.

SS.912.FL.4.AP.9 Identify how differences in time and interest rates impact savings options.

SS.912.FL.4.10 Explain how employer benefit programs create incentives and disincentives to save and how an employee's decision to save can depend on how the alternatives are presented by the employer.

Benchmark Clarifications:



Clarification 1: Instruction includes understanding how matches of retirement savings by employers may change the incentives for employees to save.

Clarification 2: Instruction includes understanding why having employees “opt out” of savings programs results in a higher level of saving than having them “opt in” due to the idea of default bias.

SS.912.FL.4.AP.10 Identify various employer benefit programs that create incentives to save.

SS.91.FL.5 Identify and analyze the benefits, risks, associated fees and laws that consumers should consider when choosing to buy on credit.

SS.912.FL.5.1 Analyze the ways that consumers can compare the cost of credit by using the annual percentage rate (APR), initial fees charged, and fees charged for late payment or missed payments.

Benchmark Clarifications:

Clarification 1: Instruction includes the use of APR, initial fees, late fees, nonpayment fees, and other relevant information to compare the cost of credit from various sources for the purchase of a product.

SS.912.FL.5.AP.1 Identify annual percentage rate (APR), initial fees charged, and/or fees charged for late payment or missed payments can change the cost of credit.

SS.912.FL.5.2 Explain why banks and financial institutions sometimes compete by offering credit at low introductory rates.

Clarification 1: Instruction includes the motivating factors for a bank offering low-rate introductory credit offers.

Clarification 2: Instruction includes understanding the possible negative impacts of low-rate introductory credit offers on consumers.

SS.912.FL.5.AP.2 Identify that banks and financial institutions compete by offering credit at low introductory rates.

SS.912.FL.5.3 Explain that loans can be unsecured or secured with collateral.

Benchmark Clarifications:

Clarification 1: Instruction includes explaining why secured loans are viewed as having less risk and why lenders charge a lower interest rate than they charge for unsecured loans.

Clarification 2: Instruction includes understanding unsecured versus secured credit cards.

SS.912.FL.5.AP.3 Identify the difference between secured and unsecured loans and recognize the role of collateral in secured loans.



SS.912.FL.5.4 Describe the factors that influence the cost of borrowing from the perspective of the buyer and the seller, such as down payments and interest rates.

Benchmark Clarifications:

Clarification 1: Instruction includes how a down payment reduces the total amount financed and why this reduces the monthly payment and/or the length of the loan.

Clarification 2: Instruction includes understanding why a borrower who has made a down payment has an incentive to repay a loan or make payments on time.

Clarification 3: Instruction includes discussing why people make a down payment and why lenders may consider loans made with a down payment to have less risk.

SS.912.FL.5.AP.4 Classify the factors that influence the cost of borrowing as either the buyer or the seller.

SS.912.FL.5.5 Explain that lenders make credit decisions based in part on consumer payment history.

Example: List factors from an individual's credit history or credit application that may cause a lender to deny credit.

Benchmark Clarifications:

Clarification 1: Instruction includes understanding that credit bureaus record borrowers' credit and payment histories, and provide that information to lenders in credit reports.

SS.912.FL.5.AP.5 Identify that lenders make credit decisions based in part on consumer payment history.

SS.912.FL.5.6 Demonstrate an understanding of completing a loan application.

Benchmark Clarifications:

Clarification 1: Instruction includes the different aspects of a loan application, which include its basic requirements, limits, and credit check.

Clarification 2: Instruction includes understanding the typical choices made on a car loan such as amount of down payment, interest rate, term of loan, and monthly payment.

SS.912.FL.5.AP.6 Identify the parts of a loan application.

SS.912.FL.5.7 Discuss that lenders can pay to receive a borrower's credit score from a credit bureau.

Example: Explain why certain factors, such as having many credit cards with large lines of credit and large balances, might hurt a credit score.

Benchmark Clarifications:

Clarification 1: Instruction includes understanding a credit score and what it indicates about a borrower.



SS.912.FL.5.AP.7 Identify how a credit score and the use of credit can impact the borrower's ability to obtain credit.

SS.912.FL.5.8 Analyze the costs and benefits associated with credit cards.

Benchmark Clarifications:

Clarification 1: Instruction includes understanding that while credit cards are useful for making purchases, interest rates on credit card loans are generally higher than other types of loans and may also have additional fees.

Clarification 2: Instruction includes understanding that credit card interest rates are higher for people considered to have a higher risk of nonpayment as determined by their credit scores.

SS.912.FL.5.AP.8 Compare the costs and benefits associated with credit cards.

SS.912.FL.5.9 Describe that, in addition to assessing a person's credit risk, credit reports and scores may be requested and used by employers in hiring decisions, property owners in deciding whether to rent apartments, and insurance companies in charging premiums.

Example: Provide two examples of how having a good credit score can benefit a person financially.

Example: Explain why employers find it useful to hire someone with a higher credit score.

SS.912.FL.5.AP.9 Identify the advantages and disadvantages that credit scores can have on hiring decisions, property rentals, and insurance premiums.

SS.912.FL.5.10 Examine the fact that failure to repay a loan has significant consequences for borrowers such as negative entries on their credit report, repossession of property (collateral), garnishment of wages, and the inability to obtain loans in the future.

Example: Author an expository essay that explains the future opportunities a person can lose by failing to repay loans as agreed.

SS.912.FL.5.AP.10 Discuss potential consequences for a borrower failing to repay a loan.

SS.912.FL.5.11 Explain that consumers who have difficulty repaying debt can seek assistance through credit counseling services and by negotiating directly with creditors.

Benchmark Clarifications:

Clarification 1: Instruction includes identifying the costs and benefits associated with using different credit counseling services.

SS.912.FL.5.AP.11 Discuss that consumers have options if having difficulty repaying debt.

SS.912.FL.5.12 Explain how bankruptcy may be an option for consumers who are unable to repay debt.

Example: Investigate the costs of filing for bankruptcy by examining the bankruptcy laws in Florida.

Benchmark Clarifications:

Clarification 1: Instruction includes understanding the impact of filing for bankruptcy on an individual's credit report.

SS.912.FL.5.AP.12 Recognize that bankruptcy may be an option for consumers who are unable to repay debt.

SS.912.FL.5.13 Explain that people often apply for a mortgage to purchase a home.

Example: Predict what might happen should a homeowner fail to make his or her mortgage payments.

Example: Given the specifications of a home and a salary for an individual, investigate the steps required to complete an application for a mortgage.

Benchmark Clarifications:

Clarification 1: Instruction includes understanding factors related to mortgage lending: down payment, fixed vs. variable rates, and insurance requirements.

SS.912.FL.5.AP.13 Recognize why people apply for a mortgage to purchase a home.

SS.912.FL.5.14 Discuss that consumers who use credit should be aware of laws that are in place to protect them.

Example: Lenders must provide consumers with a full disclosure of credit terms. Given a scenario and sample disclosure, evaluate the information provided to decide about applying for credit.

Benchmark Clarifications:

Clarification 1: Instruction includes understanding lending laws: provision of full disclosure of credit terms, discriminatory lending practices, abusive marketing practices and debt collection.

SS.912.FL.5.AP.14 Recognize that consumers who use credit should be aware of laws that are in place to protect them.



SS.912.FL.5.15 Explain that consumers are entitled to a free copy of their credit report annually.

Benchmark Clarifications:

Clarification 1: Instruction includes understanding why it is important to check the accuracy of the information recorded on a credit report and knowing what steps to take to correct errors on credit reports.

Clarification 2: Instruction includes understanding that credit report errors may increase the cost of credit.

SS.912.FL.5.AP.15 Recognize that consumers are entitled to a free copy of their credit report annually.

SS.912.FL.5.16 Analyze how postsecondary education can be financed through a combination of scholarships, grants, and other financial aid (e.g., Bright Futures, work-study, student loans, and savings).

Benchmark Clarifications:

Clarification 1: Instruction includes understanding the process and importance of completing the Free Application for Federal Student Aid (FAFSA).

Clarification 2: Instruction includes identifying scholarships and grants for which an individual student may be eligible.

SS.912.FL.5.AP.16 Identify different options to finance postsecondary education.

SS.912.FL.5.17 Compare different types of student loans and understand how to complete a student loan application.

Benchmark Clarifications:

Clarification 1: Instruction includes understanding Parent Loan for Undergraduate Students (PLUS) loans, private student loans, direct subsidized loans, and direct unsubsidized loans.

Clarification 2: Instruction includes understanding the long-term costs of student loans such as accrued interest during periods of deferment or forbearance.

SS.912.FL.5.AP.17 Compare different types of student loans and understand there is an application.

SS.91.FL.6 Identify and analyze the means, types and risks of financial investing including personal and societal influences and the government's role in regulating investments.



SS.912.FL.6.1 Explain the purpose of the following investments: stocks, bonds, mutual funds, index funds, and Exchange-Traded Funds (ETFs); real estate; money markets and annuities; and others (e.g., commodities).

Benchmark Clarifications:

Clarification 1: Instruction includes understanding that each investment has its own risk, and the consumer must decide whether the risk is worth the reward by examining available data.

Clarification 2: Instruction includes discussing tax implications of each type of investment.

SS.912.FL.6.AP.1 Recognize the purpose of the following investments: stocks, bonds, real estate, and others.

SS.912.FL.6.2 Compare the ways that tax rates vary on different types of investments.

Example: Given tax rates and inflation rates, calculate the real, after-tax rates of return for groups of stocks and bonds.

Benchmark Clarifications:

Clarification 1: Instruction includes understanding the after-tax rate of return of an investment.

SS.912.FL.6.AP.2 Recognize that tax rates vary on different types of investments.

SS.912.FL.6.3 Explain how the expenses of buying, selling, and holding financial assets decrease the rate of return from an investment.

Example: Identify and compare the administrative operating costs (expense ratios) of several mutual funds and estimate the differences in the total amount accumulated after 10 years for each mutual fund, assuming identical market performance.

Example: Given several mutual funds, determine how much an investor may be paying in costs.

Benchmark Clarifications:

Clarification 1: Instruction includes discussing costs and fees associated with different types of investments. These costs and fees may include, but are not limited to, management fees, commissions, and annual expense ratios.

SS.912.FL.6.AP.3 Recognize that there are expenses for buying, selling, and holding financial assets.

SS.912.FL.6.4 Discuss that buyers and sellers in financial markets determine prices of financial assets and therefore influence the rates of return on those assets.

Example: Predict what will happen to the price and rate of return on a bond if buyers believe that the bond has increased in risk.



SS.912.FL.6.5 Discuss the trade-off between risk and return in comparing financial investments.

Example: Explain why the expected rate of return on a “blue chip” stock is likely to be lower than that of an Internet start-up company.

Benchmark Clarifications:

Clarification 1: Instruction includes understanding that an investment with greater risk than another investment may have a lower market price, and therefore a higher rate of return, than the other investment.

SS.912.FL.6.AP.5 Identify the difference between risk and return in financial investments.

SS.912.FL.6.6 Explain that shorter-term investments will likely have lower rates of return than longer-term investments.

Example: Compare how markets determine rates of return for two bonds, long-term bond, and a short-term bond, assuming each bond pays the same rate of interest.

SS.912.FL.6.AP.6 Identify that shorter-term investments will likely have lower rates of return than longer-term investments.

SS.912.FL.6.7 Describe how diversifying investments in different types of financial assets can lower investment risk.

Example: Compare the risk faced by two investors, both of whom own two businesses on a beach. One investor owns a suntan lotion business and an umbrella business. The other investor owns two suntan lotion businesses.

Benchmark Clarifications:

Clarification 1: Instruction includes understanding why a financial advisor might encourage a client to include stocks, bonds, and real estate assets in his or her portfolio.

SS.912.FL.6.8 Describe how financial markets adjust to current events and financial news, and that prices in those markets reflect what is publicly known about those financial assets.

Benchmark Clarifications:

Clarification 1: Instruction includes how prices of financial investments can adjust when given specific news about a company's or industry's future profitability.

SS.912.FL.6.AP.8 Identify how financial markets adjust to current events and financial news.



SS.912.FL.6.9 Discuss ways that prices of financial assets are affected by interest rates, changes in domestic and international economic conditions, monetary policy, and fiscal policy.

Example: Give an example of a change in interest rates affecting the current value of a financial asset that pays returns in the future.

Benchmark Clarifications:

Clarification 1: Instruction includes understanding how a change in economic growth might change the value of a stock held by an investor.

SS.912.FL.6.10 Explain that people vary in their willingness to take risks because the willingness to take risks depends on factors such as personality, income, time horizon, and family situation.

Benchmark Clarifications:

Clarification 1: Instruction includes understanding how the portfolio of a retiree might differ from that of a young, single person.

SS.912.FL.6.AP.10 Identify different factors to taking financial risks.

SS.912.FL.6.11 Describe why an economic role for a government may exist if individuals do not have complete information about the nature of alternative investments or access to competitive financial markets.

Benchmark Clarifications:

Clarification 1: Instruction includes understanding why it is important for individuals to have accurate information about a company's sales and profits when investing in that company.

SS.912.FL.6.12 Compare the Securities and Exchange Commission (SEC), the Federal Reserve, and other government agencies that regulate financial markets.

Example: Conduct research to learn about the SEC or the Federal Reserve and identify their roles in regulating financial markets.

SS.912.FL.6.AP.12 Identify the Securities and Exchange Commission (SEC), the Federal Reserve, and other government agencies that regulate financial markets.

SS.912.FL.6.13 Describe the purpose of the following accounts that hold investments: various retirement accounts (e.g., 401(k), 403(b), Traditional IRA, Roth IRA), education accounts (e.g., 529 savings plan, Coverdell Education Savings Account (ESA)), and taxable investment brokerage accounts.

**Benchmark Clarifications:**

Clarification 1: Instruction includes understanding that each account that holds an investment has its own risk, and the consumer must decide whether the risk is worth the reward.

Clarification 2: Instruction includes analyzing the advantages and disadvantages of each account that holds an investment.

Clarification 3: Instruction includes understanding various investment applications (mobile applications) that may be used to hold investment accounts.

SS.912.FL.6.AP.13 Identify the purpose of taxable investment brokerage accounts.

SS.912.FL.6.14 Evaluate the motives for using a digital currency.

Benchmark Clarifications:

Clarification 1: Instruction includes understanding the dollar price of a digital currency can be very volatile as it depends on the digital currency's supply and demand.

Clarification 2: Instruction includes understanding that a digital currency is a digital asset secured by cryptography and recorded on a block chain that may be used to send or receive payments on the internet.

Clarification 3: Instruction includes understanding reasons for the use of digital currency: financial privacy concerns, international payments, the ability to execute smart contracts, and speculation.

SS.912.FL.6.AP.14 Identify advantages and disadvantages of using a digital currency.

SS.91.FL.7 Identify and analyze methods of protecting financial investments and personal information.

SS.912.FL.7.1 Describe how individuals vary with respect to their willingness to accept risk and why most people are willing to pay a small cost now if it means they can avoid a possible larger loss later.

Example: Discuss whether a premium paid to insure against an accident that never happens is wasted.

Benchmark Clarifications:

Clarification 1: Instruction includes understanding self-insurance and the practice of having an emergency fund.

Clarification 2: Instruction includes understanding the potential effects on premium costs if in an emergency fund.

SS.912.FL.7.AP.1 Identify why most people are willing to pay a small cost now if it means they can avoid a possible larger loss later.



SS.912.FL.7.2 Understand that insurance companies charge premiums to create a pool of money from which the company uses to pay for losses incurred by policyholders.

Benchmark Clarifications:

Clarification 1: Instruction includes understanding that insurance companies allow the risk of loss to be spread amongst all policyholders.

SS.912.FL.7.AP.2 Recognize that insurance companies charge premiums to create a pool of money from which the company uses to pay for losses incurred by policyholders.

SS.912.FL.7.3 Analyze and evaluate the cost-effectiveness of supplemental insurance.

Example: Evaluate the cost-effectiveness of extended warranties on three consumer products: a new automobile, a smart phone, and a dishwasher. Consider the likelihood that the product will fail, the cost of replacing the item, and the price of the warranty.

Benchmark Clarifications:

Clarification 1: Instruction includes understanding how an extended warranty on a consumer product is a type of supplemental insurance.

SS.912.FL.7.AP.3 Discuss whether supplemental insurance is cost-effective.

SS.912.FL.7.4 Describe why people choose different amounts of insurance coverage based on their willingness to accept risk, as well as their occupation, lifestyle, age, financial profile, and the price of insurance.

Example: Given profiles for three individuals, consider options for appropriate insurance coverage based upon their unique level of personal financial risk.

SS.912.FL.7.AP.4 Identify different factors that influence a person's choice of insurance coverage.

SS.912.FL.7.5 Explain how governments and contractual obligations can influence the decisions and responsibilities of individuals to obtain different forms of insurance.

Example: Research and provide the laws and regulations that establish the amount of auto insurance drivers must purchase in Florida.



Benchmark Clarifications:

Clarification 1: Instruction includes understanding why homeowners' insurance is required by a lender when a homeowner takes out a mortgage.

SS.912.FL.7.5 Identify how laws and loan requirements influence individual decisions and responsibilities related to obtaining various forms of insurance.

SS.912.FL.7.6 Describe how an insurance contract can increase the probability or size of a potential loss.

Example: Given an accident scenario, calculate the amount that would be paid on an insurance claim after applying exclusions and deductibles.

Benchmark Clarifications:

Clarification 1: Instruction includes understanding that having insurance may result in the policyholder taking more risks.

Clarification 2: Instruction includes understanding that deductibles and copayments are cost-sharing features that encourage the policyholder to take steps to reduce the potential size of an insurance claim.

SS.912.FL.7.AP.6 Identify how the amount of an insurance deductible affects monthly premiums and out-of-pocket costs in the event of a claim.

SS.912.FL.7.7 Explain that people can lower insurance premiums by behaving in ways that show they pose a lower risk.

Benchmark Clarifications:

Clarification 1: Instruction includes factors that potentially lower insurance rates such as taking a safe-driving course to lower auto insurance cost or lower health insurance premiums for non-smokers.

SS.912.FL.7.AP.7 Identify behaviors that can lower insurance premiums.

SS.912.FL.7.8 Identify the purposes of various types of insurance.

Benchmark Clarifications:

Clarification 1: Instruction includes understanding multiple types of insurance: health, disability, long-term care, travel, auto, renter, life, homeowner, and property and casualty.

Clarification 2: Instruction includes comparing the coverage and costs of hypothetical plans for a set of scenarios utilizing various types of insurance.

SS.912.FL.7.AP.8 Identify the purposes of various types of insurance.

SS.912.FL.7.9 Explain how government programs provide a social safety net that protects an individual from an economic hardship created by unexpected events.



Example: Describe examples of government transfer programs that compensate for unexpected losses, including Social Security Disability benefits, Medicare, Medicaid, and unemployment insurance.

Benchmark Clarifications:

Clarification 1: Instruction includes understanding that workers' compensation is a government-mandated program that provides benefits to workers that become injured or ill on a job or because of the job.

SS.912.FL.7.AP.9 Identify government programs that provide a social safety net from economic hardship.

SS.912.FL.7.10 Identify how responsible use of personal information can prevent identity theft.

Example: Given a scenario in which an individual's personal information has been used fraudulently, explain the possible consequences that will follow in terms of loss of assets, wealth and future opportunities.

Benchmark Clarifications:

Clarification 1: Instruction includes describing problems that can occur when an individual is a victim of identity theft.

Clarification 2: Instruction includes giving specific examples of how online transactions, online banking, email frauds, and telemarketing calls can make consumers vulnerable to identity theft.

Clarification 3: Instruction includes describing the conditions under which individuals should and should not disclose their Social Security number, account numbers, or other sensitive personal information.

SS.912.FL.7.AP.10 Identify methods to prevent identity theft.

SS.912.FL.7.11 Compare federal and state regulations that provide some remedies and assistance for victims of identity theft.

Benchmark Clarifications:

Clarification 1: Instruction includes recommending actions a victim of identity theft should take to limit losses and restore personal security.

SS.912.FL.7.AP.11 Identify federal and state regulations that provide some remedies and assistance for victims of identity theft.

SS.912.FL.7.12 Identify the implications of social networking sites and other online activity on an individual's digital footprint.

Benchmark Clarifications:

Clarification 1: Instruction includes understanding that employers may check a prospective employee's digital footprint as part of the hiring process.



SS.912.FL.7.AP.12 Identify how social networking sites can affect a person's digital footprint.

SS.912.FL.7.13 Explain that financial planning includes preparing for all contingencies, including death.

Benchmark Clarifications:

Clarification 1: Instruction includes estate planning: preparing wills and living wills, power of attorney documents and trusts, and estate tax planning for larger estates.

Clarification 2: Instruction includes discussing the difference between trusts and wills.

SS.912.FL.7.AP.13 Identify that financial planning includes preparing for all contingencies, including death.

SS.912.FL.7.14 Explain the implications of receiving an inheritance.

Benchmark Clarifications:

Clarification 1: Instruction includes understanding that an inheritance is money or assets a person has been bequeathed when someone passes.

Clarification 2: Instruction includes creating a detailed plan for an inheritance.

Clarification 3: Instruction includes understanding the impact to one's taxes from receiving an inheritance.

SS.912.FL.7.AP.14 Identify the implications of receiving an inheritance.

SS.912.FL.7.15 Examine laws and regulations concerning personal finance.

Example: Create a three-column graphic organizer to include in column (1) the governmental agency or law, column (2) its specific function as associated with personal finance, and column (3) a brief scenario of how the agency or law could interact with an individual. Include the following within column (1): Federal Deposit Insurance Corporation (FDIC), Community Reinvestment Act (CRA), Dodd-Frank Act, and National Credit Union Administration (NCUA). Complete the remaining columns as appropriate.

Benchmark Clarifications:

Clarification 1: Instruction includes understanding state and federal laws concerning personal finance.

Clarification 2: Instruction includes identifying state and federal agencies regulating personal finance.

SS.912.FL.7.AP.15 Identify laws and regulations concerning personal finance.



Geography

SS.912.G.1 Understand how to use maps and other geographic representations, tools, and technology to report information.

SS.912.G.1.1 Design maps using a variety of technologies based on descriptive data to explain physical and cultural attributes of major world regions.

SS.912.G.1.AP.1 Design maps to explain physical and cultural attributes of major world regions.

SS.912.G.1.2 Use spatial perspective and appropriate geographic terms and tools, including the Six Essential Elements, as organizational schema to describe any given place.

SS.912.G.1.AP.2 Using the Six Essential Elements, describe any given place.

SS.912.G.1.3 Employ applicable units of measurement and scale to solve simple locational problems using maps, and globes.

SS.912.G.1.AP.3 Utilize units of measurement and scale to solve simple locational problems using maps and globes.

SS.912.G.1.4 Analyze geographic information from a variety of sources including primary sources, atlases, computer, and digital sources, Geographic Information Systems (GIS), and a broad variety of maps.

SS.912.G.1.AP.4 Identify geographic information from a variety of sources including primary sources, atlases, computer, and digital sources, Geographic Information System (GIS), and a broad variety of maps.

SS.912.G.2 Understand physical and cultural characteristics of places.

SS.912.G.2.1 Identify the physical characteristics and the human characteristics that define and differentiate regions.

SS.912.G.2.AP.1 Identify physical and human characteristics that define and differentiate regions.

SS.912.G.2.2 Describe the factors and processes that contribute to the differences between developing and developed regions of the world.



<u>SS.912.G.2.AP.2</u>	<u>Recognize the factors and processes that contribute to the differences between developing and developed regions of the world.</u>
<u>SS.912.G.2.3</u>	<u>Use geographic terms and tools to analyze case studies of regional issues in different parts of the world that have critical economic, physical or political ramifications.</u>
<u>SS.912.G.2.AP.3</u>	<u>Use geographic terms and tools to identify regional issues in different parts of the world that have critical economic, physical, or political ramifications in case studies.</u>
<u>SS.912.G.2.4</u>	<u>Use geographic terms and tools to analyze case studies of how selected regions change over time.</u>
<u>SS.912.G.2.AP.4</u>	<u>Use geographic terms and tools to identify how selected regions change over time in case studies.</u>
<u>SS.912.G.2.5</u>	<u>Use geographic terms and tools to analyze case studies of debates over how human actions modify a selected region.</u>
<u>SS.912.G.2.AP.5</u>	<u>Use geographic terms and tools including mining, drilling, farming, and housing to identify debates over how human actions modify selected regions using case studies.</u>
<i><u>SS.912.G.3 Understand the relationships between the Earth's ecosystems and the populations that dwell within them.</u></i>	
<u>SS.912.G.3.1</u>	<u>Use geographic terms to locate and describe major ecosystems of Earth.</u>
<u>SS.912.G.3.AP.1</u>	<u>Using geographic terms, identify characteristics of major ecosystems of Earth, such as location, climate, landforms, and resources.</u>
<u>SS.912.G.3.2</u>	<u>Use geographic terms and tools to explain how weather and climate influence the natural character of a place.</u>
<u>SS.912.G.3.AP.2</u>	<u>Use geographic terms and tools to describe how weather and climate influence a location.</u>
<u>SS.912.G.3.3</u>	<u>Use geographic terms and tools to explain differing perspectives on the use of renewable and non-renewable resources in Florida, the United States, and the world.</u>



SS.912.G.3.AP.3 Use geographic terms and tools to identify different opinions on the use of renewable and non-renewable resources in Florida, the United States, and the world.

SS.912.G.3.4 Use geographic terms and tools to explain how the Earth's internal changes and external changes influence the character of places.

SS.912.G.3.AP.4 Use geographic terms and tools to describe how Earth's internal changes such as volcanoes and earthquakes and external changes such as droughts, floods, and erosion impact the characteristics of locations.

SS.912.G.3.5 Use geographic terms and tools to explain how hydrology influences the physical character of a place.

SS.912.G.3.AP.5 Use geographic terms and tools to describe how changes in the distribution or use of water (hydrology), such as damming a river or building an irrigation system, impact locations.

SS.912.G.4 Understand the characteristics, distribution, and migration of human populations.

SS.912.G.4.1 Interpret population growth and other demographic data for any given place.

SS.912.G.4.AP.1 Compare the changes in population growth and other demographic data for selected places.

SS.912.G.4.2 Use geographic terms and tools to analyze the push and pull factors contributing to human migration within and among places.

SS.912.G.4.AP.2 Use geographic terms and tools to describe the push/pull factors contributing to human migration.

SS.912.G.4.3 Use geographic terms and tools to analyze the effects of migration both on the place of origin and destination, including border areas.

SS.912.G.4.AP.3 Use geographic terms and tools to examine effects of migration on the place of origin and destination, including border areas.

SS.912.G.4.4 Use geographic terms and tools to analyze case studies of issues in globalization.



SS.912.G.4.AP.4 Utilize geographic terms and tools to identify issues in globalization, such as outsourcing and unfair treatment of certain population groups.

SS.912.G.4.5 Use geographic terms and tools to analyze case studies of the development, growth, and changing nature of cities and urban centers.

SS.912.G.4.AP.5 Use geographic terms and tools to identify changes in cities and urban centers.

SS.912.G.4.6 Use geographic terms and tools to predict the effect of a change in a specific characteristic of a place on the human population of that place.

SS.912.G.4.AP.6 Use geographic terms and tools to identify an effect of a change in a specific characteristic of a place on the human population of that place.

SS.912.G.4.7 Use geographic terms and tools to explain cultural diffusion throughout places, regions, and the world.

SS.912.G.4.AP.7 Use geographic terms and tools to identify characteristics of cultural diffusion throughout selected places, regions, and the world.

SS.912.G.4.8 Use geographic concepts to analyze spatial phenomena and to discuss economic, political, and social factors that define and interpret space.

SS.912.G.4.AP.8 Use geographic concepts to identify political, social, and economic factors that define space, such as patterns of land use and availability of transportation systems.

SS.912.G.4.9 Use political maps to describe the change in boundaries and governments within continents over time.

SS.912.G.4.AP.9 Use political maps to identify changes in boundaries or governments within a continent.

SS.912.G.5 Understand how human actions can impact the environment.

SS.912.G.5.1 Analyze case studies of how the Earth's physical systems affect humans.

SS.912.G.5.AP.1 Identify examples of how the Earth's physical systems, such as landforms, locations, resources, and climate affect humans in case studies.



<u>SS.912.G.5.2</u>	<u>Analyze case studies of how changes in the physical environment of a place can increase or diminish its capacity to support human activity.</u>
<u>SS.912.G.5.AP.2</u>	<u>Identify how changes in the physical environment of a place can impact its capacity to support human activity in case studies.</u>
<u>SS.912.G.5.3</u>	<u>Analyze case studies of the effects of human use of technology on the environment of places.</u>
<u>SS.912.G.5.AP.3</u>	<u>Identify how human use of technology affects the environment of places in case studies.</u>
<u>SS.912.G.5.4</u>	<u>Analyze case studies of how humans impact the diversity and productivity of ecosystems.</u>
<u>SS.912.G.5.AP.4</u>	<u>Identify how humans impact the diversity and productivity of an ecosystem in case studies.</u>
<u>SS.912.G.5.5</u>	<u>Use geographic terms and tools to analyze case studies of policies and programs for resource use and management.</u>
<u>SS.912.G.5.AP.5</u>	<u>Use geographic terms and tools to identify effects of government policies or programs for resource use and management in case studies.</u>
<u>SS.912.G.5.6</u>	<u>Analyze case studies to predict how a change to an environmental factor can affect an ecosystem.</u>
<u>SS.912.G.5.AP.6</u>	<u>Identify how change to an environmental factor can affect an ecosystem in case studies.</u>
<i><u>SS.912.G.6 Understand how to apply geography to interpret the past and present and plan for the future.</u></i>	
<u>SS.912.G.6.1</u>	<u>Use appropriate maps and other graphic representations to analyze geographic problems and changes over time.</u>
<u>SS.912.G.6.AP.1</u>	<u>Use appropriate maps and other graphic representations to examine geographic problems and changes over time.</u>



<u>SS.912.G.6.2</u>	<u>Develop databases about specific places and provide a simple analysis about their importance.</u>
<u>SS.912.G.6.AP.2</u>	<u>Identify, organize, and determine the importance of information about a specific place.</u>
<u>SS.912.G.6.3</u>	<u>Formulate hypotheses and test geographic models that demonstrate complex relationships between physical and cultural phenomena.</u>
<u>SS.912.G.6.AP.3</u>	<u>Identify the relationship between physical and cultural phenomena in specific places using geographic models.</u>
<u>SS.912.G.6.4</u>	<u>Translate narratives about places and events into graphic representations.</u>
<u>SS.912.G.6.AP.4</u>	<u>Use narratives about places and events to create graphic representations, such as maps, tables, or graphs.</u>
<u>SS.912.G.6.5</u>	<u>Develop criteria for assessing issues relating to human spatial organization and environmental stability to identify solutions.</u>
<u>SS.912.G.6.AP.5a</u>	<u>Identify issues relating to human spatial organization and environmental stability.</u>
<u>SS.912.G.6.AP.5b</u>	<u>Identify solutions relating to human spatial organization and environmental stability.</u>



Humanities

SS.912.H.1 Identify and analyze the historical, social and cultural contexts of the arts.

<u>SS.912.H.1.1</u>	<u>Relate works in the arts (e.g., architecture, dance, music, theatre, visual arts) of varying styles and genre according to the periods in which they were created.</u>
<u>SS.912.H.1.AP.1</u>	<u>Identify works in the arts, including architecture, music, and visual arts, from time periods, such as Classical, Renaissance, Modern, and Contemporary.</u>
<u>SS.912.H.1.2</u>	<u>Describe how historical events, social context and culture impact forms, techniques, and purposes of works in the arts, including the relationship between a government and its citizens.</u>
<u>SS.912.H.1.AP.2</u>	<u>Identify ways historical events, social context, culture, and government are displayed in works of art, such as imperial Roman sculpture, the Palace of Versailles, and the layout of Washington, D.C.</u>
<u>SS.912.H.1.3</u>	<u>Relate works in the arts to various cultures.</u>
<u>SS.912.H.1.AP.3</u>	<u>Identify works in the arts from various cultures, such as African, Asian, European, the Americas, and the Middle Eastern.</u>
<u>SS.912.H.1.4</u>	<u>Explain philosophical beliefs as they relate to works in the arts.</u>
<u>SS.912.H.1.AP.4</u>	<u>Identify philosophical beliefs as they relate to works in the arts.</u>
<u>SS.912.H.1.5</u>	<u>Examine artistic response to social issues and new ideas in various cultures.</u>
<u>SS.912.H.1.AP.5</u>	<u>Identify artistic response to social issues (I.e., Victor Hugo and Langston Hughes) and new ideas in various cultures.</u>
<u>SS.912.H.1.6</u>	<u>Analyze how current events are explained by artistic and cultural trends of the past.</u>
<u>SS.912.H.1.AP.6</u>	<u>Identify how current events are explained by artistic and cultural trends of the past.</u>



SS.912.H.1.7 Know terminology of art forms (e.g., narthex, apse, triforium of Gothic cathedral) within cultures and use appropriately in oral and written references.

SS.912.H.1.AP.7 Recognize terminology of art forms (narthex, apse, triforium of Gothic cathedral) within cultures and use appropriately in oral and written references.

SS.912.H.2 Respond critically and aesthetically to various works in the arts.

SS.912.H.2.1 Identify specific characteristics of works within various art forms (i.e., architecture, dance, film, literature, music, theatre, visual arts).

SS.912.H.2.AP.1 Recognize characteristics of specific works within various art forms such as architecture, dance, film, literature, music, theatre, and visual arts.

SS.912.H.2.2 Classify styles, forms, types, and genres within art forms.

SS.912.H.2.AP.2 Identify the genre and form of works within art forms, such as modern and ethnic dance, and ballads, and nationalistic music.

SS.912.H.2.3 Apply various types of critical analysis (e.g., contextual, formal, and intuitive criticism) to works in the arts, including the types and use of symbolism within art forms and their philosophical implications.

SS.912.H.2.AP.3 Identify ways of evaluating art by examining the elements of the art form (formal), deciding one's own feelings about the art (intuitive) and recognizing the use of symbolism.

SS.912.H.2.4 Examine the effects that works in the arts have on groups, individuals, and cultures.

SS.912.H.2.AP.4 Identify an effect of works of art on an individual or group, such as changing their mood or leading groups to protest.

SS.912.H.2.5 Describe how historical, social, cultural, and physical settings influence an audience's aesthetic response.

SS.912.H.2.AP.5 Describe influences on an audience's response to art such as the historical, social, cultural, or physical setting.



SS.912.H.3 Understand how transportation, trade, communication, science and technology influence the progression, and regression of cultures.

SS.912.H.3.1 Analyze the effects of transportation, trade, communication, science and technology on the preservation and diffusion of culture.

SS.912.H.3.AP.1 Identify effects of transportation, trade, communication, science, and technology on the preservation of a culture and its diffusion to other locations.

SS.912.H.3.2 Identify social, moral, ethical, religious, and legal issues arising from technological and scientific developments, and examine the influence on works of arts within a culture.

SS.912.H.3.AP.2 Recognize social, ethical, moral, religious, and legal issues related to technological or scientific developments and their influence on works of arts.

SS.912.H.3.3 Identify contributions made by various world cultures through trade and communication, and form a hypothesis on future contributions and changes.

SS.912.H.3.AP.3a Recognize contributions made by various world cultures through trade and communication.

SS.912.H.3.AP.3b Predict future contributions and changes made by various world cultures through trade and communication.

Psychology**SS.912.P.1 Identify the meaning, history and value of psychology and its role as a social science.**

SS.912.P.1.1 Define psychology as a discipline and identify its goals as a science.

SS.912.P.1.AP.1a Recognize psychology as a scientific discipline.

SS.912.P.1.AP.1b Identify a goal of psychology as a science.

SS.912.P.1.2 Describe the emergence of psychology as a scientific discipline.

SS.912.P.1.AP.2a Recognize important figures in the emergence of psychology as a scientific discipline.

SS.912.P.1.AP.2b Identify a historical perspective of psychology as a scientific discipline.

SS.912.P.1.3 Describe perspectives employed to understand behavior and mental processes.

SS.912.P.1.AP.3 Identify a perspective employed to understand behavior and mental processes.

SS.912.P.1.4 Discuss the value of both basic and applied psychological research with human and non-human animals.

SS.912.P.1.AP.4 Recognize the steps of the scientific method as a process utilized in applied psychological research.

SS.912.P.1.5 Describe the major subfields of psychology.

SS.912.P.1.AP.5 Recognize a major subfield of psychology.

SS.912.P.1.6 Identify the important role psychology plays in benefiting society and improving people's lives.

SS.912.P.1.AP.6 Recognize the value of psychology in society and people's lives.



SS.912.P.2 Identify the role of the scientific method in psychology, common methods and pitfalls of data collection, and interpretation and the importance of ethics in psychological experimentation.

SS.912.P.2.1	<u>Describe the scientific method and its role in psychology.</u>
SS.912.P.2.2	<u>Describe and compare a variety of quantitative (e.g., surveys, correlations, experiments) and qualitative (e.g., interviews, narratives, focus groups) research methods.</u>
SS.912.P.2.3	<u>Define systematic procedures used to improve the validity of research findings, such as external validity.</u>
SS.912.P.2.4	<u>Discuss how and why psychologists use non-human animals in research.</u>
SS.912.P.2.5	<u>Identify ethical standards psychologists must address regarding research with human participants.</u>
SS.912.P.2.6	<u>Identify ethical guidelines psychologists must address regarding research with non-human animals.</u>
SS.912.P.2.7	<u>Define descriptive statistics and explain how they are used by psychological scientists.</u>
SS.912.P.2.8	<u>Define forms of qualitative data and explain how they are used by psychological scientists.</u>
SS.912.P.2.9	<u>Define correlation coefficients and explain their appropriate interpretation.</u>
SS.912.P.2.10	<u>Interpret graphical representations of data as used in both quantitative and qualitative methods.</u>
SS.912.P.2.11	<u>Explain other statistical concepts, such as statistical significance and effect size.</u>
SS.912.P.2.12	<u>Explain how validity and reliability of observations, and measurements relate to data analysis.</u>

SS.912.P.3 Identify the biological bases of human and animal behavior.



<u>SS.912.P.3.1</u>	<u>Identify the major divisions and subdivisions of the human nervous system.</u>
<u>SS.912.P.3.2</u>	<u>Identify the parts of the neuron and describe the basic process of neural transmission.</u>
<u>SS.912.P.3.3</u>	<u>Differentiate between the structures and functions of the various parts of the central nervous system.</u>
<u>SS.912.P.3.4</u>	<u>Describe lateralization of brain functions.</u>
<u>SS.912.P.3.5</u>	<u>Discuss the mechanisms and the importance of plasticity of the nervous system.</u>
<u>SS.912.P.3.6</u>	<u>Describe how the endocrine glands are linked to the nervous system.</u>
<u>SS.912.P.3.7</u>	<u>Describe the effects of hormones on behavior and mental processes.</u>
<u>SS.912.P.3.8</u>	<u>Describe hormone effects on the immune system.</u>
<u>SS.912.P.3.9</u>	<u>Describe concepts in genetic transmission.</u>
<u>SS.912.P.3.10</u>	<u>Describe the interactive effects of heredity and environment.</u>
<u>SS.912.P.3.11</u>	<u>Explain how evolved tendencies influence behavior.</u>
<u>SS.912.P.3.12</u>	<u>Identify tools used to study the nervous system.</u>
<u>SS.912.P.3.13</u>	<u>Describe advances made in neuroscience.</u>
<u>SS.912.P.3.14</u>	<u>Discuss issues related to scientific advances in neuroscience and genetics.</u>

SS.912.P.4 Demonstrate an understanding of the mechanisms of sensory systems and how sensory information is processed to develop our perceptions.

<u>SS.912.P.4.1</u>	<u>Discuss processes of sensation and perception and how they interact.</u>
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<u>SS.912.P.4.2</u>	<u>Explain the concepts of threshold and adaptation.</u>
<u>SS.912.P.4.3</u>	<u>List forms of physical energy for which humans and non-human animals do and do not have sensory receptors.</u>
<u>SS.912.P.4.4</u>	<u>Describe the visual sensory system.</u>
<u>SS.912.P.4.5</u>	<u>Describe the auditory sensory system.</u>
<u>SS.912.P.4.6</u>	<u>Describe other sensory systems, such as olfaction, gustation, and somesthesia (e.g., skin senses, kinesthesia, vestibular sense).</u>
<u>SS.912.P.4.7</u>	<u>Explain Gestalt principles of perception.</u>
<u>SS.912.P.4.8</u>	<u>Describe binocular and monocular depth cues.</u>
<u>SS.912.P.4.9</u>	<u>Describe the importance of perceptual constancies.</u>
<u>SS.912.P.4.10</u>	<u>Describe perceptual illusions.</u>
<u>SS.912.P.4.11</u>	<u>Describe the nature of attention.</u>
<u>SS.912.P.4.12</u>	<u>Explain how experiences and expectations influence perception.</u>

SS.912.P.5 Identify various states of consciousness and the effects of psychoactive substances on consciousness.

<u>SS.912.P.5.1</u>	<u>Identify states of consciousness.</u>
<u>SS.912.P.5.2</u>	<u>Distinguish between processing that is conscious (i.e., explicit) and other processing that happens without conscious awareness (i.e., implicit).</u>
<u>SS.912.P.5.3</u>	<u>Describe the circadian rhythm and its relation to sleep.</u>
<u>SS.912.P.5.4</u>	<u>Describe the sleep cycle.</u>
<u>SS.912.P.5.5</u>	<u>Compare theories about the functions of sleep.</u>



SS.912.P.5.6	<u>Describe types of sleep disorders.</u>
SS.912.P.5.7	<u>Compare theories about the functions of dreams.</u>
SS.912.P.5.8	<u>Characterize the major categories of psychoactive drugs and their effects.</u>
SS.912.P.5.9	<u>Describe how psychoactive drugs act at the synaptic level.</u>
SS.912.P.5.10	<u>Evaluate the biological and psychological effects of psychoactive drugs.</u>
SS.912.P.5.11	<u>Explain how culture and expectations influence the use and experience of drugs.</u>
SS.912.P.5.12	<u>Describe meditation and relaxation and their effects.</u>
SS.912.P.5.13	<u>Describe hypnosis and controversies surrounding its nature and use.</u>
SS.912.P.5.14	<u>Describe flow states.</u>

SS.912.P.6 Develop an understanding of the progression of the human life span, and examine the biological, psychological and social factors that contribute to growth.

SS.912.P.6.1	<u>Explain the interaction of environmental and biological factors in development, including the role of the brain in all aspects of development.</u>
SS.912.P.6.AP.1a	<u>Identify an environmental factor in development.</u>
SS.912.P.6.AP.1b	<u>Identify a biological factor in development.</u>
SS.912.P.6.AP.1c	<u>Recognize an interaction between environmental and biological factors in development.</u>
SS.912.P.6.AP.1d	<u>Identify a role of the brain in an aspect of development.</u>
SS.912.P.6.2	<u>Explain issues of continuity versus discontinuity and stability versus change.</u>



<u>SS.912.P.6.AP.2a</u>	<u>Recognize an issue of continuity/discontinuity.</u>
<u>SS.912.P.6.AP.2b</u>	<u>Recognize an issue of stability/change.</u>
<u>SS.912.P.6.3</u>	<u>Distinguish methods used to study development.</u>
<u>SS.912.P.6.AP.3</u>	<u>Recognize a method used to study development.</u>
<u>SS.912.P.6.4</u>	<u>Describe the role of sensitive and critical periods in development.</u>
<u>SS.912.P.6.AP.4a</u>	<u>Recognize the role of sensitive periods in development.</u>
<u>SS.912.P.6.AP.4b</u>	<u>Recognize the role of critical periods in development.</u>
<u>SS.912.P.6.5</u>	<u>Discuss issues related to the end of life.</u>
<u>SS.912.P.6.AP.5</u>	<u>Recognize an issue related to the end of life.</u>
<u>SS.912.P.6.6</u>	<u>Discuss theories of cognitive development.</u>
<u>SS.912.P.6.AP.6</u>	<u>Recognize a theory of cognitive development.</u>
<u>SS.912.P.6.7</u>	<u>Discuss theories of moral development.</u>
<u>SS.912.P.6.AP.7</u>	<u>Recognize a theory of moral development.</u>
<u>SS.912.P.6.8</u>	<u>Discuss theories of social development.</u>
<u>SS.912.P.6.AP.8</u>	<u>Recognize a theory of social development.</u>
<u>SS.912.P.6.9</u>	<u>Describe physical development from conception through birth and identify influences on prenatal development.</u>
<u>SS.912.P.6.AP.9a</u>	<u>Identify a stage of physical development from conception through birth.</u>
<u>SS.912.P.6.AP.9b</u>	<u>Recognize an influence on prenatal development.</u>
<u>SS.912.P.6.10</u>	<u>Describe newborns' reflexes, temperament, and abilities.</u>



SS.912.P.6.AP.10a Identify a newborn's reflex.

SS.912.P.6.AP.10b Recognize a characteristic of temperament of a newborn.

SS.912.P.6.11 Describe physical and motor development in infancy.

SS.912.P.6.AP.11a Recognize a characteristic of physical development in infancy.

SS.912.P.6.AP.11b Recognize a characteristic of motor development in infancy.

SS.912.P.6.12 Describe how infant perceptual abilities and intelligence develop.

SS.912.P.6.AP.12a Recognize an infant perceptual ability.

SS.912.P.6.AP.12b Recognize a characteristic of infant intelligence.

SS.912.P.6.13 Describe the development of attachment and the role of the caregiver.

SS.912.P.6.AP.13a Identify a type of attachment.

SS.912.P.6.AP.13b Recognize the role of the caregiver in the development of attachment.

SS.912.P.6.14 Describe the development of communication and language in infancy.

SS.912.P.6.AP.14a Recognize a characteristic of communication in infancy.

SS.912.P.6.AP.14b Recognize a characteristic of language in infancy.

SS.912.P.6.15 Describe physical and motor development in childhood.

SS.912.P.6.AP.15a Recognize a stage of physical development in childhood.

SS.912.P.6.AP.15b Recognize a stage of motor development in childhood.

SS.912.P.6.16 Describe how memory and thinking ability develops in childhood.

SS.912.P.6.AP.16 Recognize memory and thinking ability development in childhood.

SS.912.P.6.17 Describe social, cultural, and emotional development through childhood.



<u>SS.912.P.6.18</u>	<u>Identify major physical changes in adolescence.</u>
<u>SS.912.P.6.19</u>	<u>Describe the development of reasoning and morality in adolescence.</u>
<u>SS.912.P.6.20</u>	<u>Describe identity formation in adolescence.</u>
<u>SS.912.P.6.21</u>	<u>Discuss the role of family and peers in adolescent development.</u>
<u>SS.912.P.6.22</u>	<u>Identify major physical changes associated with adulthood and aging.</u>
<u>SS.912.P.6.23</u>	<u>Describe cognitive changes in adulthood and aging.</u>
<u>SS.912.P.6.24</u>	<u>Discuss social, cultural and emotional issues in aging.</u>

SS.912.P.7 Develop an understanding on the theories of learning.

<u>SS.912.P.7.1</u>	<u>Describe the principles of classical conditioning.</u>
<u>SS.912.P.7.AP.1</u>	<u>Recognize a principle of classical conditioning.</u>
<u>SS.912.P.7.2</u>	<u>Describe clinical and experimental examples of classical conditioning.</u>
<u>SS.912.P.7.AP.2</u>	<u>Recognize an example of classical conditioning.</u>
<u>SS.912.P.7.3</u>	<u>Apply classical conditioning to everyday life.</u>
<u>SS.912.P.7.AP.3</u>	<u>Recognize an example of classical conditioning in everyday life.</u>
<u>SS.912.P.7.4</u>	<u>Describe the Law of Effect.</u>
<u>SS.912.P.7.AP.4</u>	<u>Identify a characteristic of the Law of Effect.</u>
<u>SS.912.P.7.5</u>	<u>Describe the principles of operant conditioning.</u>
<u>SS.912.P.7.AP.5</u>	<u>Recognize a principle of operant conditioning.</u>
<u>SS.912.P.7.6</u>	<u>Describe clinical and experimental examples of operant conditioning.</u>



SS.912.P.7.AP.6 Recognize an example of operant conditioning.

SS.912.P.7.7 Apply operant conditioning to everyday life.

SS.912.P.7.AP.7 Recognize an example of operant conditioning in everyday life.

SS.912.P.7.8 Describe the principles of observational and cognitive learning.

SS.912.P.7.AP.8 Examples may include, but are not limited to, Albert Bandura, modeling, attention, retention, replication, motivation, antisocial behavior, prosocial behavior.

SS.912.P.7.9 Apply observational and cognitive learning to everyday life.

SS.912.P.7.AP.9 Recognize an example of observational and cognitive learning in everyday life.

SS.912.P.8 Develop an understanding of the language acquisition process and the structure of language.

SS.912.P.8.1 Describe the structure and function of language.

SS.912.P.8.AP.1a Recognize a structure of language.

SS.912.P.8.AP.1b Identify a function of language.

SS.912.P.8.2 Discuss the relationship between language and thought.

SS.912.P.8.AP.2 Recognize the relationship between language and thought.

SS.912.P.8.3 Explain the process of language acquisition.

SS.912.P.8.AP.3 Recognize a stage of language acquisition.

SS.912.P.8.4 Discuss how acquisition of a second language can affect language development and possibly other cognitive processes.



SS.912.P.8.AP.4a Recognize an effect of acquisition of a second language on language development.

SS.912.P.8.AP.4b Recognize an effect of acquisition of a second language on cognitive processes.

SS.912.P.8.5 Evaluate the theories of language acquisition.

SS.912.P.8.AP.5 Recognize a theory of language acquisition.

SS.912.P.8.6 Identify the brain structures associated with language.

SS.912.P.8.AP.6 Identify a brain structure associated with language.

SS.912.P.8.7 Discuss how damage to the brain may affect language.

SS.912.P.8.AP.7 Recognize the effect that damage to a brain structure may have on language.

SS.912.P.9 Identify the factors that influence human social interaction.

SS.912.P.9.1 Describe attributional explanations of behavior.

SS.912.P.9.2 Describe the relationship between attitudes (implicit and explicit) and behavior.

SS.912.P.9.3 Identify persuasive methods used to change attitudes.

SS.912.P.9.4 Describe the power of the situation.

SS.912.P.9.5 Describe the effects of others' presence on an individuals' behavior.

SS.912.P.9.6 Describe how group dynamics influence behavior.

SS.912.P.9.7 Discuss how an individual influences group behavior.

SS.912.P.9.8 Discuss the nature and effects of stereotyping, prejudice, and discrimination.



SS.912.P.9.9 Describe determinants of prosocial behavior.

SS.912.P.9.10 Discuss influences upon aggression and conflict.

SS.912.P.9.11 Discuss factors influencing attraction and relationships.

SS.912.P.10 Identify various factors of culture and examine their effects on those living in a given culture.

SS.912.P.10.1 Define culture and diversity.

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.10.4 Discuss psychological research examining race and ethnicity.

SS.912.P.10.5 Discuss psychological research examining socioeconomic status.

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

SS.912.P.10.7 Discuss psychological research examining gender similarities and differences, and the impact of gender discrimination.

SS.912.P.10.8 Discuss the psychological research on gender and how the roles of women and men in societies are perceived.

SS.912.P.10.9 Examine how perspectives affect stereotypes and treatment of minority and majority groups in society.

SS.912.P.10.10 Discuss psychological research examining differences in individual cognitive and physical abilities.

SS.912.P.10.11 Examine societal treatment of people with disabilities, and the effect of treatment by others on individual identity/status.



SS.912.P.11 Understand the types, processes and storage of memory, including strategies for improving memory.

<u>SS.912.P.11.1</u>	<u>Identify factors that influence encoding.</u>
<u>SS.912.P.11.AP.1</u>	<u>Recognize factors that influence encoding.</u>
<u>SS.912.P.11.2</u>	<u>Characterize the difference between shallow (surface) and deep (elaborate) processing.</u>
<u>SS.912.P.11.AP.2</u>	<u>Recognize a difference between shallow and deep processing.</u>
<u>SS.912.P.11.3</u>	<u>Discuss strategies for improving the encoding of memory.</u>
<u>SS.912.P.11.AP.3</u>	<u>Identify a strategy for improving the encoding of memory.</u>
<u>SS.912.P.11.4</u>	<u>Describe the differences between working memory and long-term memory.</u>
<u>SS.912.P.11.AP.4a</u>	<u>Identify a characteristic of working memory.</u>
<u>SS.912.P.11.AP.4b</u>	<u>Identify a characteristic of long-term memory.</u>
<u>SS.912.P.11.5</u>	<u>Identify and explain biological processes related to how memory is stored.</u>
<u>SS.912.P.11.AP.5a</u>	<u>Recognize that memory storage is a biological process.</u>
<u>SS.912.P.11.AP.5b</u>	<u>Identify a characteristic of how memory is stored.</u>
<u>SS.912.P.11.6</u>	<u>Discuss types of memory and memory disorders (e.g., amnesias, dementias).</u>
<u>SS.912.P.11.AP.6a</u>	<u>Identify a type of memory (sensory, short-term, working, long-term).</u>
<u>SS.912.P.11.AP.6b</u>	<u>Recognize a characteristic of a memory disorder.</u>
<u>SS.912.P.11.7</u>	<u>Discuss strategies for improving the storage of memories.</u>
<u>SS.912.P.11.AP.7</u>	<u>Identify a strategy for improving the storage of memories.</u>



SS.912.P.11.8 Analyze the importance of retrieval cues in memory.

SS.912.P.11.AP.8 Recognize the importance of retrieval cues in memory.

SS.912.P.11.9 Explain the role that interference plays in retrieval.

SS.912.P.11.AP.9 Recognize that interference plays a role in memory retrieval.

SS.912.P.11.10 Discuss the factors influencing how memories are retrieved.

SS.912.P.11.AP.10 Identify a factor influencing memory retrieval.

SS.912.P.11.11 Explain how memories can be malleable.

SS.912.P.11.AP.11 Recognize that memories can be changed.

SS.912.P.11.12 Discuss strategies for improving the retrieval of memories.

SS.912.P.11.AP.12 Identify a strategy for improving the retrieval of memories.

SS.912.P.12 Understand the types, processes and storage of memory, including strategies for improving memory.

SS.912.P.12.1 Define cognitive processes involved in understanding information.

SS.912.P.12.AP.1 Recognize that understanding information is a cognitive process.

SS.912.P.12.2 Define processes involved in problem solving and decision making.

SS.912.P.12.AP.2 Identify steps involved in problem solving and decision making.

SS.912.P.12.3 Discuss non-human problem-solving abilities.

SS.912.P.12.AP.3 Recognize non-human problem-solving abilities.

SS.912.P.12.4 Describe obstacles to problem solving.

SS.912.P.12.AP.4 Identify an obstacle to problem solving.



SS.912.P.12.5 Describe obstacles to decision making.

SS.912.P.12.AP.5 Identify an obstacle to decision making.

SS.912.P.12.6 Describe obstacles to making good judgments.

SS.912.P.12.AP.6 Identify an obstacle to making good judgments.

SS.912.P.13 Define intelligence and identify methods of assessment, analysis, and external influences on intelligence.

SS.912.P.13.1 Discuss intelligence as a general factor.

SS.912.P.13.2 Discuss alternative conceptualizations of intelligence.

SS.912.P.13.3 Describe the extremes of intelligence.

SS.912.P.13.4 Discuss the history of intelligence testing, including historical use and misuse in the context of fairness.

SS.912.P.13.5 Identify current methods of assessing human abilities.

SS.912.P.13.6 Identify measures of and data on reliability and validity for intelligence test scores.

SS.912.P.13.7 Discuss issues related to the consequences of intelligence testing.

SS.912.P.13.8 Discuss the influences of biological, cultural and environmental factors on intelligence.

SS.912.P.14 Understand the role and processes of human and non-human motivation.

SS.912.P.14.1 Explain biologically based theories of motivation.

SS.912.P.14.2 Explain cognitively based theories of motivation.

SS.912.P.14.3 Explain humanistic theories of motivation.



SS.912.P.14.4 Explain the role of culture in human motivation.

SS.912.P.14.5 Discuss eating behavior.

SS.912.P.14.6 Discuss achievement motivation.

SS.912.P.14.7 Discuss other ways in which humans and non-human animals are motivated.

SS.912.P.15 Understand the role and processes of human and non-human emotion.

SS.912.P.15.1 Explain the biological and cognitive components of emotion.

SS.912.P.15.2 Discuss psychological research on basic human emotions.

SS.912.P.15.3 Differentiate among theories of emotional experience.

SS.912.P.15.4 Explain how biological factors influence emotional interpretation and expression.

SS.912.P.15.5 Explain how culture and gender influence emotional interpretation and expression.

SS.912.P.15.6 Explain how other environmental factors influence emotional interpretation and expression.

SS.912.P.15.7 Identify biological and environmental influences on the expression experience of negative emotions, such as fear.

SS.912.P.15.8 Identify biological and environmental influences on the expression and experience of positive emotions, such as happiness.

SS.912.P.16 Identify and categorize psychological disorders, including causes, symptoms, and impact to the individual and those around them.

SS.912.P.16.1 Evaluate psychodynamic theories.

SS.912.P.16.AP.1 Recognize a psychodynamic theory.



<u>SS.912.P.16.2</u>	<u>Evaluate trait theories.</u>
<u>SS.912.P.16.AP.2</u>	<u>Recognize a trait theory.</u>
<u>SS.912.P.16.3</u>	<u>Evaluate humanistic theories.</u>
<u>SS.912.P.16.AP.3</u>	<u>Recognize a humanistic theory.</u>
<u>SS.912.P.16.4</u>	<u>Evaluate social-cognitive theories.</u>
<u>SS.912.P.16.AP.4</u>	<u>Recognize a social-cognitive theory.</u>
<u>SS.912.P.16.5</u>	<u>Differentiate personality assessment techniques.</u>
<u>SS.912.P.16.AP.5</u>	<u>Recognize a personality assessment technique.</u>
<u>SS.912.P.16.6</u>	<u>Discuss the reliability and validity of personality assessment techniques.</u>
<u>SS.912.P.16.AP.6a</u>	<u>Identify a concern for reliability of a personality assessment technique.</u>
<u>SS.912.P.16.AP.6b</u>	<u>Identify a concern for validity of a personality assessment technique.</u>
<u>SS.912.P.16.7</u>	<u>Discuss biological and situational influences.</u>
<u>SS.912.P.16.AP.7a</u>	<u>Identify a biological influence.</u>
<u>SS.912.P.16.AP.7b</u>	<u>Identify a situational influence.</u>
<u>SS.912.P.16.8</u>	<u>Discuss stability and change.</u>
<u>SS.912.P.16.AP.8a</u>	<u>Identify a characteristic of stability.</u>
<u>SS.912.P.16.AP.8b</u>	<u>Identify a characteristic of change.</u>
<u>SS.912.P.16.9</u>	<u>Discuss connection to health and work on personality.</u>
<u>SS.912.P.16.AP.9</u>	<u>Recognize a connection to health and work on personality.</u>
<u>SS.912.P.16.10</u>	<u>Discuss self-concept.</u>



SS.912.P.16.AP.10 Identify a characteristic of self-concept.

SS.912.P.16.11 Analyze how individualistic and collectivistic cultural perspectives relate to personality.

SS.912.P.16.AP.11a Identify a characteristic of individualistic cultural perspective as it relates to personality.

SS.912.P.16.AP.11b Identify a characteristic of collectivistic cultural perspective as it relates to personality.

SS.912.P.17 Identify and categorize psychological disorders, including examples of the causes, diagnosis and impact to family and community.

SS.912.P.17.1 Define psychologically abnormal behavior.

SS.912.P.17.AP.1 Identify a characteristic of psychologically abnormal behavior.

SS.912.P.17.2 Describe historical and cross-cultural views of abnormality.

SS.912.P.17.AP.2a Recognize a historical view of abnormality.

SS.912.P.17.AP.2b Recognize a cross-cultural view of abnormality.

SS.912.P.17.3 Describe major models of abnormality.

SS.912.P.17.AP.3 Recognize a model of abnormality.

SS.912.P.17.4 Discuss how stigma relates to abnormal behavior.

SS.912.P.17.AP.4 Identify a stigma related to abnormal behavior.

SS.912.P.17.5 Discuss the impact of psychological disorders on the individual, family, and society.

SS.912.P.17.AP.5a Identify an impact of psychological disorders on the individual.

SS.912.P.17.AP.5b Identify an impact of psychological disorders on the family.



SS.912.P.17.AP.5c Identify an impact of psychological disorders on society.

SS.912.P.17.6 Describe the classification of psychological disorders.

SS.912.P.17.AP.6 Recognize the classification system of psychological disorders.

SS.912.P.17.7 Discuss the challenges associated with diagnosis.

SS.912.P.17.AP.7 Identify a challenge associated with diagnosis.

SS.912.P.17.8 Describe symptoms and causes of major categories of psychological disorders (i.e., schizophrenic, mood, anxiety, personality disorders).

SS.912.P.17.AP.8a Recognize a symptom of a category of psychological disorders.

SS.912.P.17.AP.8b Recognize a cause of a category of psychological disorders.

SS.912.P.17.9 Evaluate how different factors influence an individual's experience of psychological disorders.

SS.912.P.17.AP.9 Identify a factor that may influence an individual's experience of a psychological disorder.

SS.912.P.18 Explore the history, methods and efficacy of treating psychological disorders, including support resources.

SS.912.P.18.1 Explain how psychological treatments have changed over time and among cultures.

SS.912.P.18.AP.1a Recognize that psychological treatments have changed over time.

SS.912.P.18.AP.1b Recognize that psychological treatments have changed among cultures.

SS.912.P.18.2 Match methods of treatment to psychological perspectives.

SS.912.P.18.AP.2 Identify a method of treatment of a psychological perspective.

SS.912.P.18.3 Explain why psychologists use a variety of treatment options.



<u>SS.912.P.18.AP.3</u>	<u>Recognize that psychologists use a variety of treatment options.</u>
<u>SS.912.P.18.4</u>	<u>Identify biomedical treatments.</u>
<u>SS.912.P.18.AP.4</u>	<u>Recognize a biomedical treatment.</u>
<u>SS.912.P.18.5</u>	<u>Identify psychological treatments.</u>
<u>SS.912.P.18.AP.5</u>	<u>Recognize a psychological treatment.</u>
<u>SS.912.P.18.6</u>	<u>Describe appropriate treatments for different age groups.</u>
<u>SS.912.P.18.AP.6</u>	<u>Identify an appropriate treatment for an age group.</u>
<u>SS.912.P.18.7</u>	<u>Evaluate the efficacy of treatments for particular disorders.</u>
<u>SS.912.P.18.AP.7</u>	<u>Identify the efficacy of a treatment for a particular disorder.</u>
<u>SS.912.P.18.8</u>	<u>Identify other factors that improve the efficacy of treatment.</u>
<u>SS.912.P.18.AP.8</u>	<u>Recognize a factor that improves the efficacy of a treatment.</u>
<u>SS.912.P.18.9</u>	<u>Identify treatment providers for psychological disorders and the training required for each.</u>
<u>SS.912.P.18.AP.9a</u>	<u>Recognize a treatment provider for psychological disorders.</u>
<u>SS.912.P.18.AP.9b</u>	<u>Recognize training required for treatment providers of psychological disorders.</u>
<u>SS.912.P.18.10</u>	<u>Identify ethical challenges involved in delivery of treatment.</u>
<u>SS.912.P.18.AP.10</u>	<u>Recognize an ethical challenge involved in delivery of treatment.</u>
<u>SS.912.P.18.11</u>	<u>Identify national and local resources available to support individuals with psychological disorders and their families (e.g., NAMI and support groups).</u>



SS.912.P.19 Define stress and explain the physiological and psychological effects of it on the human body, and identify strategies for coping with or minimizing it.

SS.912.P.19.1 Define stress as a psychophysiological reaction.

SS.912.P.19.AP.1 Recognize that stress is a psychophysiological reaction.

SS.912.P.19.2 Identify and explain potential sources of stress.

SS.912.P.19.AP.2 Recognize potential sources of stress.

SS.912.P.19.3 Explain physiological and psychological consequences of stress for health.

SS.912.P.19.AP.3a Recognize a physiological consequence of stress for health.

SS.912.P.19.AP.3b Recognize a psychological consequence of stress for health.

SS.912.P.19.4 Identify and explain physiological, cognitive, and behavioral strategies to deal with stress.

SS.912.P.19.AP.4 Recognize a physiological strategy to deal with stress.

SS.912.P.19.5 Identify ways to promote mental health and physical fitness.

SS.912.P.19.AP.5 Identify a way to promote mental health and physical fitness.

SS.912.P.19.6 Describe the characteristics of and factors that promote resilience and optimism.

SS.912.P.19.AP.6a Recognize a characteristic of resilience and optimism.

SS.912.P.19.AP.6b Recognize a factor that promotes resilience and optimism.

SS.912.P.19.7 Distinguish between effective and ineffective means of dealing with stressors and other health issues.

SS.912.P.19.AP.7a Recognize an effective means of dealing with stressors and other health issues.



SS.912.P.19.AP.7b Recognize an ineffective means of dealing with stressors and other health issues.

SS.912.P.20 Identify careers in psychological science, including pathways and resources as well as the impact to both domestic, and global issues.

SS.912.P.20.1 Identify careers in psychological science and practice.

SS.912.P.20.2 Identify resources to help select psychology programs for further study.

SS.912.P.20.3 Identify degree requirements for psychologists and psychology-related careers.

SS.912.P.20.4 Identify careers related to psychology.

SS.912.P.20.5 Discuss ways in which psychological science addresses domestic and global issues.

SS.912.P.20.6 Identify careers in psychological science that have evolved as a result of domestic and global issues.



Sociology

SS.912.S.1 Identify methods and strategies of research and examine the contributions of sociology to the understanding of social issues.

SS.912.S.1.1 Discuss the development of the field of sociology as a social science.

SS.912.S.1.AP.1 Recognize an historical perspective in the development of the field of sociology as a social science.

SS.912.S.1.2 Identify early leading theorists within social science.

SS.912.S.1.AP.2 Recognize an early leading theorist within social science.

SS.912.S.1.3 Compare sociology with other social science disciplines.

SS.912.S.1.AP.3 Identify a characteristic of sociology that is distinct from other social science disciplines.

SS.912.S.1.4 Examine changing points of view of social issues such as poverty, crime, and discrimination.

SS.912.S.1.AP.4 Recognize a changing point of view of a social issue, such as poverty, crime, and discrimination.

SS.912.S.1.5 Evaluate various types of sociologic research methods.

SS.912.S.1.AP.5 Recognize a sociological research method.

SS.912.S.1.6 Distinguish fact from opinion in data sources to analyze various points of view about a social issue.

SS.912.S.1.AP.6a Recognize a fact in a data source about a social issue.

SS.912.S.1.AP.6b Recognize an opinion in a data source about a social issue.

SS.912.S.1.7 Determine cause-and-effect relationship issues among events as they relate to sociology.

SS.912.S.1.AP.7 Recognize a cause-and-effect relationship among events as they relate to sociology.



SS.912.S.1.8 Identify, evaluate and use appropriate reference materials and technology to interpret information about cultural life in the United States and other world cultures, both in the past and today.

SS.912.S.1.AP.8a Recognize a characteristic of appropriate reference materials and technology related to information about cultural life in the United States, past and present.

SS.912.S.1.AP.8b Recognize a characteristic of appropriate reference materials and technology related to information about cultural life in other world cultures, past and present.

SS.912.S.1.9 Develop a working definition of sociology that has personal application.

SS.912.S.1.AP.9 Recognize a working definition of sociology through a personal application.

SS.912.S.2 Examine the influence on the individual and the way cultural transmission is accomplished.

SS.912.S.2.1 Define the key components of a culture such as knowledge, language and communication, customs, values, norms, and physical objects.

SS.912.S.2.AP.1 Recognize a key component of a culture.

SS.912.S.2.2 Explain the differences between a culture and a society.

SS.912.S.2.AP.2a Identify an element of culture.

SS.912.S.2.AP.2b Identify an element of society.

SS.912.S.2.3 Recognize the influences of genetic inheritance and culture on human behavior.

SS.912.S.2.AP.3a Recognize an influence of genetic inheritance on human behavior.

SS.912.S.2.AP.3b Recognize an influence of culture on human behavior.

SS.912.S.2.4 Give examples of subcultures and describe what makes them unique.



<u>SS.912.S.2.AP.4a</u>	<u>Identify an example of a subculture.</u>
<u>SS.912.S.2.AP.4b</u>	<u>Recognize a unique characteristic of a subculture.</u>
<u>SS.912.S.2.5</u>	<u>Compare social norms among various subcultures.</u>
<u>SS.912.S.2.AP.5</u>	<u>Recognize a difference in a social norm between two subcultures.</u>
<u>SS.912.S.2.6</u>	<u>Identify the factors that promote cultural diversity within the United States.</u>
<u>SS.912.S.2.AP.6</u>	<u>Recognize a factor that promotes cultural diversity within the United States.</u>
<u>SS.912.S.2.7</u>	<u>Explain how various practices of the culture create differences within group behavior.</u>
<u>SS.912.S.2.AP.7</u>	<u>Recognize a practice of a given culture that creates differences within group behavior.</u>
<u>SS.912.S.2.8</u>	<u>Compare and contrast different types of societies, such as hunting and gathering, agrarian, industrial, and post-industrial.</u>
<u>SS.912.S.2.AP.8</u>	<u>Recognize a characteristic of different types of societies.</u>
<u>SS.912.S.2.9</u>	<u>Prepare original written and oral reports and presentations on specific events, people, or historical eras.</u>
<u>SS.912.S.2.AP.9</u>	<u>Prepare an original product on a specific event, person, or historical era.</u>
<u>SS.912.S.2.10</u>	<u>Identify both rights and responsibilities the individual has to the group.</u>
<u>SS.912.S.2.AP.10a</u>	<u>Recognize a right an individual has to a group.</u>
<u>SS.912.S.2.AP.10b</u>	<u>Recognize a responsibility an individual has to a group.</u>
<u>SS.912.S.2.11</u>	<u>Demonstrate democratic approaches to managing disagreements and resolving conflicts within a culture.</u>



SS.912.S.2.AP.11a Recognize a democratic approach to managing disagreements within a culture.

SS.912.S.2.AP.11b Recognize a democratic approach to resolving conflicts within a culture.

SS.912.S.2.12 Compare and contrast ideas about citizenship and cultural participation from the past with those of the present community.

SS.912.S.2.AP.12 Recognize an idea about citizenship and cultural participation from the past.

SS.912.S.3 Identify how social status influences individual and group behaviors and how that status relates to the position a person occupies within a social group.

SS.912.S.3.1 Describe how social status affects social order.

SS.912.S.3.AP.1a Recognize a characteristic of a social status.

SS.912.S.3.AP.1b Recognize a way social status affects social order.

SS.912.S.3.2 Explain how roles and role expectations can lead to role conflict.

SS.912.S.3.AP.2 Recognize a problem related to a role and its role expectations.

SS.912.S.3.3 Examine and analyze various points of view relating to historical and current events.

SS.912.S.3.AP.3a Recognize a difference between two points of view relating to an historical event.

SS.912.S.3.AP.3b Recognize a difference between two points of view relating to a current event.

SS.912.S.4 Explore the impacts of social groups on individual and group behavior.

SS.912.S.4.1 Describe how individuals are affected by the different social groups to which they belong.



<u>SS.912.S.4.AP.1</u>	<u>Recognize an effect on the individual by the different social groups to which they belong.</u>
<u>SS.912.S.4.2</u>	<u>Identify major characteristics of social groups familiar to the students.</u>
<u>SS.912.S.4.AP.2</u>	<u>Recognize a major characteristic of a social group familiar to the students.</u>
<u>SS.912.S.4.3</u>	<u>Examine the ways that groups function, such as roles, interactions and leadership.</u>
<u>SS.912.S.4.AP.3</u>	<u>Recognize a way that groups function.</u>
<u>SS.912.S.4.4</u>	<u>Discuss the social norms of at least two groups to which the student belongs.</u>
<u>SS.912.S.4.AP.4</u>	<u>Identify a social norm of a group to which the student belongs.</u>
<u>SS.912.S.4.5</u>	<u>Analyze what can occur when the rules of behavior are broken and analyze the possible consequences for unacceptable behavior.</u>
<u>SS.912.S.4.AP.5a</u>	<u>Recognize an effect when a rule of behavior is broken.</u>
<u>SS.912.S.4.AP.5b</u>	<u>Identify a consequence for unacceptable behavior.</u>
<u>SS.912.S.4.6</u>	<u>Identify the various types of norms (e.g., folkways, mores, laws, taboos) and explain why these rules of behavior are considered important to society.</u>
<u>SS.912.S.4.AP.6a</u>	<u>Recognize a type of norm.</u>
<u>SS.912.S.4.AP.6b</u>	<u>Recognize a reason these rules of behavior are considered important to society.</u>
<u>SS.912.S.4.7</u>	<u>Discuss the concept of deviance and how society discourages deviant behavior using social control.</u>
<u>SS.912.S.4.AP.7a</u>	<u>Recognize a characteristic of deviance.</u>
<u>SS.912.S.4.AP.7b</u>	<u>Identify an example of how society discourages deviant behavior using social control.</u>



SS.912.S.4.8 Explain how students are members of primary and secondary groups and how those group memberships influence students' behavior.

SS.912.S.4.AP.8a Identify an example of a student's primary group.

SS.912.S.4.AP.8b Identify an example of a student's secondary group.

SS.912.S.4.AP.8c Recognize a way in which group membership can influence a student's behavior.

SS.912.S.4.9 Discuss how formal organizations influence behavior of their members.

SS.912.S.4.AP.9 Recognize a way formal organizations influence the behavior of their members.

SS.912.S.4.10 Distinguish the degree of assimilation that ethnic, cultural and social groups achieve with the United States culture.

SS.912.S.4.AP.10 Recognize an example of the level of assimilation that an ethnic, cultural, and social group achieve with the United States culture.

SS.912.S.4.11 Discuss how humans interact in a variety of social settings.

SS.912.S.4.AP.11 Identify an example of how humans interact in a variety of social settings.

SS.912.S.4.12 Determine the cultural patterns of behavior within such social groups as rural versus urban or rich versus poor.

SS.912.S.4.AP.12 Recognize the cultural pattern of behavior within a social group.

SS.912.S.4.13 Investigate and compare the ideas about citizenship and cultural participation of social groups from the past with those of the present community.

SS.912.S.4.AP.13a Recognize an idea about citizenship and cultural participation of a social group from the past.

SS.912.S.4.AP.13b Recognize an idea about citizenship and cultural participation of a social group of the present community.

***SS.912.S.5 Identify the effects of social institutions on individual and group behavior.***

<u>SS.912.S.5.1</u>	<u>Identify basic social institutions and explain their impact on individuals, groups, and organizations within society and how they transmit the values of society.</u>
<u>SS.912.S.5.AP.1a</u>	<u>Recognize a basic social institution.</u>
<u>SS.912.S.5.AP.1b</u>	<u>Identify an impact of a social institution on individuals, groups, and organizations.</u>
<u>SS.912.S.5.AP.1c</u>	<u>Identify a way social institutions transmit the values of society.</u>
<u>SS.912.S.5.2</u>	<u>Discuss the concept of political power and factors that influence political power.</u>
<u>SS.912.S.5.AP.2a</u>	<u>Recognize a characteristic of political power.</u>
<u>SS.912.S.5.AP.2b</u>	<u>Recognize a factor that influences political power.</u>
<u>SS.912.S.5.3</u>	<u>Discuss how societies recognize rites of passage.</u>
<u>SS.912.S.5.AP.3</u>	<u>Recognize an example of a rite of passage of a society.</u>
<u>SS.912.S.5.4</u>	<u>Investigate stereotypes of the various United States subcultures, such as “American Indian,” “American cowboys,” teenagers,” “Americans,” “gangs” and “hippies,” from a world perspective.</u>
<u>SS.912.S.5.AP.4</u>	<u>Recognize a stereotype of a United States subculture from a world perspective.</u>
<u>SS.912.S.5.5</u>	<u>Define ethnocentrism and explain how it can be beneficial or destructive to a culture.</u>
<u>SS.912.S.5.AP.5a</u>	<u>Recognize a characteristic of ethnocentrism.</u>
<u>SS.912.S.5.AP.5b</u>	<u>Recognize a cultural consequence of ethnocentrism.</u>
<u>SS.912.S.5.6</u>	<u>Identify the factors that influence change in social norms over time.</u>



<u>SS.912.S.5.AP.6</u>	<u>Recognize a factor that influences change in social norms over time.</u>
<u>SS.912.S.5.7</u>	<u>Use various resources to interpret information about cultural life in the United States and other world cultures, both in the past and today.</u>
<u>SS.912.S.5.AP.7a</u>	<u>Identify a resource to interpret information about past cultural life in the United States and other world cultures.</u>
<u>SS.912.S.5.AP.7b</u>	<u>Identify a resource to interpret information about current cultural life in the United States and other world cultures.</u>
<u>SS.912.S.5.8</u>	<u>Analyze the primary and secondary groups common to different age groups in society.</u>
<u>SS.912.S.5.AP.8</u>	<u>Recognize a primary and secondary group common to a different age group in society.</u>
<u>SS.912.S.5.9</u>	<u>Conduct research and analysis on an issue associated with social structure or social institutions.</u>
<u>SS.912.S.5.AP.9</u>	<u>Using a resource, identify a characteristic of an issue associated with social structure or social institutions.</u>
<u>SS.912.S.5.10</u>	<u>Identify both rights and responsibilities the individual has to primary and secondary groups.</u>
<u>SS.912.S.5.AP.10a</u>	<u>Recognize a right the individual has to a primary group.</u>
<u>SS.912.S.5.AP.10b</u>	<u>Recognize a responsibility the individual has to a primary group.</u>
<u>SS.912.S.5.AP.10c</u>	<u>Recognize a right the individual has to a secondary group.</u>
<u>SS.912.S.5.AP.10d</u>	<u>Recognize a responsibility the individual has to secondary group.</u>
<u>SS.912.S.5.11</u>	<u>Demonstrate democratic approaches to managing disagreements and solving conflicts within a social institution.</u>
<u>SS.912.S.5.AP.11</u>	<u>Participate in a democratic approach to managing disagreements and solving conflicts within a social institution.</u>
<u>SS.912.S.5.12</u>	<u>Explain how roles and role expectations can lead to role conflict.</u>



SS.912.S.5.AP.12 Recognize a potential conflict related to a role and its role expectations.

SS.912.S.6 Examine the changing nature of society.

SS.912.S.6.1 Describe how and why societies change over time.

SS.912.S.6.AP.1a Recognize a way societies change over time.

SS.912.S.6.AP.1b Recognize a reason societies change over time.

SS.912.S.6.2 Examine various social influences that can lead to immediate and long-term changes.

SS.912.S.6.AP.2 Recognize a social influence that can lead to immediate and long-term changes.

SS.912.S.6.3 Describe how collective behavior can influence and change society.

SS.912.S.6.AP.3 Recognize an example of how collective behavior can influence and change society.

SS.912.S.6.4 Examine how technological innovations and scientific discoveries have influenced major social institutions.

SS.912.S.6.AP.4 Recognize an example of a technological innovation or scientific discovery that has influenced a major social institution.

SS.912.S.6.5 Discuss how social interactions and culture could be affected in the future due to innovations in science and technological change.

SS.912.S.6.AP.5 Recognize a potential future effect of an innovation in science or technological change on social interaction and culture.

SS.912.S.6.6 Describe how the role of the mass media has changed over time and project what changes might occur in the future.

SS.912.S.6.AP.6a Recognize a way the role of mass media has changed over time.

SS.912.S.6.AP.6b Recognize an example of a potential change in the role of mass media in the future.



<u>SS.912.S.6.7</u>	<u>Distinguish major differences between social movements and collective behavior with examples from history and the contemporary world.</u>
<u>SS.912.S.6.AP.7a</u>	<u>Recognize an example of a social movement and collective behavior from history.</u>
<u>SS.912.S.6.AP.7b</u>	<u>Recognize an example of a contemporary social movement and collective behavior.</u>
<u>SS.912.S.6.8</u>	<u>Investigate the consequences in society as result of changes.</u>
<u>SS.912.S.6.AP.8</u>	<u>Recognize a consequence in society as a result of a change.</u>
<u>SS.912.S.6.9</u>	<u>Trace the development of the use of a specific type of technology in the community.</u>
<u>SS.912.S.6.AP.9</u>	<u>Recognize the development of the use of a specific type of technology in the community.</u>
<u>SS.912.S.6.10</u>	<u>Propose a plan to improve a social structure, and design the means needed to implement the change.</u>
<u>SS.912.S.6.AP.10a</u>	<u>Recognize an issue with a social structure.</u>
<u>SS.912.S.6.AP.10b</u>	<u>Identify a way to effect change in a social structure.</u>
<u>SS.912.S.6.11</u>	<u>Cite examples of the use of technology in social research.</u>
<u>SS.912.S.6.AP.11</u>	<u>Recognize an example of the use of technology in social research.</u>
<u>SS.912.S.6.12</u>	<u>Evaluate a current issue that has resulted from scientific discoveries and/or technological innovations.</u>
<u>SS.912.S.6.AP.12</u>	<u>Recognize a current issue that has resulted from scientific discoveries and/or technological innovations.</u>

SS.912.S.7 Analyze a range of social problems in today's world.



<u>SS.912.S.7.1</u>	<u>Identify characteristics of a “social” problem, as opposed to an “individual” problem.</u>
<u>SS.912.S.7.AP.1a</u>	<u>Recognize a characteristic of a “social” problem.</u>
<u>SS.912.S.7.AP.1b</u>	<u>Recognize a characteristic of an “individual” problem.</u>
<u>SS.912.S.7.2</u>	<u>Describe how social problems have changed over time.</u>
<u>SS.912.S.7.AP.2</u>	<u>Recognize an example of a social problem that has changed over time.</u>
<u>SS.912.S.7.3</u>	<u>Explain how patterns of behavior are found with certain social problems.</u>
<u>SS.912.S.7.AP.3</u>	<u>Identify an example of how patterns of behavior are found with a social problem.</u>
<u>SS.912.S.7.4</u>	<u>Discuss the implications of social problems for society.</u>
<u>SS.912.S.7.AP.4</u>	<u>Recognize an implication of a social problem for society.</u>
<u>SS.912.S.7.5</u>	<u>Examine how individual and group responses are often associated with social problems.</u>
<u>SS.912.S.7.AP.5</u>	<u>Recognize an example of how an individual or group response is often associated with a social problem.</u>
<u>SS.912.S.7.6</u>	<u>Evaluate possible solutions to resolving social problems and the consequences that might result from those solutions.</u>
<u>SS.912.S.7.AP.6a</u>	<u>Identify a possible solution to resolving a social problem.</u>
<u>SS.912.S.7.AP.6b</u>	<u>Recognize a possible consequence that might result from that possible solution.</u>
<u>SS.912.S.7.7</u>	<u>Survey local agencies involved in addressing social problems to determine the extent of the problems in the local community.</u>
<u>SS.912.S.7.AP.7a</u>	<u>Recognize a social problem in a local community.</u>
<u>SS.912.S.7.AP.7b</u>	<u>Identify a local agency involved in addressing a social problem.</u>



SS.912.S.7.8 Design and carry out school- and community-based projects to address a local aspect of a social problem.

SS.912.S.7.AP.8 Participate in school- and community-based projects to address a local aspect of a social problem.

SS.912.S.8 Examine the role of the individual as a member of the community; explore both individual and collective behavior.

SS.912.S.8.1 Describe traditions, roles, and expectations necessary for a community to continue.

SS.912.S.8.AP.1a Recognize a tradition necessary for a community to continue.

SS.912.S.8.AP.1b Recognize a role necessary for a community to continue.

SS.912.S.8.AP.1c Recognize an expectation necessary for a community to continue.

SS.912.S.8.2 Describe how collective behavior (working in groups) can influence and change society. Use historical and contemporary examples to define collective behavior.

SS.912.S.8.AP.2a Recognize an example of how collective behavior (working in groups) can influence and change society.

SS.912.S.8.AP.2b Identify an historical example to define collective behavior.

SS.912.S.8.AP.2c Identify a contemporary example to define collective behavior.

SS.912.S.8.3 Discuss theories that attempt to explain collective behavior.

SS.912.S.8.AP.3 Recognize a theory that attempts to explain collective behavior.

SS.912.S.8.4 Define a social issue to be analyzed.

SS.912.S.8.AP.4 Recognize a social issue that could be analyzed.

SS.912.S.8.5 Examine factors that could lead to the breakdown and disruption of an existing community.



<u>SS.912.S.8.AP.5</u>	<u>Recognize a factor that could lead to the breakdown and disruption of an existing community.</u>
<u>SS.912.S.8.6</u>	<u>Discuss the impact of leaders of different social movements.</u>
<u>SS.912.S.8.AP.6</u>	<u>Identify a way that a leader impacted a social movement.</u>
<u>SS.912.S.8.7</u>	<u>Define propaganda and discuss the methods of propaganda used to influence social behavior.</u>
<u>SS.912.S.8.AP.7a</u>	<u>Recognize a characteristic of propaganda.</u>
<u>SS.912.S.8.AP.7b</u>	<u>Recognize a method of propaganda.</u>
<u>SS.912.S.8.AP.7c</u>	<u>Identify a way propaganda is used to influence social behavior.</u>
<u>SS.912.S.8.8</u>	<u>Discuss both the benefits and social costs of collective behavior in society.</u>
<u>SS.912.S.8.AP.8a</u>	<u>Recognize a benefit of collective behavior in society.</u>
<u>SS.912.S.8.AP.8b</u>	<u>Recognize a social cost of collective behavior in society.</u>
<u>SS.912.S.8.9</u>	<u>Identify a community social problem and discuss appropriate actions to address the problem.</u>
<u>SS.912.S.8.AP.9a</u>	<u>Recognize an example of a community social problem.</u>
<u>SS.912.S.8.AP.9b</u>	<u>Identify an appropriate action to address a given problem.</u>
<u>SS.912.S.8.10</u>	<u>Investigate how incorrect communications, such as rumors or gossip, can influence group behavior.</u>
<u>SS.912.S.8.AP.10</u>	<u>Using a source, identify an example of how incorrect communications can influence group behavior.</u>

~~Access Points to Florida's State Academic Standards for Social Studies 2023~~

~~Access Points - Alternate Academic
Achievement Standards (AP-AAAS)
Kindergarten - 12~~

**Kindergarten
Social Studies AP-AAAS**

American History

<i>SS.K.A.1 Historical Inquiry and Analysis</i>	
SS.K.A.1.1	Develop an understanding of how to use and create a timeline.
	Access Point SS.K.A.1.AP.1 Sequence three events using a simple timeline such as events in the school day and at home.
SS.K.A.1.2	Develop an awareness of a primary source.
	Access Point SS.K.A.1.AP.2 Examine primary sources, such as letters, photographs or paintings.
<i>SS.K.A.2 Historical Knowledge</i>	
SS.K.A.2.1	Compare children and families of today with those in the past.
	Access Point SS.K.A.2.AP.1 Recognize items from the present and the past.
SS.K.A.2.2	Recognize the importance of celebrations and national holidays as a way of remembering and honoring people, events, and our nation's ethnic heritage.
	Access Point SS.K.A.2.AP.2 Identify national holidays and celebrations that honor people or events.
SS.K.A.2.3	Compare our nation's holidays with holidays of other cultures.
	Access Point SS.K.A.2.AP.3 Recognize that national holidays and celebrations are different in other cultures.
SS.K.A.2.4	Listen to and retell stories about people in the past who have shown character ideals and principles including honesty, courage, and responsibility.
	Access Point SS.K.A.2.AP.4 Identify an act of bravery or honesty in stories.
SS.K.A.2.5	Recognize the importance of U.S. symbols.
	Access Point SS.K.A.2.AP.5 Identify the pledge of allegiance.
<i>SS.K.A.3 Chronological Thinking</i>	
SS.K.A.3.1	Use words and phrases related to chronology and time to explain how things change and to sequentially order events that have occurred in school.
	Access Point SS.K.A.3.AP.1 Recognize events that occur in the day and the night.
SS.K.A.3.2	Explain that calendars represent days of the week and months of the year.
	Access Point SS.K.A.3.AP.2 Recognize a calendar.

Geography

<i>SS.K.G.1 The World in Spatial Terms</i>	
SS.K.G.1.1	Describe the relative location of people, places, and things by using positional words.
	Access Point SS.K.G.1.AP.1 Identify the relative location of an object by using positional words.
SS.K.G.1.2	Explain that maps and globes help to locate different places and that globes are a model of the Earth.
	Access Point SS.K.G.1.AP.2 Recognize a map as a drawing of a place.
SS.K.G.1.3	Identify cardinal directions (north, south, east, west).
	Access Point SS.K.G.1.AP.3 Track movement in different directions on a map.
SS.K.G.1.4	Differentiate land and water features on simple maps and globes.
	Access Point SS.K.G.1.AP.4 Identify land and water on a simple map or globe.
<i>SS.K.G.2 Places and Regions</i>	
SS.K.G.2.1	Locate and describe places in the school and community.
	Access Point SS.K.G.2.AP.1 Identify a place in the classroom or school.
SS.K.G.2.2	Know one's own phone number, street address, city or town and that Florida is the state in which the student lives.
	Access Point SS.K.G.2.AP.2 Identify the features of their own home.
<i>SS.K.G.3 Physical System</i>	
SS.K.G.3.1	Identify basic landforms.
	Access Point SS.K.G.3.AP.1 Recognize basic landforms.
SS.K.G.3.2	Identify basic bodies of water.
	Access Point SS.K.G.3.AP.2 Recognize basic bodies of water.
SS.K.G.3.3	Describe and give examples of seasonal weather changes, and illustrate how weather affects people and the environment.
	Access Point SS.K.G.3.AP.3 Recognize types of weather and a way weather affects people.

Economics

<i>SS.K.E.1 Beginning Economics</i>	
SS.K.E.1.1	Describe different kinds of jobs that people do and the tools or equipment used.
	Access Point SS.K.E.1.AP.1 Identify school and community workers.
SS.K.E.1.2	Recognize that United States currency comes in different forms.

	Access Point SS.K.E.1.AP.2 Recognize an example of money.
SS.K.E.1.3	Recognize that people work to earn money to buy things they need or want.
	Access Point SS.K.E.1.AP.3 Recognize that people use money to buy things.
SS.K.E.1.4	Identify the difference between basic needs and wants.
	Access Point SS.K.E.1.AP.4 Recognize basic needs.

Civics and Government

<i>SS.K.CG.1 Foundations of Government, Law and the American Political System</i>	
SS.K.CG.1.1	Identify the purpose of rules and laws in the home and school. - Students will define rules as standards of responsible behavior (e.g., rules for home and school). - Students will define laws as a system of rules intended to protect people and property that are created and enforced by government (e.g., speed limit). - Students will identify what can happen without rules and laws.
	Access Point SS.K.CG.1.AP.1 Recognize an example of a rule (home and school) or law (government).
SS.K.CG.1.2	Identify people who have the authority and power to make and enforce rules and laws. Students will identify authority figures in their school and community including, but not limited to, parents, teachers and law enforcement officers.
	Access Point SS.K.CG.1.AP.2 Recognize people who have authority and make rules.
<i>SS.K.CG.2 Civic and Political Participation</i>	
SS.K.CG.2.1	Describe and demonstrate the characteristics of being a responsible citizen. - Students will identify examples of responsible citizenship. - Students will demonstrate that conflicts can be resolved in ways that are consistent with being a responsible citizen. - Students will explain why it is important to take responsibility for one's actions.
	Access Point SS.K.CG.2.AP.1 Demonstrate a characteristic of being a responsible citizen in the classroom.

SS.K.CG.2.2	Describe ways for groups to make decisions: - Students will practice decision-making in small and large groups through voting, taking turns, class meetings and discussion. - Students will identify examples of responsible decisions.
	Access Point SS.K.CG.2.AP.2 Recognize a way to make a decision, such as raising hands or taking turns.
SS.K.CG.2.3	Define patriotism as the allegiance to one's country: - Students will identify patriotic holidays and observances (e.g., American Founders Month, Celebrate Freedom Week, Constitution Day, Independence Day, Martin Luther King Jr. Day, Medal of Honor Day, Memorial Day, Patriot Day, Veterans Day). - Students will recognize that the Pledge of Allegiance is an oath that affirms American values and freedom. - Students will identify "I pledge allegiance to the flag of the United States of America and to the republic for which it stands, one nation under God, indivisible, with liberty and justice for all" as the Pledge of Allegiance.
	Access Point SS.K.CG.2.AP.3 Students will recognize "I pledge allegiance to the flag of the United States of America and to the republic for which it stands, one nation under God, indivisible, with liberty and justice for all" as the Pledge of Allegiance.
SS.K.CG.2.4	Recognize symbols that represent the United States: Students will recognize the American flag, the bald eagle and the U.S. President as symbols that represent the United States.
	Access Point SS.K.CG.2.AP.4 Identify the United States flag.
SS.K.CG.2.5	Recognize symbols that represent Florida: Students will recognize Florida's state flag and state nickname ("The Sunshine State") as symbols that represent the state.
	Access Point SS.K.CG.2.AP.5 Identify a Florida symbol.

Grade 1
Social Studies AP-AAAS
American History

<i>SS.1.A.1 Historical Inquiry and Analysis</i>	
SS.1.A.1.1	Develop an understanding of a primary source.
	Access Point SS.1.A.1.AP.1 Identify a primary source.
SS.1.A.1.2	Understand how to use the media center/other sources to find answers to questions about a historical topic.
	Access Point SS.1.A.1.AP.2 Use pictures or text to answer a question about a historical topic.
<i>SS.1.A.2 Historical Knowledge</i>	
SS.1.A.2.1	Understand history tells the story of people and events of other times and places.
	Access Point SS.1.A.2.AP.1 Recognize examples of people and events from other times in stories.
SS.1.A.2.2	Compare life now with life in the past.
	Access Point SS.1.A.2.AP.2 Recognize examples of daily life that are different from long ago.
SS.1.A.2.3	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.
	Access Point SS.1.A.2.AP.3 Identify national holidays as a way of remembering and honoring people and events.
SS.1.A.2.4	Identify people from the past who have shown character ideals and principles including honesty, courage, and responsibility.
	Access Point SS.1.A.2.AP.4 Identify a person from the past who showed bravery, honesty, or responsibility.
SS.1.A.2.5	Distinguish between historical fact and fiction using various materials.
	Access Point SS.1.A.2.AP.5 Identify events or characters in a historical story that are real or not real.
<i>SS.1.A.3 Chronological Thinking</i>	
SS.1.A.3.1	Use terms related to time to sequentially order events that have occurred in school, home, or community.
	Access Point SS.1.A.3.AP.1 Recognize concepts of time related to a sequence of school events.

SS.1.A.3.2	Create a timeline based on the student's life or school events, using primary sources.
	Access Point SS.1.A.3.AP.2 Sequence three events in a student's life using photographs or pictures on a timeline.

Geography

<i>SS.1.G.1 The World in Spatial Terms</i>	
SS.1.G.1.1	Use physical and political/cultural maps to locate places in Florida.
	Access Point SS.1.G.1.AP.1 Identify Florida and student's hometown on a map.
SS.1.G.1.2	Identify key elements (compass rose, cardinal directions, title, key/legend with symbols) of maps and globes.
	Access Point SS.1.G.1.AP.2 Recognize key elements of maps and globes.
SS.1.G.1.3	Construct a basic map using key elements including cardinal directions and map symbols.
	Access Point SS.1.G.1.AP.3 Complete a pictorial map using symbols for designated areas.
SS.1.G.1.4	Identify a variety of physical features using a map and globe.
	Access Point SS.1.G.1.AP.4 Identify land and water on a map and globe.
SS.1.G.1.5	Locate on maps and globes the student's local community, Florida, the Atlantic Ocean, and the Gulf of Mexico.
	Access Point SS.1.G.1.AP.5 Locate Florida and a major body of water that borders Florida.
SS.1.G.1.6	Describe how location, weather, and physical environment affect the way people live in our community.
	Access Point SS.1.G.1.AP.6 Identify a selected characteristic of the student's environment with its personal effect on the student.

Economics

<i>SS.1.E.1 Beginning Economics</i>	
SS.1.E.1.1	Recognize that money is a method of exchanging goods and services.
	Access Point SS.1.E.1.AP.1 Identify coins and bills as forms of money that can be used to buy things.
SS.1.E.1.2	Define opportunity costs as giving up one thing for another.
	Access Point SS.1.E.1.AP.2 Recognize a situation that involves making a choice such as schoolwork or play.
SS.1.E.1.3	Distinguish between examples of goods and services.

	Access Point SS.1.E.1.AP.3 Recognize examples of goods and services.
SS.1.E.1.4	Distinguish people as buyers, sellers, and producers of goods and services.
	Access Point SS.1.E.1.AP.4 Recognize people who buy or sell goods.
SS.1.E.1.5	Recognize the importance of saving money for future purchases.
	Access Point SS.1.E.1.AP.5 Recognize ways to save money, such as putting it in a bank.
SS.1.E.1.6	Identify that people need to make choices because of scarce resources.
	Access Point SS.1.E.1.AP.6 Recognize when there is not enough of something (scarce resource).

Civics and Government

<i>SS.1.CG.1 Foundations of Government, Law and the American Political System</i>	
SS.1.CG.1.1	Explain the purpose of rules and laws in the home, school and community. - Students will explain the role that rules and laws play in their daily life. - Students will explain the difference between rules and laws.
	Access Point SS.1.CG.1.AP.1 Identify a rule and a law.
SS.1.CG.1.2	Describe how the absence of rules and laws impacts individuals and the community. - Students will provide examples of rules and laws in their lives and in the community. - Students will recognize that disorder, injustice and harm to people can occur when there is an absence of rules and laws.
	Access Point SS.1.CG.1.AP.2 Recognize the effects of when rules or laws are not followed.
<i>SS.1.CG.2 Civic and Political Participation</i>	
SS.1.CG.2.1	Explain the rights and responsibilities students have in the school community. - Students will identify the rights (e.g., treated with respect, physically safe learning environment) and responsibilities (e.g., come to school on time, do not damage school property) students have as members of their school community. - Students will define rights as freedoms protected by laws in society and protected by rules in the school community.

	Students will define responsibilities as things citizens should do to benefit the community.
	Access Point SS.1.CG.2.AP.1 Identify responsibilities of students in a school community.
SS.1.CG.2.2	Describe the characteristics of citizenship in the school community. - Students will identify characteristics of responsible citizenship (e.g., respect others' property, treat people with dignity, care for environment, treat animals with kindness). - Students will identify characteristics of irresponsible citizenship (e.g., damaging school property, bullying).
	Access Point SS.1.CG.2.AP.2 Identify characteristics of responsible citizenship in the school community.
SS.1.CG.2.3	Recognize ways citizens can demonstrate patriotism. - Students will discuss appropriate ways to show respect during the Pledge of Allegiance and National Anthem (e.g., stand at attention, face the flag, pause conversations). - Students will discuss how to show respect for the American flag (e.g., how to properly display and dispose of the American flag). - Students will discuss how to demonstrate patriotism during patriotic holidays and observances (e.g., American Founders Month, Celebrate Freedom Week, Constitution Day, Independence Day, Martin Luther King Jr. Day, Medal of Honor Day, Memorial Day, Patriot Day, Veterans Day).
	Access Point SS.1.CG.2.AP.3 Identify ways citizens demonstrate patriotism during patriotic holidays.
SS.1.CG.2.4	Recognize symbols and individuals that represent the United States. - Students will recognize the national motto ("In God We Trust") and "We the People" as symbols that represent the United States. - Students will recognize Benjamin Franklin, George Washington, Daniel Webster and Martin Luther King Jr. as individuals who represent the United States.
	Access Point SS.1.CG.2.AP.4 Identify the national motto "In God We Trust" as a symbol of the United States.

SS.1.CG.2.5	Recognize symbols and individuals that represent Florida. - Students will recognize that the state motto (“In God We Trust”) and the state day (Paseua Florida Day) are symbols that represent Florida. - Students will identify the current Florida governor and recognize the governor as an individual who represents the state. Access Point SS.1.CG.2.AP.5 Identify the governor as an individual who represents the state of Florida.
<i>SS.1.CG.3 Structure and Functions of Government</i>	
SS.1.CG.3.1	Recognize that the United States and Florida have Constitutions. - Students will define a constitution as an agreed-upon set of rules or laws. - Students will recognize that the U.S. Constitution starts with “We the People.” Access Point SS.1.CG.3.AP.1 Identify a constitution as an agreed-upon set of rules.
SS.1.CG.3.2	Explain responsible ways for individuals and groups to make decisions. - Students will demonstrate characteristics of responsible decision-making. - Students will explain how multiple perspectives contribute to the unity of the United States. Access Point SS.1.CG.3.AP.2 Demonstrate ways of responsible decision-making such as voting on a class snack.

Grade 2
Social Studies AP-AAAS
American History

<i>SS.2.A.1 Historical Inquiry and Analysis</i>	
SS.2.A.1.1	Examine primary and secondary sources.
	Access Point SS.2.A.1.AP.1 Use primary and secondary sources to obtain information.
SS.2.A.1.2	Utilize the media center, technology, or other informational sources to locate information that provides answers to questions about a historical topic.
	Access Point SS.2.A.1.AP.2 Use technology and other informational sources to find answers to questions about a historical topic.
<i>SS.2.A.2 Historical Knowledge</i>	
SS.2.A.2.1	Recognize that Native Americans were the first inhabitants in North America.
	Access Point SS.2.A.2.AP.1 Identify early Native Americans.
SS.2.A.2.2	Compare the cultures of Native American tribes from various geographic regions of the United States.
	Access Point SS.2.A.2.AP.2 Identify practices of Native American tribes, such as clothing, housing, and food.
SS.2.A.2.3	Describe the impact of immigrants on the Native Americans.
	Access Point SS.2.A.2.AP.3 Recognize the positive and negative impacts of immigrants on the Native Americans.
SS.2.A.2.4	Explore ways the daily life of people living in Colonial America changed over time.
	Access Point SS.2.A.2.AP.4 Identify ways people living in colonial America changed their daily lives over time.
SS.2.A.2.5	Identify reasons people came to the United States throughout history.
	Access Point SS.2.A.2.AP.5 Recognize reasons why people came to the United States.
SS.2.A.2.6	Discuss the importance of Ellis Island and the Statue of Liberty to immigration from 1892–1954.
	Access Point SS.2.A.2.AP.6 Recognize Ellis Island as an immigration entry point to the United States from 1892–1954.
SS.2.A.2.7	Discuss why immigration continues today.

	Access Point SS.2.A.2.AP.7 Recognize reasons why people move to the United States today.
SS.2.A.2.8	Explain the cultural influences and contributions of immigrants today.
	Access Point SS.2.A.2.AP.8 Identify the influences of immigrants today.
<i>SS.2.A.3 Chronological Thinking</i>	
SS.2.A.3.1	Identify terms and designations of time sequence.
	Access Point SS.2.A.3.AP.1 Identify concepts of time, including days, weeks, and months.

Geography

<i>SS.2.G.1 The World in Spatial Terms</i>	
SS.2.G.1.1	Use different types of maps (political, physical, and thematic) to identify map elements.
	Access Point SS.2.G.1.AP.1 Identify title, cardinal directions, and key/legend on a map.
SS.2.G.1.2	Using maps and globes, locate the student's hometown, Florida, and North America, and locate the state capital and the national capital.
	Access Point SS.2.G.1.AP.2 Identify the student's hometown, Florida, and state capital on a map.
SS.2.G.1.3	Label on a map or globe the continents, oceans, Equator, Prime Meridian, North and South Pole.
	Access Point SS.2.G.1.AP.3 Recognize continents and oceans on a map or globe.
SS.2.G.1.4	Use a map to locate the countries in North America (Canada, United States, Mexico, and the Caribbean Islands).
	Access Point SS.2.G.1.AP.4 Recognize the United States on a map of North America.

Economics

<i>SS.2.E.1 Beginning Economics</i>	
SS.2.E.1.1	Recognize that people make choices because of limited resources.
	Access Point SS.2.E.1.AP.1 Identify choices that people make with the availability of fewer resources.
SS.2.E.1.2	Recognize that people supply goods and services based on consumer demands.
	Access Point SS.2.E.1.AP.2 Recognize that goods and services fill a need (demand).

SS.2.E.1.3	Recognize that the United States trades with other nations to exchange goods and services.
	Access Point SS.2.E.1.AP.3 Recognize that some goods come from other countries.
SS.2.E.1.4	Explain the personal benefits and costs involved in saving and spending.
	Access Point SS.2.E.1.AP.4 Identify a benefit of saving and spending.

Civics and Government

<i>SS.2.CG.1 Foundations of Government, Law and the American Political System</i>	
SS.2.CG.1.1	Explain why people form governments. - Students will explain the role of laws in government. - Students will define and provide examples of laws at the state and national levels. - Students will use scenarios to identify the impact of government on daily life.
	Access Point SS.2.CG.1.AP.1 Recognize the impact of local government on daily lives.
SS.2.CG.1.2	Explain how the U.S. government protects the liberty and rights of American citizens. Students will recognize that the equal rights of citizens are protected by the U.S. Constitution.
	Access Point SS.2.CG.1.AP.2 Identify a right protected by the U.S. Constitution.
<i>SS.2.CG.2 Civic and Political Participation</i>	
SS.2.CG.2.1	Explain what it means to be a U.S. citizen. Students will recognize that there are multiple ways to obtain citizenship.
	Access Point SS.2.CG.2.AP.1 Recognize that individuals are born a U.S. citizen or can become one.
SS.2.CG.2.2	Describe the characteristics of responsible citizenship at the local and state levels. - Students will identify characteristics of responsible citizenship (e.g., peaceable assembly, obeying the law, community involvement). - Students will identify characteristics of irresponsible citizenship (e.g., disorderly assembly, breaking the law). - Students will describe the contributions of the diverse individuals and groups that contribute to civic life in the United States and Florida.

	Access Point SS.2.CG.2.AP.2 Recognize characteristics of responsible citizenship at the local level.
SS.2.CG.2.3	Explain how citizens demonstrate patriotism. - Students will explain why reciting the Pledge of Allegiance daily is an act of patriotism. - Students will explain the importance of recognizing patriotic holidays or observances (e.g., American Founders Month, Celebrate Freedom Week, Constitution Day, Independence Day, Martin Luther King Jr. Day, Medal of Honor Day, Memorial Day, Patriot Day, Veterans Day). Access Point SS.2.CG.2.AP.3 Recognize that reciting the Pledge of Allegiance daily is an act of patriotism.
SS.2.CG.2.4	Recognize symbols, individuals and documents that represent the United States. - Students will recognize the U.S. Capitol, the White House, the U.S. Supreme Court building and the Statue of Liberty as symbols that represent the United States. - Students will recognize Rosa Parks and Thomas Jefferson as individuals who represent the United States. - Students will recognize the Declaration of Independence as a document that represents the United States. Access Point SS.2.CG.2.AP.4 Identify documents that represent the United States.
SS.2.CG.2.5	Recognize symbols, individuals and documents that represent Florida. - Students will recognize the Florida State Capitol and the Everglades National Park as symbols of Florida. - Students will recognize Andrew Jackson and Marjory Stoneman Douglas as individuals who represent Florida. - Students will recognize the Florida Constitution as a document that represents Florida. Access Point SS.2.CG.2.AP.5 Identify symbols and individuals that represent Florida.
SS.2.CG.3 Structure and Functions of Government	

SS.2.CG.3.1	Identify the Constitution of the United States as the supreme law of the land: • Students will recognize that the United States has a written constitution. • Students will identify the United States as a constitutional republic.
	Access Point SS.2.CG.3.AP.1 Recognize that the Constitution is the supreme law that all people must follow.

Grade 3
Next Generation Sunshine State Standards — Social Studies AP-AAAS
American History

<i>SS.3.A.1 Historical Inquiry and Analysis</i>	
SS.3.A.1.1	Analyze primary and secondary sources.
	Access Point SS.3.A.1.AP.1 Identify and use primary and secondary sources to obtain information.
SS.3.A.1.2	Utilize technology resources to gather information from primary and secondary sources.
	Access Point SS.3.A.1.AP.2 Use technology resources to gather information about a primary or secondary source.
SS.3.A.1.3	Define terms related to the social sciences.
	Access Point SS.3.A.1.AP.3 Recognize that the terms history, geography, economics, civics, and government are related to social sciences.

Geography

<i>SS.3.G.1 The World in Spatial Terms</i>	
SS.3.G.1.1	Use thematic maps, tables, charts, graphs, and photos to analyze geographic information.
	Access Point SS.3.G.1.AP.1 Use a thematic map or chart to identify selected geographic information, such as land and body of water on a map or population on a chart.
SS.3.G.1.2	Review basic map elements (coordinate grid, cardinal and intermediate directions, title, compass rose, scale, key/legend with symbols).
	Access Point SS.3.G.1.AP.2 Identify elements on a map, such as title, key/legend, cardinal directions, compass rose, and coordinate grid.
SS.3.G.1.3	Label the continents and oceans on a world map.
	Access Point SS.3.G.1.AP.3 Identify selected continents and oceans on a world map.
SS.3.G.1.4	Name and identify the purpose of maps (physical, political, elevation, population).
	Access Point SS.3.G.1.AP.4 Recognize a physical and a political map.
SS.3.G.1.5	Compare maps and globes to develop an understanding of the concept of distortion.
	Access Point SS.3.G.1.AP.5 Identify differences between maps and globes.
SS.3.G.1.6	Use maps to identify different types of scale to measure distances between two places.

	Access Point SS.3.G.1.AP.6 Use maps to identify distances between two places.
SS.3.G.2 Places and Regions	
SS.3.G.2.1	Label the countries and commonwealths in North America (Canada, United States, Mexico) and in the Caribbean (Puerto Rico, Cuba, Bahamas, Dominican Republic, Haiti, Jamaica). Access Point SS.3.G.2.AP.1 Recognize North America as Canada, the United States, and Mexico on a map.
SS.3.G.2.2	Identify the five regions of the United States. Access Point SS.3.G.2.AP.2 Recognize north, south, east, and west as they relate to the regions of the United States.
SS.3.G.2.3	Label the states in each of the five regions of the United States. Access Point SS.3.G.2.AP.3 Recognize selected states in each of the five regions of the United States.
SS.3.G.2.4	Describe the physical features of the United States, Canada, Mexico, and the Caribbean. Access Point SS.3.G.2.AP.4 Recognize major physical features of the United States, Canada, and Mexico.
SS.3.G.2.5	Identify natural and man-made landmarks in the United States, Canada, Mexico, and the Caribbean. Access Point SS.3.G.2.AP.5 Recognize major natural and man-made landmarks of the United States.
SS.3.G.2.6	Investigate how people perceive places and regions differently by conducting interviews, mental mapping, and studying news, poems, legends, and songs about a region or area. Access Point SS.3.G.2.AP.6 Identify how people view places and regions differently by asking questions about a region.
SS.3.G.3 Physical Systems	
SS.3.G.3.1	Describe the climate and vegetation in the United States, Canada, Mexico, and the Caribbean. Access Point SS.3.G.3.AP.1 Recognize differences in the climates of the United States, Canada, and Mexico.
SS.3.G.3.2	Describe the natural resources in the United States, Canada, Mexico, and the Caribbean. Access Point SS.3.G.3.AP.2 Recognize major natural resources in the United States, Canada, and Mexico.
SS.3.G.4 Human Systems	

SS.3.G.4.1	Explain how the environment influences settlement patterns in the United States, Canada, Mexico, and the Caribbean.
	Access Point SS.3.G.4.AP.1 Identify major ways environmental influences contribute to settlement patterns in the United States.
SS.3.G.4.2	Identify the cultures that have settled the United States, Canada, Mexico, and the Caribbean.
	Access Point SS.3.G.4.AP.2 Recognize different cultures that have settled in the United States.
SS.3.G.4.3	Compare the cultural characteristics of diverse populations in one of the five regions of the United States with Canada, Mexico, or the Caribbean.
	Access Point SS.3.G.4.AP.3 Identify a cultural characteristic of a population in the United States and a population in Mexico or Canada.
SS.3.G.4.4	Identify contributions from various ethnic groups to the United States.
	Access Point SS.3.G.4.AP.4 Recognize contributions of an ethnic group to the United States.

Economies

<i>SS.3.E.1 Beginning Economies</i>	
SS.3.E.1.1	Give examples of how scarcity results in trade.
	Access Point SS.3.E.1.AP.1 Recognize that people can trade for products that are not available locally.
SS.3.E.1.2	List the characteristics of money.
	Access Point SS.3.E.1.AP.2 Identify some characteristics of money.
SS.3.E.1.3	Recognize that buyers and sellers interact to exchange goods and services through the use of trade or money.
	Access Point SS.3.E.1.AP.3 Recognize the roles of buyers and sellers in exchanging goods and services.
SS.3.E.1.4	Distinguish between currencies used in the United States, Canada, Mexico, and the Caribbean.
	Access Point SS.3.E.1.AP.4 Recognize forms of money used in the United States and one other North American country.

Civics and Government

<i>SS.3.CG.1 Foundations of Government, Law and the American Political System</i>
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SS.3.CG.1.1	Explain how the U.S. Constitution establishes the purpose and fulfills the need for government: Students will explain the purpose of and need for government in terms of protection of rights, organization, security and services. Access Point SS.3.CG.1.AP.1 Recognize the purpose of government in the community.
SS.3.CG.1.2	Describe how the U.S. government gains its power from the people: - Students will recognize what is meant by “We the People” and “consent of the governed.” - Students will identify sources of consent (e.g., voting and elections). - Students will recognize that the U.S. republic is governed by the “consent of the governed” and government power is exercised through representatives of the people. Access Point SS.3.CG.1.AP.2 Identify that government gains its power from the people.
<i>SS.3.CG.2 Civic and Political Participation</i>	
SS.3.CG.2.1	Describe how citizens demonstrate civility, cooperation, volunteerism and other civic virtues: Students will identify examples including, but not limited to, food drives, book drives, community clean-ups, voting, blood donation drives, volunteer fire departments and neighborhood watch programs. Access Point SS.3.CG.2.AP.1 Identify actions of citizens that contribute to the community.
SS.3.CG.2.2	Describe the importance of voting in elections: - Students will recognize that it is every citizen’s responsibility to vote. - Students will explain the importance of voting in a republic. Access Point SS.3.CG.2.AP.2 Recognize that it is the responsibility of citizens to vote.
SS.3.CG.2.3	Explain the history and meaning behind patriotic holidays and observances: Students will identify patriotic holidays and observances to include, but not limited to, American Founders Month, Celebrate Freedom Week, Constitution Day, Independence Day, Martin Luther King Jr. Day, Medal of Honor Day, Memorial Day, Patriot Day and Veterans Day.

	Access Point SS.3.CG.2.AP.3 Recognize the meaning behind patriotic holidays.
SS.3.CG.2.4	Recognize symbols, individuals, documents and events that represent the United States. - Students will recognize Mount Rushmore, Uncle Sam and the Washington Monument as symbols that represent the United States. - Students will recognize James Madison, Alexander Hamilton, Booker T. Washington and Susan B. Anthony as individuals who represent the United States. - Students will recognize the U.S. Constitution as a document that represents the United States. - Students will recognize the Constitutional Convention (May 1787—September 1787) and the signing of the U.S. Constitution (September 17, 1787) as events that represent the United States.
	Access Point SS.3.CG.2.AP.4 Identify events that represent the United States.
SS.3.CG.2.5	Recognize symbols, individuals, documents and events that represent the State of Florida. - Students will recognize the Great Seal of the State of Florida as a symbol that represents the state. - Students will recognize William Pope Duval, William Dunn Moseley and Josiah T. Walls as individuals who represent Florida. - Students will identify the Declaration of Rights in the Florida Constitution as a document that represents Florida. - Students will recognize that Florida became the 27th state of the United States on March 3, 1845.
	Access Point SS.3.CG.2.AP.5 Identify events that represent Florida.
<i>SS.3.CG.3 Structure and Functions of Government</i>	
SS.3.CG.3.1	Explain how the U.S. and Florida Constitutions establish the structure, function, powers and limits of government. - Students will recognize that the U.S. Constitution and the Florida Constitution establish the framework for national and state government. - Students will recognize how government is organized at the national level (e.g., three branches of government). - Students will provide examples of people who make and enforce rules and laws in the United States (e.g., congress and president) and Florida (e.g., state legislature and governor).

	Access Point SS.3.CG.3.AP.1 Identify that the U.S. and Florida Constitutions have three branches of government.
SS.3.CG.3.2	Recognize that government has local, state and national levels. • Students will recognize that each level of government has its own unique structure and responsibilities. • Students will distinguish between the responsibilities of the local, state and national governments in the United States.
	Access Point SS.3.CG.3.AP.2 Identify levels of local, state, and federal government to their functions.

Grade 4
Social Studies AP-AAAS

American History

<i>SS.4.A.1 Historical Inquiry and Analysis</i>	
SS.4.A.1.1	Analyze primary and secondary resources to identify significant individuals and events throughout Florida history.
	Access Point SS.4.A.1.AP.1 Identify and use primary and secondary resources to obtain information related to Florida history.
SS.4.A.1.2	Synthesize information related to Florida history through print and electronic media.
	Access Point SS.4.A.1.AP.2 Use print and electronic media to collect information about Florida history.
<i>SS.4.A.2 Pre-Columbian Florida</i>	
SS.4.A.2.1	Compare Native American tribes in Florida.
	Access Point SS.4.A.2.AP.1 Identify important cultural aspects of Native American tribes of Florida.
<i>SS.4.A.3 Exploration and Settlement of Florida</i>	
SS.4.A.3.1	Identify explorers who came to Florida and the motivations for their expeditions.
	Access Point SS.4.A.3.AP.1 Recognize a European explorer who came to Florida.
SS.4.A.3.2	Describe causes and effects of European colonization on the Native American tribes of Florida.
	Access Point SS.4.A.3.AP.2 Identify effects of European colonization on Native American tribes in Florida.
SS.4.A.3.3	Identify the significance of St. Augustine as the oldest permanent European settlement in the United States.
	Access Point SS.4.A.3.AP.3 Recognize St. Augustine as the beginning of Spanish colonial settlement in the United States.
SS.4.A.3.4	Explain the purpose of and daily life on missions (San Luis de Talimali in present-day Tallahassee).
	Access Point SS.4.A.3.AP.4 Identify a purpose of missions in Florida.
SS.4.A.3.5	Identify the significance of Fort Mose as the first free African community in the United States.
	Access Point SS.4.A.3.AP.5 Identify Fort Mose as the first free African community in the United States.
SS.4.A.3.6	Identify the effects of Spanish rule in Florida.

	Access Point SS.4.A.3.AP.6 Recognize effects of Spanish rule in early Florida.
SS.4.A.3.7	Identify nations (Spain, France, England) that controlled Florida before it became a United States territory.
	Access Point SS.4.A.3.AP.7 Identify a different nation that controlled Florida.
SS.4.A.3.8	Explain how the Seminole tribe formed and the purpose for their migration.
	Access Point SS.4.A.3.AP.8 Identify one reason why the Seminole tribe was formed and where they lived.
SS.4.A.3.9	Explain how Florida (Adams-Onís Treaty) became a U.S. territory.
	Access Point SS.4.A.3.AP.9 Recognize that Spain gave Florida back to the United States.
SS.4.A.3.10	Identify the causes and effects of the Seminole Wars.
	Access Point SS.4.A.3.AP.10 Recognize that the United States fought wars against the Seminole tribe.
<i>SS.4.A.4 Growth of Florida</i>	
SS.4.A.4.1	Explain the effects of technological advances on Florida.
	Access Point SS.4.A.4.AP.1 Identify technological advances that helped Florida to grow.
SS.4.A.4.2	Describe pioneer life in Florida.
	Access Point SS.4.A.4.AP.2 Identify characteristics of pioneer life in Florida.
<i>SS.4.A.5 Crisis of the Union: Civil War and Reconstruction in Florida</i>	
SS.4.A.5.1	Describe Florida's involvement (secession, blockades of ports, the battles of Ft. Pickens, Olustee, Ft. Brooke, Natural Bridge, food supply) in the Civil War.
	Access Point SS.4.A.5.AP.1 Recognize that Florida was considered a slave state (South) and battles were fought in Florida during the Civil War.
SS.4.A.5.2	Summarize challenges Floridians faced during Reconstruction.
	Access Point SS.4.A.5.AP.2 Recognize the effects of Reconstruction in Florida.
<i>SS.4.A.6 Industrialization and Emergence of Modern Florida</i>	
SS.4.A.6.1	Describe the economic development of Florida's major industries.
	Access Point SS.4.A.6.AP.1 Recognize Florida's major industries.
SS.4.A.6.2	Summarize contributions immigrant groups made to Florida.
	Access Point SS.4.A.6.AP.2 Identify contributions of immigrants to Florida.
SS.4.A.6.3	Describe the contributions of significant individuals to Florida.

	Access Point SS.4.A.6.AP.3 Identify the contributions of significant individuals to Florida.
SS.4.A.6.4	Describe effects of the Spanish American War on Florida.
	Access Point SS.4.A.6.AP.4 Recognize ways that Florida changed during the Spanish American War.
<i>SS.4.A.7 Roaring 20's, the Great Depression, and WWII in Florida</i>	
SS.4.A.7.1	Describe the causes and effects of the 1920's Florida land boom and bust.
	Access Point SS.4.A.7.AP.1 Identify a basic cause and effect of the 1920s Florida land boom and bust.
SS.4.A.7.2	Summarize challenges Floridians faced during the Great Depression.
	Access Point SS.4.A.7.AP.2 Identify a challenge Floridians faced during the Great Depression.
SS.4.A.7.3	Identify Florida's role in World War II.
	Access Point SS.4.A.7.AP.3 Recognize that Florida played a role in World War II.
<i>SS.4.A.8 Contemporary Florida into the 21st Century</i>	
SS.4.A.8.1	Identify Florida's role in the Civil Rights Movement.
	Access Point SS.4.A.8.AP.1 Recognize that Florida played a role in the Civil Rights Movement.
SS.4.A.8.2	Describe how and why immigration impacts Florida today.
	Access Point SS.4.A.8.AP.2 Identify how immigration impacts Florida today.
SS.4.A.8.3	Describe the effect of the United States space program on Florida's economy and growth.
	Access Point SS.4.A.8.AP.3 Recognize an impact the space program has on Florida's growth.
SS.4.A.8.4	Explain how tourism affects Florida's economy and growth.
	Access Point SS.4.A.8.AP.4 Recognize that tourism brings people and money to Florida.
<i>SS.4.A.9 Chronological Thinking</i>	
SS.4.A.9.1	Utilize timelines to sequence key events in Florida history.
	Access Point SS.4.A.9.AP.1 Complete a timeline to sequence major events in Florida history.

Geography

<i>SS.4.G.1 The World in Spatial Terms</i>	
SS.4.G.1.1	Identify physical features of Florida.
	Access Point SS.4.G.1.AP.1 Recognize selected physical features of Florida.
SS.4.G.1.2	Locate and label cultural features on a Florida map.
	Access Point SS.4.G.1.AP.2 Identify cultural features on a Florida map.
SS.4.G.1.3	Explain how weather impacts Florida.
	Access Point SS.4.G.1.AP.3 Recognize an effect of weather in Florida.
SS.4.G.1.4	Interpret political and physical maps using map elements (title, compass rose, cardinal directions, intermediate directions, symbols, legend, scale, longitude, latitude).
	Access Point SS.4.G.1.AP.4 Identify information provided on maps using the title, compass rose, cardinal and intermediate directions, symbols, and key/legend.

Economics

<i>SS.4.E.1 Beginning Economics</i>	
SS.4.E.1.1	Identify entrepreneurs from various social and ethnic backgrounds who have influenced Florida and local economy.
	Access Point SS.4.E.1.AP.1 Recognize a contribution of an entrepreneur who influenced Florida.
SS.4.E.1.2	Explain Florida's role in the national and international economy and conditions that attract businesses to the state.
	Access Point SS.4.E.1.AP.2 Identify important economic contributions of Florida.

Civics and Government

<i>SS.4.CG.1 Foundations of Government, Law and the American Political System</i>	
SS.4.CG.1.1	Explain why the Florida government has a written Constitution. - Students will recognize that every state has a state constitution. - Students will explain the relationship between a written constitution, the government established and the citizens.
	Access Point SS.4.CG.1.AP.1 Recognize that Florida's constitution protects the rights of Florida's citizens and identifies the parts and functions of state government.
<i>SS.4.CG.2 Civic and Political Participation</i>	

SS.4.CG.2.1	Identify and describe how citizens work with local and state governments to solve problems: - Students will explain how public issues, such as taxation, roads, zoning and schools, impact citizens' daily lives. - Students will describe how citizens can help solve community and state problems (e.g., attending government meetings, communicating with their elected representatives). Access Point SS.4.CG.2.AP.1 Recognize how citizens work with government to solve community problems.
SS.4.CG.2.2	Explain the importance of voting, public service and volunteerism to the state and nation: - Students will explain how voting, public service and volunteerism contribute to the preservation of the republic. - Students will discuss different types of public service and volunteerism. Access Point SS.4.CG.2.AP.2 Identify different types of public service and volunteerism.
SS.4.CG.2.3	Identify individuals who represent the citizens of Florida at the state level: - Students will identify their local state senator and state representative. - Students will identify appropriate methods for communicating with elected officials. - Students will recognize that Florida has a representative government. Access Point SS.4.CG.2.AP.3 Recognize that Florida has a representative government.
SS.4.CG.3 Structure and Functions of Government	
SS.4.CG.3.1	Explain the structure and functions of the legislative, executive and judicial branches of government in Florida: - Students will compare the powers of Florida's three branches of government. - Students will explain how the Declaration of Rights in the Florida Constitution protects the rights of citizens. Access Point SS.4.CG.3.AP.1 Recognize Florida's three branches of government, including legislative (makes laws), judicial (interprets laws), and executive (enforces laws).

SS.4.CG.3.2	Compare the structure, functions and processes of local and state government. Students will identify how government is organized at the local and state level including, but not limited to, legislative branch (e.g., legislature, city/county commission), executive branch (e.g., governor, mayor) and judicial branch (e.g., county and circuit courts).
	Access Point SS.4.CG.3.AP.2 Identify the structures of local and state governments.

Financial Literacy

<i>SS.4.FL.1 Earning Income</i>	
SS.4.FL.1.1	People have many different types of jobs from which to choose. Identify different jobs requiring people to have different skills.
	Access Point SS.4.FL.1.AP.1 Identify different skills with different types of jobs.
SS.4.FL.1.2	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.
	Access Point SS.4.FL.1.AP.2 Recognize that people get paid for their work.
SS.4.FL.1.3	Workers are paid for their labor in different ways such as wages, salaries, or commissions. Explain the ways in which workers are paid.
	Access Point SS.4.FL.1.AP.3 Recognize that workers are paid in different ways for different jobs.
SS.4.FL.1.4	People can earn interest income from letting other people borrow their money. Explain why banks and financial institutions pay people interest when they deposit their money at those institutions.
	Access Point SS.4.FL.1.AP.4 Identify interest income from people borrowing money.
SS.4.FL.1.5	People can earn income by renting their property to other people. Identify different types of property (such as apartments, automobiles, or tools) that people own and on which rent is paid.
	Access Point SS.4.FL.1.AP.5 Recognize income can be earned by renting to others.
SS.4.FL.1.6	Describe ways that people who own a business can earn a profit, which is a source of income.
	Access Point SS.4.FL.1.AP.6 Recognize that people who own a business can make money.

SS.4.FL.1.7	Entrepreneurs are people who start new businesses. Entrepreneurs do not know if their new businesses will be successful and earn a profit. Identify ways in which starting a business is risky for entrepreneurs.
	Access Point SS.4.FL.1.AP.7 Recognize that entrepreneurs are people who start new businesses.
SS.4.FL.1.8	Income earned from working and most other sources of income are taxed. Describe ways that the revenue from these taxes is used to pay for government provided goods and services.
	Access Point SS.4.FL.1.AP.8 Recognize taxes are used to pay for government goods and services.
<i>SS.4.FL.2 Buying Goods and Services</i>	
SS.4.FL.2.1	Explain that economic wants are desires that can be satisfied by consuming a good, a service, or a leisure activity.
	Access Point SS.4.FL.2.AP.1 Identify economic wants with goods, services, and leisure activities.
SS.4.FL.2.2	Explain that people make choices about what goods and services they buy because they can't have everything they want. This requires individuals to prioritize their wants.
	Access Point SS.4.FL.2.AP.2 Place goods and services in a list that prioritizes an individual's wants.
SS.4.FL.2.3	Identify some of the ways that people spend a portion of their income on goods and services in order to increase their personal satisfaction or happiness.
	Access Point SS.4.FL.2.AP.3 Recognize a portion of income can be used for personal happiness.
SS.4.FL.2.4	Discuss that whenever people buy something, they incur an opportunity cost. Opportunity cost is the value of the next best alternative that is given up when a person makes a choice.
	Access Point SS.4.FL.2.AP.4 Recognize a scenario that involves making an economic choice.
SS.4.FL.2.5	Explain that costs are things that a decision maker gives up; benefits are things that a decision maker gains. Make an informed decision by comparing the costs and benefits of spending alternatives.
	Access Point SS.4.FL.2.AP.5 Identify the costs and benefits of spending based on an informed decision.
SS.4.FL.2.6	Predict how people's spending choices are influenced by prices as well as many other factors, including advertising, the spending choices of others, and peer pressure.

	Access Point SS.4.FL.2.AP.6 Identify ways people’s spending choices are influenced.
SS.4.FL.2.7	Planning for spending can help people make informed choices. Develop a budget plan for spending, saving, and managing income. Access Point SS.4.FL.2.AP.7 Identify the parts of a budget plan (spending, saving, and managing income).
SS.4.FL.3 Saving	
SS.4.FL.3.1	Identify ways that income is saved, spent on goods and services, or used to pay taxes. Access Point SS.4.FL.3.AP.1 Recognize ways that income is used.
SS.4.FL.3.2	Explain that when people save money, they give up the opportunity to buy things now in order to buy things later. Access Point SS.4.FL.3.AP.2 Recognize that saving money involves choices.
SS.4.FL.3.3	Identify ways that people can choose to save money in many places—for example, at home in a piggy bank or at a commercial bank, credit union, or savings and loan. Access Point SS.4.FL.3.AP.3 Identify places where people can save money.
SS.4.FL.3.4	Identify savings goals people set as incentives to save. One savings goal might be to buy goods and services in the future. Access Point SS.4.FL.3.AP.4 Identify the relationship between saving money and future purchases.
SS.4.FL.3.5	Explain that when people deposit money into a bank (or other financial institution), the bank may pay them interest. Banks attract savings by paying interest. People also deposit money into banks because banks are safe places to keep their savings. Access Point SS.4.FL.3.AP.5 Recognize the advantages of saving money in a bank.
SS.4.FL.4 Using Credit	
SS.4.FL.4.1	Discuss that interest is the price the borrower pays for using someone else’s money. Access Point SS.4.FL.4.AP.1 Recognize that interest is added when you borrow money.
SS.4.FL.4.2	Identify instances when people use credit, that they receive something of value now and agree to repay the lender over time, or at some date in the future, with interest. Access Point SS.4.FL.4.AP.2 Identify an instance when people use a loan.
SS.4.FL.5 Financial Investing	

SS.4.FL.5.1	Explain that after people have saved some of their income, they must decide how to invest their savings so that it can grow over time.
	Access Point SS.4.FL.5.AP.1 Recognize the difference between saving and financial investing.
SS.4.FL.5.2	Explain that a financial investment is the purchase of a financial asset such as a stock with the expectation of an increase in the value of the asset and/or increase in future income.
	Access Point SS.4.FL.5.AP.2 Recognize that an investment may or may not produce a future income.
<i>SS.4.FL.6 Protecting and Insuring</i>	
SS.4.FL.6.1	Explain that risk is the chance of loss or harm.
	Access Point SS.4.FL.6.AP.1 Recognize common examples of a risk.
SS.4.FL.6.2	Explain that risk from accidents and unexpected events is an unavoidable part of daily life.
	Access Point SS.4.FL.6.AP.2 Recognize that unexpected events are part of daily life.
SS.4.FL.6.3	Describe ways that individuals can either choose to accept risk or take steps to protect themselves by avoiding or reducing risk.
	Access Point SS.4.FL.6.AP.3 Identify ways to avoid or reduce risks.
SS.4.FL.6.4	Discuss that one method to cope with unexpected losses is to save for emergencies.
	Access Point SS.4.FL.6.AP.4 Recognize a benefit of emergency savings.

Grade 5
Social Studies AP-AAAS

American History

<i>SS.5.A.1 Historical Inquiry and Analysis</i>	
SS.5.A.1.1	Use primary and secondary sources to understand history.
	Access Point SS.5.A.1.AP.1 Use primary and secondary resources to understand history.
SS.5.A.1.2	Utilize timelines to identify and discuss American history time periods.
	Access Point SS.5.A.1.AP.2 Sequence events to match dates on a timeline about American history.
<i>SS.5.A.2 Pre-Columbian North America</i>	
SS.5.A.2.1	Compare cultural aspects of ancient American civilizations (Aztecs/Mayas; Mound Builders/Anasazi/Inuit).
	Access Point SS.5.A.2.AP.1 Recognize a cultural aspect of an ancient North American civilization.
SS.5.A.2.2	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).
	Access Point SS.5.A.2.AP.2 Recognize that Native American tribes lived in various parts of North America and had different customs.
SS.5.A.2.3	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.
	Access Point SS.5.A.2.AP.3 Recognize differences in cultural aspects of Native American tribes.
<i>SS.5.A.3 Exploration and Settlement of North America</i>	
SS.5.A.3.1	Describe technological developments that shaped European exploration.
	Access Point SS.5.A.3.AP.1 Recognize inventions that made exploration safer.
SS.5.A.3.2	Investigate (nationality, sponsoring country, motives, dates and routes of travel, accomplishments) the European explorers.
	Access Point SS.5.A.3.AP.2 Identify a European explorer with their sponsoring country.
SS.5.A.3.3	Describe interactions among Native Americans, Africans, English, French, Dutch, and Spanish for control of North America.

	Access Point SS.5.A.3.AP.3 Recognize ways different groups interacted with each other for control of North America.
<i>SS.5.A.4 Colonization of North America</i>	
SS.5.A.4.1	Identify the economic, political and socio-cultural motivation for colonial settlement.
	Access Point SS.5.A.4.AP.1 Recognize reasons why colonists settled in America.
SS.5.A.4.2	Compare characteristics of New England, Middle, and Southern colonies.
	Access Point SS.5.A.4.AP.2 Identify resources found in a colonial region.
SS.5.A.4.3	Identify significant individuals responsible for the development of the New England, Middle, and Southern colonies.
	Access Point SS.5.A.4.AP.3 Identify an individual responsible for the development of new colonies.
SS.5.A.4.4	Demonstrate an understanding of political, economic, and social aspects of daily colonial life in the thirteen colonies.
	Access Point SS.5.A.4.AP.4 Recognize aspects of daily colonial life.
SS.5.A.4.5	Explain the importance of Triangular Trade linking Africa, the West Indies, the British Colonies, and Europe.
	Access Point SS.5.A.4.AP.5 Identify the Triangular Trade with slavery.
SS.5.A.4.6	Describe the introduction, impact, and role of slavery in the colonies.
	Access Point SS.5.A.4.AP.6 Recognize that Southern Colonies had large farms with slaves.
<i>SS.5.A.5 American Revolution & Birth of a New Nation</i>	
SS.5.A.5.1	Identify and explain significant events leading up to the American Revolution.
	Access Point SS.5.A.5.AP.1 Identify events that led up to the American Revolution.
SS.5.A.5.2	Identify significant individuals and groups who played a role in the American Revolution.
	Access Point SS.5.A.5.AP.2 Identify a significant individual who contributed to the American Revolution.
SS.5.A.5.3	Explain the significance of historical documents including key political concepts, origins of these concepts, and their role in American independence.

	Access Point SS.5.A.5.AP.3 Identify that the Declaration of Independence stated that colonists wanted freedom from England.
SS.5.A.5.4	Examine and explain the changing roles and impact of significant women during the American Revolution. Access Point SS.5.A.5.AP.4 Identify a significant woman from the American Revolution.
SS.5.A.5.5	Examine and compare major battles and military campaigns of the American Revolution. Access Point SS.5.A.5.AP.5 Recognize a major battle in the American Revolution.
SS.5.A.5.6	Identify the contributions of foreign alliances and individuals to the outcome of the Revolution. Access Point SS.5.A.5.AP.6 Recognize that the colonies needed help from other countries to win the American Revolution.
SS.5.A.5.7	Explain economic, military, and political factors which led to the end of the Revolutionary War. Access Point SS.5.A.5.AP.7 Identify factors that helped colonists win the Revolution.
SS.5.A.5.8	Evaluate the personal and political hardships resulting from the American Revolution. Access Point SS.5.A.5.AP.8 Recognize that the colonists needed more money and supplies after the American Revolution.
SS.5.A.5.9	Discuss the impact and significance of land policies developed under the Confederation Congress (Northwest Ordinance of 1787). Access Point SS.5.A.5.AP.9 Recognize that the United States wanted to add new land after the Revolution.
SS.5.A.5.10	Examine the significance of the Constitution including its key political concepts, origins of those concepts, and their role in American democracy. Access Point SS.5.A.5.AP.10 Recognize that the Constitution outlines the principles of the American government.
SS.5.A.6 Growth and Westward Expansion	
SS.5.A.6.1	Describe the causes and effects of the Louisiana Purchase. Access Point SS.5.A.6.AP.1 Recognize that the Louisiana Purchase made the United States twice its original size.
SS.5.A.6.2	Identify roles and contributions of significant people during the period of westward expansion.

	Access Point SS.5.A.6.AP.2 Recognize significant people in the westward expansion of the United States.
SS.5.A.6.3	Examine 19th-century advancements (canals, roads, steamboats, flat boats, overland wagons, Pony Express, railroads) in transportation and communication. Access Point SS.5.A.6.AP.3 Identify an advancement with transportation and communication in America during the 1800s.
SS.5.A.6.4	Explain the importance of the explorations west of the Mississippi River. Access Point SS.5.A.6.AP.4 Recognize significant exploration achievements west of the Mississippi River.
SS.5.A.6.5	Identify the causes and effects of the War of 1812. Access Point SS.5.A.6.AP.5 Recognize that America fought England in the War of 1812.
SS.5.A.6.6	Explain how westward expansion affected Native Americans. Access Point SS.5.A.6.AP.6 Recognize the westward expansion impacted Native Americans.
SS.5.A.6.7	Discuss the concept of Manifest Destiny. Access Point SS.5.A.6.AP.7 Identify Manifest Destiny with westward expansion.
SS.5.A.6.8	Describe the causes and effects of the Missouri Compromise. Access Point SS.5.A.6.AP.8 Identify one cause and one effect of the Missouri Compromise.
SS.5.A.6.9	Describe the hardships of settlers along the overland trails to the west. Access Point SS.5.A.6.AP.9 Identify hardships settlers faced as they moved west.

Geography

<i>SS.5.G.1 The World in Spatial Terms</i>	
SS.5.G.1.1	Interpret current and historical information using a variety of geographic tools. Access Point SS.5.G.1.AP.1 Recognize current and historical information using selected geographic tools.
SS.5.G.1.2	Use latitude and longitude to locate places. Access Point SS.5.G.1.AP.2 Use a coordinate grid on a map to locate places.
SS.5.G.1.3	Identify major United States physical features on a map of North America.

	Access Point SS.5.G.1.AP.3 Recognize major physical features on a map of the United States.
SS.5.G.1.4	Construct maps, charts, and graphs to display geographic information. Access Point SS.5.G.1.AP.4 Complete a map, chart, or graph to display geographic information.
SS.5.G.1.5	Identify and locate the original thirteen colonies on a map of North America. Access Point SS.5.G.1.AP.5 Identify an original colony on a map of the United States.
SS.5.G.1.6	Locate and identify states, capitals, and United States Territories on a map. Access Point SS.5.G.1.AP.6 Identify selected states and their capitals on a map.
<i>SS.5.G.2 Places and Regions</i>	
SS.5.G.2.1	Describe the push-pull factors (economy, natural hazards, tourism, climate, physical features) that influenced boundary changes within the United States. Access Point SS.5.G.2.AP.1 Identify a factor that causes a boundary to change.
<i>SS.5.G.3 Environment and Society</i>	
SS.5.G.3.1	Describe the impact that past natural events have had on human and physical environments in the United States through 1850. Access Point SS.5.G.3.AP.1 Identify natural events that caused change through the 1850s.
<i>SS.5.G.4 Uses of Geography</i>	
SS.5.G.4.1	Use geographic knowledge and skills when discussing current events. Access Point SS.5.G.4.AP.1 Use a geographic skill to recognize information about current events.
SS.5.G.4.2	Use geography concepts and skills such as recognizing patterns, mapping, graphing to find solutions for local, state, or national problems. Access Point SS.5.G.4.AP.2 Use a geographic skill to recognize information about selected local, state, or national events.

Economics

<i>SS.5.E.1 Market Economy</i>	
SS.5.E.1.1	Identify how trade promoted economic growth in North America from pre-Columbian times to 1850.

	Access Point SS.5.E.1.AP.1 Recognize how trade promoted growth in pre-Columbian times to 1850.
SS.5.E.1.2	Describe a market economy, and give examples of how the colonial and early American economy exhibited these characteristics. Access Point SS.5.E.1.AP.2 Identify a characteristic of a market economy in colonial America.
SS.5.E.1.3	Trace the development of technology and the impact of major inventions on business productivity during the early development of the United States. Access Point SS.5.E.1.AP.3 Recognize major inventions during the early development of the United States.
<i>SS.5.E.2 The International Economy</i>	
SS.5.E.2.1	Recognize the positive and negative effects of voluntary trade among Native Americans, European explorers, and colonists. Access Point SS.5.E.2.AP.1 Recognize a positive and a negative effect of voluntary trade in early America.

Civics and Government

<i>SS.5.CG.1 Foundations of Government, Law and the American Political System</i>	
SS.5.CG.1.1	Recognize that the Declaration of Independence affirms that every U.S. citizen has certain unalienable rights. ▪ Students will identify the grievances detailed in the Declaration of Independence. ▪ Students will describe the idea of “unalienable rights” in the Declaration of Independence as it relates to each citizen. ▪ Students will discuss the consequences of governments not recognizing that citizens have certain unalienable rights. Access Point SS.5.CG.1.AP.1 Identify the idea of “unalienable rights” in the Declaration of Independence as it relates to each citizen.

SS.5.CG.1.2	Explain how and why the U.S. government was created by the U.S. Constitution: - Students will identify the strengths and weaknesses of the Articles of Confederation. - Students will explain the goals of the 1787 Constitutional Convention. - Students will describe why compromises were made during the writing of the Constitution and identify compromises (e.g., Great Compromise, the Three-Fifths Compromise, the Electoral College). - Students will identify Federalist and Anti-Federalist arguments supporting and opposing the ratification of the U.S. Constitution. Access Point SS.5.CG.1.AP.2 Recognize a compromise that was made during the writing of the Constitution.
SS.5.CG.1.3	Discuss arguments for adopting a representative form of government: Students will explain what is meant by a representative government. Access Point SS.5.CG.1.AP.3 Recognize the United States is a representative government.
SS.5.CG.1.4	Describe the history, meaning and significance of the Bill of Rights: Students will describe how concerns about individual rights led to the inclusion of the Bill of Rights in the U.S. Constitution. Access Point SS.5.CG.1.AP.4 Recognize the significance of the Bill of Rights in the U.S. Constitution.
<i>SS.5.CG.2 Civic and Political Participation</i>	
SS.5.CG.2.1	Discuss the political ideas of Patriots, Loyalists and other colonists about the American Revolution: - Students will describe the political philosophy of American Patriots and why those ideas led them to declare independence from the British Empire. - Students will explain why colonists would choose to side with the British during the American Revolution. - Students will examine motivations for the decision to not take a side during the American Revolution. Access Point SS.5.CG.2.AP.1 Identify political ideas of Patriots and Loyalists.

SS.5.CG.2.2	Compare forms of political participation in the colonial period to today: - Students will describe forms of political participation in the colonial period (e.g., serving on juries, militia service, participation in elections for government). - Students will identify ways citizens participate in the political process today (e.g., serving on juries, participation in elections for government). Access Point SS.5.CG.2.AP.2 Recognize ways citizens participate in the political process historically and in modern times.
SS.5.CG.2.3	Analyze how the U.S. Constitution expanded civic participation over time: Students will describe how the U.S. Constitution expanded voting rights through amendments and legislation including, but not limited to, the 15th, 19th, 24th and 26th Amendments, and the Voting Rights Act of 1965. Access Point SS.5.CG.2.AP.3 Recognize voting rights within the U.S. Constitution.
SS.5.CG.2.4	Evaluate the importance of civic duties and responsibilities to the preservation of the United States' constitutional republic: - Students will explain what it means for the United States to be a constitutional republic. - Students will identify duties (e.g., obeying the law, paying taxes, serving on a jury) and responsibilities (e.g., voting, keeping informed on public issues) that citizens are expected to fulfill. - Students will explain what could happen to the United States if citizens did not fulfill their civic duties and responsibilities. Access Point SS.5.CG.2.AP.4 Recognize duties and responsibilities that citizens are expected to fulfill.
SS.5.CG.2.5	Identify individuals who represent the citizens of Florida at the national level: - Students will identify Florida's U.S. senators and the U.S. representative for their district. - Students will discuss the constitutional qualifications for office, term length, authority, duties, activities and compensation. Access Point SS.5.CG.2.AP.5 Recognize Florida's U.S. senators and representatives from their district.

SS.5.CG.2.6	Explain symbols and documents that represent the United States. - Students will recognize the Great Seal of the United States and the Star Spangled Banner as symbols that represent the United States. - Students will recognize the U.S. Constitution (specifically the Bill of Rights) and the Emancipation Proclamation as documents that represent the United States. Access Point SS.5.CG.2.AP.6 Identify a symbol and a document that represents the United States.
<i>SS.5.CG.3 Structure and Functions of Government</i>	
SS.5.CG.3.1	Describe the organizational structure and powers of the national government as defined in Articles I, II and III of the U.S. Constitution. - Students will identify legislative, executive and judicial branch functions of the U.S. government as defined in Articles I, II and III of the U.S. Constitution. - Students will explain why the Constitution divides the national government into three branches. Access Point SS.5.CG.3.AP.1 Recognize the structure of the national government as defined in the U.S. Constitution.
SS.5.CG.3.2	Analyze how the U.S. Constitution and Bill of Rights limit the power of the national government and protect citizens from an oppressive government. Students will recognize examples of what to include, but not be limited to, popular sovereignty, rule of law, separation of powers, checks and balances, federalism, the amendment process, and the fundamental rights of citizens in the Bill of Rights. Access Point SS.5.CG.3.AP.2 Recognize that the power of the national government is limited by the U.S. Constitution and the Bill of Rights.
SS.5.CG.3.3	Explain the role of the court system in interpreting law and settling conflicts. - Students will explain why the U.S. Supreme Court is the highest court in the system. - Students will explain why both the United States and Florida have a Supreme Court. Access Point SS.5.CG.3.AP.3 Recognize the role of the United States and Florida Supreme Court.

SS.5.CG.3.4	Describe the process for amending the U.S. Constitution: • Students will explain why the U.S. Constitution includes the amendment process. • Students will identify amendments to the U.S. Constitution. Access Point SS.5.CG.3.AP.4 Recognize that the U.S. Constitution has amendments.
SS.5.CG.3.5	Explain how the U.S. Constitution influenced the Florida Constitution: • Students will identify the purpose of a constitution (e.g., provides a framework for government, limits government authority, protects the rights of the people). • Students will recognize the basic outline of the U.S. and Florida Constitutions (both have articles, amendments and preambles). Access Point SS.5.CG.3.AP.5 Recognize the basic outline of the U.S. and Florida Constitutions.
SS.5.CG.3.6	Explain the relationship between the state and national governments: • Students will define federalism as it applies to the United States. • Students will provide examples of powers granted to the national government and those reserved to the states. • Students will provide examples of cooperation between the U.S. and Florida governments. Access Point SS.5.CG.3.AP.6 Identify examples of powers granted to the national government and those reserved to the states.

Holocaust Education

<i>SS.5.HE.1 Foundations of Holocaust Education</i>	
SS.5.HE.1.1	Define the Holocaust as the planned and systematic state-sponsored persecution and murder of European Jews by Nazi Germany and its collaborators between 1933 and 1945. • Students will define antisemitism as prejudice against or hatred of the Jewish people. • Students will recognize the Holocaust as history's most extreme example of antisemitism. • Students will identify examples of antisemitism (e.g., calling for, aiding, or justifying the killing or harming of Jews).

	Access Point SS.5.HE.1.AP.1 Recognize the Holocaust as history's most extreme example of antisemitism.
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Grade 6
Social Studies AP-AAAS

Geography

<i>SS.6.G.1 Understand how to use maps and other geographic representations, tools and technology to report information.</i>	
SS.6.G.1.1	Use latitude and longitude coordinates to understand the relationship between people and places on the Earth.
	Access Point SS.6.G.1.AP.1 Select the correct latitude and longitude coordinates of a designated item on a map grid.
SS.6.G.1.2	Analyze the purposes of map projections (political, physical, special purpose) and explain the applications of various types of maps.
	Access Point SS.6.G.1.AP.2 Identify the purposes of different types of maps, such as political, physical, or special purpose.
SS.6.G.1.3	Identify natural wonders of the ancient world.
	Access Point SS.6.G.1.AP.3 Identify various types of landforms such as the Seven Natural Wonders of Africa, Himalayas, and Gobi Desert.
SS.6.G.1.4	Utilize tools geographers use to study the world.
	Access Point SS.6.G.1.AP.4 Identify and use tools of geography, such as maps, globes, satellite images, and charts.
SS.6.G.1.5	Use scale, cardinal, and intermediate directions, and estimation of distances between places on current and ancient maps of the world.
	Access Point SS.6.G.1.AP.5 Use scale conversions and cardinal directions to identify distance and direction between two identified locations on a map or grid.
SS.6.G.1.6	Use a map to identify major bodies of water of the world, and explain ways they have impacted the development of civilizations.
	Access Point SS.6.G.1.AP.6 Identify types of major bodies of water in the world, and recognize ways they have impacted agriculture, trade, and exploration.
SS.6.G.1.7	Use maps to identify characteristics and boundaries of ancient civilizations that have shaped the world today.
	Access Point SS.6.G.1.AP.7 Use maps to identify landforms and boundaries of ancient civilizations that still shape the world today.
<i>SS.6.G.2 Understand physical and cultural characteristics of places.</i>	

SS.6.G.2.1	Explain how major physical characteristics, natural resources, climate, and absolute and relative locations have influenced settlement, interactions, and the economies of ancient civilizations of the world.
	Access Point SS.6.G.2.AP.1 Identify the impact of physical characteristics, climate, or natural resources upon the settlement and economies of ancient civilizations.
SS.6.G.2.2	Differentiate between continents, regions, countries, and cities in order to understand the complexities of regions created by civilizations.
	Access Point SS.6.G.2.AP.2 Identify different ways civilizations defined their territory, such as countries, city-states, provinces, kingdoms, and empires.
SS.6.G.2.3	Analyze the relationship of physical geography to the development of ancient river valley civilizations.
	Access Point SS.6.G.2.AP.3 Identify how the development of ancient river valley civilizations was shaped by the geography and proximity of the river.
SS.6.G.2.4	Explain how the geographical location of ancient civilizations contributed to the culture and politics of those societies.
	Access Point SS.6.G.2.AP.4 Identify ways the geographical location of ancient civilizations contributed to the culture, economy, and politics.
SS.6.G.2.5	Interpret how geographic boundaries invite or limit interaction with other regions and cultures.
	Access Point SS.6.G.2.AP.5 Explain how geographic boundaries such as rivers, deserts, and mountains invite or limit interactions with other regions and cultures.
SS.6.G.2.6	Explain the concept of cultural diffusion, and identify the influences of different ancient cultures on one another.
	Access Point SS.6.G.2.AP.6 Define cultural diffusion and identify the influences of different ancient cultures on one another.
SS.6.G.2.7	Interpret choropleths or dot-density maps to explain the distribution of population in the ancient world.
	Access Point SS.6.G.2.AP.7 Identify distribution of population in the ancient world on a map.
<i>SS.6.G.3 Understand the relationships between the Earth's ecosystems and the populations that dwell within them.</i>	
SS.6.G.3.1	Explain how the physical landscape has affected the development of agriculture and industry in the ancient world.

	Access Point SS.6.G.3.AP.1 Identify the impact of physical landscape on the development of agriculture and/or industry in the ancient world.
SS.6.G.3.2	Analyze the impact of human populations on the ancient world's ecosystems.
	Access Point SS.6.G.3.AP.2 Identify the impact of human population on the ancient world's environment.
<i>SS.6.G.4 Understand the characteristics, distribution, and migration of human populations.</i>	
SS.6.G.4.1	Explain how family and ethnic relationships influenced ancient cultures.
	Access Point SS.6.G.4.AP.1 Identify how family and ethnic relationships influenced ancient cultures.
SS.6.G.4.2	Use maps to trace significant migrations and analyze their results.
	Access Point SS.6.G.4.AP.2 Use a map to identify a prehistoric migration route used by humans.
SS.6.G.4.3	Locate sites in Africa and Asia where archaeologists have found evidence of early human societies, and trace their migration patterns to other parts of the world.
	Access Point SS.6.G.4.AP.3 Identify a migration pattern in Africa or Asia, where evidence of early human societies has been found.
SS.6.G.4.4	Map and analyze the impact of the spread of various belief systems in the ancient world.
	Access Point SS.6.G.4.AP.4 Use a map to identify countries or regions where various belief systems spread in the ancient world.
<i>SS.6.G.5 Understand how human actions can impact the environment.</i>	
SS.6.G.5.1	Identify the methods used to compensate for the scarcity of resources in the ancient world.
	Access Point SS.6.G.5.AP.1 Identify examples of what ancient people used to compensate for the scarcity of resources.
SS.6.G.5.2	Use geographic terms and tools to explain why ancient civilizations developed networks of highways, waterways, and other transportation linkages.
	Access Point SS.6.G.5.AP.2 Identify why ancient civilizations developed transportation networks of highways and waterways.
SS.6.G.5.3	Use geographic tools and terms to analyze how famine, drought, and natural disasters plagued many ancient civilizations.

	Access Point SS.6.G.5.AP.3 Identify the effects of famine, drought, and other natural disasters on ancient civilizations.
<i>SS.6.G.6 Understand how to apply geography to interpret the past and present and plan for the future.</i>	
SS.6.G.6.1	Describe the Six Essential Elements of Geography (The World in Spatial Terms, Places and Regions, Physical Systems, Human Systems, Environment, The Uses of Geography) as the organizing framework for understanding the world and its people. Access Point SS.6.G.6.AP.1 Identify ways geographers organize information, such as by spatial terms, places and regions, human systems, and the environment.
SS.6.G.6.2	Compare maps of the world in ancient times with current political maps. Access Point SS.6.G.6.AP.2 Identify locations on ancient and current maps of the world.

Economies

<i>SS.6.E.1 Understand the fundamental concepts relevant to the development of a market economy.</i>	
SS.6.E.1.1	Identify the factors (new resources, increased productivity, education, technology, slave economy, territorial expansion) that increase economic growth. Access Point SS.6.E.1.AP.1 Identify the factors that increase economic growth.
SS.6.E.1.2	Describe and identify traditional and command economies as they appear in different civilizations. Access Point SS.6.E.1.AP.2 Identify the characteristics of traditional and command economies as they appear in different civilizations.
SS.6.E.1.3	Describe the following economic concepts as they relate to early civilization: scarcity, opportunity cost, supply and demand, barter, trade, productive resources (land, labor, capital, entrepreneurship). Access Point SS.6.E.1.AP.3 Identify the basic economic concepts found in early civilizations.
<i>SS.6.E.2 Understand the fundamental concepts relevant to the institutions, structure, and functions of a national economy.</i>	
SS.6.E.2.1	Evaluate how civilizations through clans, leaders, and family groups make economic decisions for that civilization providing a framework for future city-state or nation development. Access Point SS.6.E.2.AP.1 Recognize that leaders or family groups make economic decisions for their civilizations.

<i>SS.6.E.3 Understand the fundamental concepts and interrelationships of the United States economy in the international marketplace.</i>	
SS.6.E.3.1	Identify examples of mediums of exchange (currencies) used for trade (barter) for each civilization, and explain why international trade requires a system for a medium of exchange between trading both inside and among various regions.
	Access Point SS.6.E.3.AP.1 Identify and explain why mediums of exchange were needed in trade between early civilizations.
SS.6.E.3.2	Categorize products that were traded among civilizations, and give examples of barriers to trade of those products.
	Access Point SS.6.E.3.AP.2 Identify the products and barriers involved in trade between civilizations.
SS.6.E.3.3	Describe traditional economies (Egypt, Greece, Rome, Kush) and elements of those economies that led to the rise of a merchant class and trading partners.
	Access Point SS.6.E.3.AP.3 Identify the elements of traditional economies that led to the need for a merchant class.
SS.6.E.3.4	Describe the relationship among civilizations that engage in trade, including the benefits and drawbacks of voluntary trade.
	Access Point SS.6.E.3.AP.4 Identify the benefits and drawbacks of voluntary trade between civilizations.

Civics and Government

<i>SS.6.CG.1 Demonstrate an understanding of the origins and purposes of government, law and the American political system.</i>	
SS.6.CG.1.1	Analyze how democratic concepts developed in ancient Greece served as a foundation for the United States' constitutional republic. • Students will identify and explain the democratic principles of government in ancient Greece. • Students will compare and contrast the political systems of ancient Greece and modern-day United States. • Students will recognize the influence of ancient Greece on the American political process.
	Access Point SS.6.CG.1.AP.1 Identify how democratic concepts developed in ancient Greece served as a foundation for the United States' constitutional republic.
SS.6.CG.1.2	Analyze the influence of ancient Rome on the United States' constitutional republic. • Students will compare and contrast the political systems in

	ancient Rome and modern-day United States. Students will recognize the influence of ancient Rome on the American political process.
	Access Point SS.6.CG.1.AP.2 Identify the influence of ancient Rome on the United States' constitutional republic.
SS.6.CG.1.3	Examine rule of law in the ancient world and its influence on the United States' constitutional republic. Students will recognize origins of what to include, but not be limited to, the contributions of ancient Greek and ancient Roman civilizations. Students will recognize that the rule of law is a foundational principle of the U.S. government.
	Access Point SS.6.CG.1.AP.3 Identify rule of law as a foundational principle of the U.S. government.
SS.6.CG.1.4	Examine examples of civic leadership and virtue in ancient Greece and ancient Rome. Students will explain the influence of significant leaders (e.g., Marcus Tullius Cicero, Marcus Aurelius, Pericles, Solon, Cleisthenes) on civic participation and governance in the ancient world.
	Access Point SS.6.CG.1.AP.4 Identify an example of civic leadership in ancient Greece and ancient Rome.

World History

<i>SS.6.W.1 Utilize historical inquiry skills and analytical processes.</i>	
SS.6.W.1.1	Use timelines to identify chronological order of historical events.
	Access Point SS.6.W.1.AP.1 Use timelines to identify chronological order of historical events.
SS.6.W.1.2	Identify terms (decade, century, epoch, era, millennium, BC/BCE, AD/CE) and designations of time periods.
	Access Point SS.6.W.1.AP.2 Identify terms used as designations of time periods.
SS.6.W.1.3	Interpret primary and secondary sources.
	Access Point SS.6.W.1.AP.3 Identify examples of primary and secondary sources.
SS.6.W.1.4	Describe the methods of historical inquiry and how history relates to the other social sciences.
	Access Point SS.6.W.1.AP.4 Identify methods of historical inquiry and how history relates to the other social sciences.
SS.6.W.1.5	Describe the roles of historians and recognize varying historical

	interpretations (historiography).
	Access Point SS.6.W.1.AP.5 Identify the role of historians and recognize that historians' interpretations may differ.
SS.6.W.1.6	Describe how history transmits culture and heritage and provides models of human character.
	Access Point SS.6.W.1.AP.6 Identify how history transmits culture and heritage.
<i>SS.6.W.2 Describe the emergence of early civilizations (Nile, Tigris-Euphrates, Indus, and Yellow Rivers, Meso and South American).</i>	
SS.6.W.2.1	Compare the lifestyles of hunter-gatherers with those of settlers of early agricultural communities.
	Access Point SS.6.W.2.AP.1 Identify the similarities and differences in the lifestyles of hunter-gatherers with settlers of early agricultural communities.
SS.6.W.2.2	Describe how the developments of agriculture and metallurgy related to settlement, population growth, and the emergence of civilization.
	Access Point SS.6.W.2.AP.2 Identify ways that agriculture and metallurgy changed life in early civilizations.
SS.6.W.2.3	Identify the characteristics of civilization.
	Access Point SS.6.W.2.AP.3 Identify the characteristics of civilization.
SS.6.W.2.4	Compare the economic, political, social, and religious institutions of ancient river civilizations.
	Access Point SS.6.W.2.AP.4 Identify the economic, political, social, and religious institutions of ancient river civilizations.
SS.6.W.2.5	Summarize important achievements of Egyptian civilization.
	Access Point SS.6.W.2.AP.5 Identify important achievements of the Egyptian civilization.
SS.6.W.2.6	Determine the contributions of key figures from ancient Egypt.
	Access Point SS.6.W.2.AP.6 Identify the contributions of key figures from ancient Egypt.
SS.6.W.2.7	Summarize the important achievements of Mesopotamian civilization.
	Access Point SS.6.W.2.AP.7 Identify important achievements of the Mesopotamian civilization.
SS.6.W.2.8	Determine the impact of key figures from ancient Mesopotamian civilizations.
	Access Point SS.6.W.2.AP.8 Identify the impact of key figures from ancient

	Mesopotamian civilizations:
SS.6.W.2.9	Identify key figures and basic beliefs of the Israelites and determine how these beliefs compared with those of others in the geographic area.
	Access Point SS.6.W.2.AP.9 Identify key figures and a basic belief of the ancient Israelites and how they differed from those of others in the geographic area.
SS.6.W.2.10	Compare the emergence of advanced civilizations in Meso and South America with the four early river valley civilizations.
	Access Point SS.6.W.2.AP.10 Identify the emergence of the early river civilizations with the advanced civilizations in Meso and South America.
<i>SS.6.W.3 Recognize significant events, figures, and contributions of classical civilizations (Phoenicia, Greece, Rome, Axum).</i>	
SS.6.W.3.1	Analyze the cultural impact the ancient Phoenicians had on the Mediterranean world with regard to colonization (Carthage), exploration, maritime commerce (purple dye, tin), and written communication (alphabet).
	Access Point SS.6.W.3.AP.1 Identify the cultural impact the ancient Phoenicians had on the Mediterranean world regarding colonization, exploration, maritime commerce, and written communication.
SS.6.W.3.2	Explain the democratic concepts (polis, civic participation and voting rights, legislative bodies, written constitutions, rule of law) developed in ancient Greece.
	Access Point SS.6.W.3.AP.2 Identify the democratic concepts developed in ancient Greece.
SS.6.W.3.3	Compare life in Athens and Sparta (government and the status of citizens, women and children, foreigners, helots).
	Access Point SS.6.W.3.AP.3 Identify the characteristics of life in Athens and Sparta.
SS.6.W.3.4	Explain the causes and effects of the Persian and Peloponnesian Wars.
	Access Point SS.6.W.3.AP.4 Identify the causes and effects of the Persian and Peloponnesian Wars.
SS.6.W.3.5	Summarize the important achievements and contributions of ancient Greek civilization.
	Access Point SS.6.W.3.AP.5 Identify the important achievements and contributions of ancient Greek civilization.
SS.6.W.3.6	Determine the impact of key figures from ancient Greece.

	Access Point SS.6.W.3.AP.6 Identify the impact of key figures from ancient Greece.
SS.6.W.3.7	Summarize the key achievements, contributions, and figures associated with The Hellenistic Period. Access Point SS.6.W.3.AP.7 Identify the key achievements, contributions, and figures associated with the Hellenistic Period.
SS.6.W.3.8	Determine the impact of significant figures associated with ancient Rome. Access Point SS.6.W.3.AP.8 Identify the impact of significant figures associated with ancient Rome.
SS.6.W.3.9	Explain the impact of the Punic Wars on the development of the Roman Empire. Access Point SS.6.W.3.AP.9 Identify the impact of the Punic Wars on the development of the Roman Empire.
SS.6.W.3.10	Describe the government of the Roman Republic and its contribution to the development of democratic principles (separation of powers, rule of law, representative government, civic duty). Access Point SS.6.W.3.AP.10 Identify the type of government found in the Roman Republic and its contribution to the development of democratic principles.
SS.6.W.3.11	Explain the transition from Roman Republic to empire and Imperial Rome, and compare Roman life and culture under each one. Access Point SS.6.W.3.AP.11 Identify changes in the characteristics of life in Rome as it transitioned from republic to Imperial Rome.
SS.6.W.3.12	Explain the causes for the growth and longevity of the Roman Empire. Access Point SS.6.W.3.AP.12 Explain the causes for the growth and longevity of the Roman Empire.
SS.6.W.3.13	Identify key figures and the basic beliefs of early Christianity and how these beliefs impacted the Roman Empire. Access Point SS.6.W.3.AP.13 Identify key figures and the basic beliefs of early Christianity, and how these beliefs impacted the Roman Empire.
SS.6.W.3.14	Describe the key achievements and contributions of Roman civilization. Access Point SS.6.W.3.AP.14 Identify the key achievements and contributions of Roman civilization.
SS.6.W.3.15	Explain the reasons for the gradual decline of the Western Roman

	Empire after the Pax Romana. Access Point SS.6.W.3.AP.15 Identify the reasons for the gradual decline of the Western Roman Empire after the Pax Romana.
SS.6.W.3.16	Compare life in the Roman Republic for patricians, plebeians, women, children, and slaves. Access Point SS.6.W.3.AP.16 Identify the aspects of society in the Roman Republic for patricians, plebeians, women, children, and the enslaved and indentured.
SS.6.W.3.17	Explain the spread and influence of the Latin language on Western Civilization. Access Point SS.6.W.3.AP.17 Identify how the spread and influence of the Latin language impacted Western Civilization.
SS.6.W.3.18	Describe the rise and fall of the ancient east African kingdoms of Kush and Axum and Christianity's development in Ethiopia. Access Point SS.6.W.3.AP.18 Identify factors in the rise and fall of the ancient east African kingdoms, including Kush, Axum, and Ethiopia.
<i>SS.6.W.4 Recognize significant events, figures, and contributions of classical Asian civilizations (China, India).</i>	
SS.6.W.4.1	Discuss the significance of Aryan and other tribal migrations on Indian civilization. Access Point SS.6.W.4.AP.1 Identify the significance of Aryan and other tribal migrations on Indian civilization.
SS.6.W.4.2	Explain the major beliefs and practices associated with Hinduism and the social structure of the caste system in ancient India. Access Point SS.6.W.4.AP.2 Identify the major beliefs and practices associated with Hinduism and the social structure of the caste system in ancient India.
SS.6.W.4.3	Recognize the political and cultural achievements of the Mauryan and Gupta empires. Access Point SS.6.W.4.AP.3 Identify the political and cultural achievements of the Mauryan and Gupta empires.
SS.6.W.4.4	Explain the teachings of Buddha, the importance of Asoka, and how Buddhism spread in India, Ceylon, and other parts of Asia. Access Point SS.6.W.4.AP.4 Identify the teachings of Buddha and trace how Buddhism spread in India, Ceylon, and other parts of Asia.
SS.6.W.4.5	Summarize the important achievements and contributions of ancient Indian civilization. Access Point

	SS.6.W.4.AP.5 Identify the important achievements and contributions of ancient Indian civilization, in written language, science, and/or mathematics.
SS.6.W.4.6	Describe the concept of the Mandate of Heaven and its connection to the Zhou and later dynasties. Access Point SS.6.W.4.AP.6 Identify the concept of the Mandate of Heaven and its connection to the Zhou and later dynasties.
SS.6.W.4.7	Explain the basic teachings of Laozi, Confucius, and Han Fei Zi. Access Point SS.6.W.4.AP.7 Identify the basic teachings of Laozi, Confucius, and Han Fei Zi.
SS.6.W.4.8	Describe the contributions of classical and post classical China. Access Point SS.6.W.4.AP.8 Identify the contributions of classical and post classical China.
SS.6.W.4.9	Identify key figures from classical and post classical China. Access Point SS.6.W.4.AP.9 Identify key figures from classical and post classical China.
SS.6.W.4.10	Explain the significance of the silk roads and maritime routes across the Indian Ocean to the movement of goods and ideas among Asia, East Africa, and the Mediterranean Basin. Access Point SS.6.W.4.AP.10 Identify the significance of the silk roads and maritime routes across the Indian Ocean to the movement of goods and ideas.
SS.6.W.4.11	Explain the rise and expansion of the Mongol empire and its effects on peoples of Asia and Europe including the achievements of Ghengis and Kublai Khan. Access Point SS.6.W.4.AP.11 Identify the rise and expansion of the Mongol empire and its effects on peoples of Asia and Europe including the achievements of Ghengis and Kublai Khan.
SS.6.W.4.12	Identify the causes and effects of Chinese isolation and the decision to limit foreign trade in the 15 th century. Access Point SS.6.W.4.AP.12 Identify the objectives and outcomes of Chinese isolationism in the 15 th century.

Holocaust Education

SS.68.HE.1 Foundations of Holocaust Education	
SS.68.HE.1.1	Examine the Holocaust as the planned and systematic state-sponsored persecution and murder of European Jews by Nazi Germany and its collaborators between 1933 and 1945. Students will describe the basic beliefs of Judaism and trace

	the origins and history of Jews in Europe: • Students will analyze how antisemitism led to and contributed to the Holocaust. • Students will identify examples of antisemitism (e.g., making mendacious, dehumanizing, demonizing or stereotypical allegations about Jews; demonizing Israel by using the symbols and images associated with classic antisemitism to characterize Israel or Israelis).
	Access Point
	SS.68.HE.1.AP.1a Identify the Holocaust as the planned persecution and murder of European Jews by the government of Nazi Germany.
	SS.68.HE.1.AP.1b Identify examples of antisemitism and how it contributed to the Holocaust.
	SS.68.HE.1.AP.1c Identify the basic beliefs of Judaism and the history of Jews in Europe.

Grade 7
Social Studies AP-AAAS
Geography

<i>SS.7.G.1 Understand how to use maps and other geographic representations, tools, and technology to report information.</i>	
SS.7.G.1.1	Locate the fifty states and their capital cities in addition to the nation's capital on a map.
	Access Point SS.7.G.1.AP.1 Locate the fifty states, territories, and their capital cities, in addition to the nation's capital on a map.
SS.7.G.1.2	Locate on a world map the territories and protectorates of the United States of America.
	Access Point SS.7.G.1.AP.2 Identify the location of selected United States territories on a world map.
SS.7.G.1.3	Interpret maps to identify geopolitical divisions and boundaries of places in North America.
	Access Point SS.7.G.1.AP.3 Identify the divisions and boundaries of places in North America, including the United States, Canada, Mexico and Central America.
<i>SS.7.G.2 Understand physical and cultural characteristics of places.</i>	
SS.7.G.2.1	Locate major cultural landmarks that are emblematic of the United States.
	Access Point SS.7.G.2.AP.1 Locate major cultural landmarks that symbolize the United States.
SS.7.G.2.2	Locate major physical landmarks that are emblematic of the United States.
	Access Point SS.7.G.2.AP.2 Locate major physical landmarks that symbolize the United States.
SS.7.G.2.3	Explain how major physical characteristics, natural resources, climate, and absolute and relative location have influenced settlement, economies, and inter-governmental relations in North America.
	Access Point SS.7.G.2.AP.3 Identify how major physical characteristics, climate, and location have influenced settlement and the economy of the United States.
SS.7.G.2.4	Describe current major cultural regions of North America.
	Access Point SS.7.G.2.AP.4 Identify current major cultural regions of North America.
<i>SS.7.G.3 Understand the relationships between the Earth's ecosystems and the populations that dwell within them.</i>	

SS.7.G.3.1	Use maps to describe the location, abundance, and variety of natural resources in North America.
	Access Point SS.7.G.3.AP.1 Use maps to identify the location of a variety of natural resources in North America.
<i>SS.7.G.4 Understand the characteristics, distribution, and migration of human populations.</i>	
SS.7.G.4.1	Use geographic terms and tools to explain cultural diffusion throughout North America.
	Access Point SS.7.G.4.AP.1 Identify cultural diffusion due to migration throughout North America.
SS.7.G.4.2	Use maps and other geographic tools to examine the importance of demographics within political divisions of the United States.
	Access Point SS.7.G.4.AP.2 Identify the importance of demographics within political divisions of the United States.
<i>SS.7.G.5 Understand how human actions can impact the environment.</i>	
SS.7.G.5.1	Use a choropleth or other map to geographically represent current information about issues of conservation or ecology in the local community.
	Access Point SS.7.G.5.AP.1 Use a choropleth or other map to identify geographical areas impacted by changes in ecology.
<i>SS.7.G.6 Understand how to apply geography to interpret the past and present and plan for the future.</i>	
SS.7.G.6.1	Use Geographic Information Systems (GIS) or other technology to view maps of current information about the United States.
	Access Point SS.7.G.6.AP.1 Use a form of technology to locate and view maps with current information about the United States.

Economics

<i>SS.7.E.1 Understand the fundamental concepts relevant to the development of a market economy.</i>	
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.
	Access Point SS.7.E.1.AP.1 Identify major characteristics of market and mixed economies.
SS.7.E.1.2	Discuss the importance of borrowing and lending in the United States, the government's role in controlling financial institutions, and list the advantages and disadvantages of using credit.
	Access Point SS.7.E.1.AP.2 Identify differences in borrowing and lending money, including the use of credit.

SS.7.E.1.3	Review the concepts of supply and demand, choice, scarcity, and opportunity cost as they relate to the development of the mixed market economy in the United States.
	Access Point SS.7.E.1.AP.3 Identify examples of supply and demand, choice, scarcity, and opportunity cost.
SS.7.E.1.4	Discuss the function of financial institutions in the development of a market economy.
	Access Point SS.7.E.1.AP.4 Identify the function of accounts and services provided by banks or other financial institutions.
SS.7.E.1.5	Assess how profits, incentives, and competition motivate individuals, households, and businesses in a free market economy.
	Access Point SS.7.E.1.AP.5 Identify that profit and incentives motivate people and businesses to work harder.
SS.7.E.1.6	Compare the national budget process to the personal budget process.
	Access Point SS.7.E.1.AP.6 Identify the differences and similarities in the national budget process to the personal budget process.
<i>SS.7.E.2 Understand the fundamental concepts relevant to the institutions, structure, and functions of a national economy.</i>	
SS.7.E.2.1	Explain how federal, state, and local taxes support the economy as a function of the United States government.
	Access Point SS.7.E.2.AP.1 Identify how federal, state, and local taxes are used by the government.
SS.7.E.2.2	Describe the banking system in the United States and its impact on the money supply.
	Access Point SS.7.E.2.AP.2 Identify that the banking system in the United States controls the money supply and interest rates.
SS.7.E.2.3	Identify and describe United States laws and regulations adopted to promote economic competition.
	Access Point SS.7.E.2.AP.3 Identify and describe how U.S. laws and regulations are used to impact and monitor the economy.
SS.7.E.2.4	Identify entrepreneurs from various gender, social, and ethnic backgrounds who started a business seeking to make a profit.
	Access Point SS.7.E.2.AP.4 Identify entrepreneurs from various, gender, social, and ethnic backgrounds who started a successful business.
SS.7.E.2.5	Explain how economic institutions impact the national economy.
	Access Point SS.7.E.2.AP.5 Identify the impact economic institutions had on local, state and/or federal economy.

<i>SS.7.E.3 Understand the fundamental concepts and interrelationships of the United States economy in the international marketplace.</i>	
SS.7.E.3.1	Explain how international trade requires a system for exchanging currency between and among nations.
	Access Point SS.7.E.3.AP.1 Identify that various currencies from different countries can be exchanged for trade.
SS.7.E.3.2	Assess how the changing value of currency affects trade of goods and services between nations.
	Access Point SS.7.E.3.AP.2 Identify that the changing value of currency increases or decreases trade of goods and services between nations.
SS.7.E.3.3	Compare and contrast a single resource economy with a diversified economy.
	Access Point SS.7.E.3.AP.3 Identify the differences and similarities between a single resource economy and a diversified economy.
SS.7.E.3.4	Compare and contrast the standard of living in various countries today to that of the United States using gross domestic product (GDP) per capita as an indicator.
	Access Point SS.7.E.3.AP.4 Compare and contrast the standard of living in various countries today to that of the United States using gross domestic product (GDP) per capita as an indicator.

Civics and Government

<i>SS.7.CG.1 Demonstrate an understanding of the origins and purposes of government, law and the American political system.</i>	
SS.7.CG.1.1	Analyze the influences of ancient Greece, ancient Rome and the Judeo-Christian tradition on America's constitutional republic. • Students will explain the influence of ancient Greece on America's constitutional republic (e.g., civic participation; legislative bodies; polis; voting rights; written constitution). • Students will explain the influence of ancient Rome on America's constitutional republic (e.g., civic participation; republicanism; representative government; rule of law; separation of powers). • Students will compare and contrast the democratic principles of ancient Greece and ancient Rome with those of the United States. • Students will explain how the Judeo-Christian ethical ideas of justice, individual worth, personal responsibility and the rule of law influenced America's constitutional republic.

	Access Point SS.7.CG.1.AP.1 Identify the influences of ancient Greece, ancient Rome and the Judeo-Christian tradition on America's constitutional republic.
SS.7.CG.1.2	Trace the principles underlying America's founding ideas on law and government. - Students will recognize principles contained in the founding documents (e.g., due process of law, equality of mankind, limited government, natural rights, the rule of law). - Students will explain why religious liberty is a protected right. Access Point SS.7.CG.1.AP.2 Identify the principles of due process of law, equality of mankind, limited government, natural rights, and rule of law, in the founding documents.
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. Students will identify the important ideas contained in the Magna Carta (e.g., due process of law, limitation of government power, right to justice, right to fair trial), Mayflower Compact (e.g., consent of the governed, self-government), English Bill of Rights (e.g., right to life, liberty and property; no taxation without representation; right to a speedy and fair jury trial; no excessive punishments; habeas corpus) and Common Sense (representative self-government). Access Point SS.7.CG.1.AP.3 Identify the impact that the Magna Carta, Mayflower Compact, English Bill of Rights and Thomas Paine's Common Sense had on colonists' views of the government.
SS.7.CG.1.4	Analyze how Enlightenment ideas, including Montesquieu's view of separation of powers and John Locke's theories related to natural law and Locke's social contract, influenced the Founding. - Students will identify and describe the Enlightenment ideas of separation of powers, natural law and social contract. - Students will examine how Enlightenment ideas influenced the Founders' beliefs about individual liberties and government. - Students will evaluate the influence of Montesquieu's and Locke's ideas on the Founding Fathers. Access Point SS.7.CG.1.AP.4 Identify how Montesquieu's view of separation of powers and John Locke's theories related to natural law and Locke's social contract, influenced the Founding Fathers.

SS.7.CG.1.5	Describe how British policies and responses to colonial concerns led to the writing of the Declaration of Independence: • 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. Access Point SS.7.CG.1.AP.5 Identify how British policies and responses to colonial concerns led to the writing of the Declaration of Independence.
SS.7.CG.1.6	Analyze the ideas and grievances set forth in the Declaration of Independence: • Students will identify the unalienable rights specifically expressed in the Preamble of the Declaration of Independence (e.g., life, liberty and the pursuit of happiness). • Students will explain the concept of natural rights as expressed in the Declaration of Independence. • Students will recognize natural rights, social contract, limited government and the right of resistance to tyrannical government. • Students will analyze the relationship between natural rights and the role of government: 1. People are endowed by their Creator with certain unalienable rights; 2. Governments are instituted among men to secure these rights; 3. Governments derive their just powers from the consent of governed; and 4. Whenever any form of government becomes destructive of these ends, it is the right of the people to alter or abolish it and to institute new government. • Students will recognize the connection between specific grievances in the Declaration of Independence and natural rights violations. • Students will recognize colonial grievances identified in the Declaration of Independence (e.g., imposing taxes without the consent of the people, suspending trial by jury, limiting judicial powers, quartering soldiers and dissolving legislatures). Access Point SS.7.CG.1.AP.6 Identify the ideas and grievances set forth in the Declaration of Independence.

SS.7.CG.1.7	Explain how the weaknesses of the Articles of Confederation led to the writing of the U.S. Constitution: Students will identify the weaknesses of the government under the Articles of Confederation (i.e., Congress had no power to tax, to regulate trade or to enforce its laws; the national government lacked a national court system [judicial branch] and central leadership [executive branch]; no national armed forces; and changes to the Articles required unanimous consent of the 13 states). Access Point SS.7.CG.1.AP.7 Identify how the weaknesses of the Articles of Confederation led to the writing of the U.S. Constitution.
SS.7.CG.1.8	Explain the purpose of the Preamble to the U.S. Constitution: - Students will explain how the Preamble serves as an introduction to the U.S. Constitution (e.g., establishes the goals and purposes of government). - Students will identify the goals and purposes of the national government as set forth in the Preamble to the U.S. Constitution (i.e., form a more perfect union, establish justice, ensure domestic tranquility, provide for the common defense, promote the general welfare, and secure the blessings of liberty to ourselves and our posterity). - Students will recognize that the intention of the phrase “We the People” means that government depends on the people for its power and exists to serve them. Access Point SS.7.CG.1.AP.8 Identify the six goals and purposes highlighted in the Preamble to the U.S. Constitution.
SS.7.CG.1.9	Describe how the U.S. Constitution limits the powers of government through separation of powers, checks and balances, individual rights, rule of law and due process of law: - Students will explain the concept of limited government in the U.S. Constitution. - Students will describe and distinguish between separation of powers and checks and balances. - Students will analyze how government power is limited by separation of powers and/or checks and balances. - Students will recognize examples of separation of powers and checks and balances. - Students will recognize the influence of the U.S. Constitution on the development of other governments.

	Access Point SS.7.CG.1.AP.9 Identify how the U.S. Constitution limits the powers of the government through separation of powers, checks and balances, individual rights, rule of law and due process of law.
SS.7.CG.1.10	Compare the viewpoints of the Federalists and the Anti-Federalists regarding ratification of the U.S. Constitution and including a bill of rights. Students will identify the viewpoints of the Federalists and the Anti-Federalists about the ratification of the U.S. Constitution. Students will recognize the Anti-Federalists' reasons for the inclusion of a bill of rights in the U.S. Constitution. Access Point SS.7.CG.1.AP.10 Identify the viewpoints of the Federalists and Anti-Federalists regarding the ratification of the U.S. Constitution and the Bill of Rights.
SS.7.CG.1.11	Define the rule of law and recognize its influence on the development of legal, political and governmental systems in the United States. Students will compare and contrast the characteristics of a society that operates under the rule of law and one that does not. Students will assess the importance of the rule of law in protecting citizens from arbitrary and abusive uses of government power. Students will analyze the meaning and importance of due process in the United States legal system. Students will evaluate the impact of the rule of law on governmental officials and institutions (e.g., accountability to the law, consistent application and enforcement of the law, decisions based on the law, fair procedures, transparency of institutions). Access Point SS.7.CG.1.AP.11 Identify the influence of rule of law on the development of legal, political, and governmental systems in the United States.
<i>SS.7.CG.2 Evaluate the roles, rights and responsibilities of U.S. citizens, and determine methods of active participation in society, government and the political system.</i>	

SS.7.CG.2.1	Define the term “citizen,” and explain the constitutional means of becoming a U.S. citizen: • Students will define citizenship as stated in the 14th Amendment. • Students will explain the process of becoming a naturalized citizen. • Students will define permanent residency and explain its role in obtaining citizenship. • Students will examine the impact of the naturalization process on society, government and the political process. Access Point SS.7.CG.2.AP.1 Identify the qualifications for citizenship as defined by the 14th Amendment to the U.S. Constitution.
SS.7.CG.2.2	Differentiate between obligations and responsibilities of U.S. citizenship, and evaluate their impact on society: • Students will distinguish between an obligation or duty and a responsibility as it relates to citizenship. Responsibilities may include, but are not limited to, voting, attending civic meetings, petitioning government and running for office. • Students will recognize the concept of the common good as a reason for fulfilling the obligations and responsibilities of citizenship. • Students will evaluate the obligations and responsibilities of citizens as they relate to active participation in society and government. • Students will use scenarios to assess specific obligations of citizens. • Students will identify the consequences or predict the outcome on society if citizens do not fulfill their obligations and responsibilities. Access Point SS.7.CG.2.AP.2 Identify the obligations and responsibilities of U.S. citizenship, and their impact on society.

SS.7.CG.2.3	Identify and apply the rights contained in the Bill of Rights and other amendments to the U.S. Constitution: • Students will recognize that the Bill of Rights comprises the first ten amendments to the U.S. Constitution. • Students will recognize the five freedoms protected by the First Amendment. • Students will evaluate how the Bill of Rights and other amendments (e.g., 13th, 14th, 15th, 19th, 24th, 26th) influence individual actions and social interactions. • Students will use scenarios to identify rights protected by the Bill of Rights. • Students will use scenarios to recognize violations of the Bill of Rights or other constitutional amendments. Access Point SS.7.CG.2.AP.3 Identify the rights contained in the Bill of Rights and other amendments to the U.S. Constitution.
SS.7.CG.2.4	Explain how the U.S. Constitution and the Bill of Rights safeguard individual rights: • Students will recognize that rights are protected but some rights are limited (e.g., property rights, civil disobedience). • Students will examine rationales for government-imposed limitations on individual rights (e.g., forced internment in wartime, limitations on speech, rationing during wartime, suspension of habeas corpus). • Students will use scenarios to examine the impact of limiting individual rights. • Students will examine the role of the judicial branch of government in protecting individual rights and freedoms. Access Point SS.7.CG.2.AP.4 Identify how the U.S. Constitution and the Bill of Rights safeguard individual rights.
SS.7.CG.2.5	Describe the trial process and the role of juries in the administration of justice at the state and federal levels: • Students will examine the significance of juries in the American legal system. • Students will explain types of jury trials, how juries are selected and why jury trials are important. Access Point SS.7.CG.2.AP.5 Identify the steps in the trial process and role of juries in the judicial system.

SS.7.CG.2.6	Examine the election and voting process at the local, state and national levels: • Students will explain how elections and voting impact citizens at the local, state and national levels. • Students will explain the origins of the Republican and Democratic political parties and evaluate their roles in shaping public policy. • Students will explain how free and fair elections promote trust in democratic institutions and preserve the republic. Access Point SS.7.CG.2.AP.6 Identify the steps in the election and voting process at the local, state, and national levels.
SS.7.CG.2.7	Identify the constitutional qualifications required to hold state and national office: • Students will recognize the qualifications to seek election to local and state political offices. Access Point SS.7.CG.2.AP.7 Identify the Constitutional qualifications required to hold state and national office.
SS.7.CG.2.8	Examine the impact of media, individuals, and interest groups on monitoring and influencing government: • Students will identify methods used by the media to monitor and hold government accountable (e.g., acting as a watchdog, freedom of the press as contained in the 1st Amendment). • Students will identify methods used by individuals to monitor, hold accountable and influence the government (e.g., attending civic meetings, peacefully protesting, petitioning government, running for office, voting). • Students will identify methods used by interest groups to monitor and influence government. Access Point SS.7.CG.2.AP.8 Identify the impact of media, individuals, and interest groups on monitoring and influencing government.
SS.7.CG.2.9	Analyze media and political communications and identify examples of bias, symbolism and propaganda: • Students will use scenarios to identify bias, symbolism and propaganda. • Students will evaluate how bias, symbolism and propaganda can impact public opinion. Access Point SS.7.CG.2.AP.9 Identify examples of bias, symbolism, and propaganda in media and political communications.

SS.7.CG.2.10	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. • Students will identify the appropriate level of government to resolve specific problems. • Students will identify appropriate government agencies to address local or state problems. • Students will analyze public policy alternatives to resolve local and state problems. Access Point SS.7.CG.2.AP.10 Identify the steps a citizen would take to correct a problem at the local or state level.
<i>SS.7.CG.3 Demonstrate an understanding of the principles, functions and organization of government.</i>	
SS.7.CG.3.1	Analyze the advantages of the United States' constitutional republic over other forms of government in safeguarding liberty, freedom and a representative government. • Students will apply their understanding of various forms of government (e.g., republic, democracy, monarchy, oligarchy, theocracy, autoeracy). • Students will identify different forms of government based on their political philosophy or organizational structure. • Students will analyze scenarios describing various forms of government. • Students will explain how the application of checks and balances, consent of the governed, democracy, due process of law, federalism, individual rights, limited government, representative government, republicanism, rule of law and separation of powers distinguishes the United States' constitutional republic from authoritarian and totalitarian nations. Access Point SS.7.CG.3.AP.1 Identify an advantage of a constitutional republic, like the United States, over other forms of government.

SS.7.CG.3.2	Explain the advantages of a federal system of government over other systems in balancing local sovereignty with national unity and protecting against authoritarianism. • Students will apply their understanding of federal, confederal and unitary systems of government. • Students will compare the organizational structures of systems of government. • Students will recognize examples of these systems of government. • Students will analyze scenarios describing various systems of government. Access Point SS.7.CG.3.AP.2 Identify an advantage of a federal system of government for balancing local, state, and national government powers.
SS.7.CG.3.3	Describe the structure and function of the three branches of government established in the U.S. Constitution. • Students will recognize the structure of the legislative, executive and judicial branches. • Students will compare the roles and responsibilities of the three branches of the national government. • Students will identify the general powers described in Articles I, II and III of the U.S. Constitution. Access Point SS.7.CG.3.AP.3 Identify the structure and function of the three branches of government established in the U.S. Constitution.
SS.7.CG.3.4	Explain the relationship between state and national governments as written in Article IV of the U.S. Constitution and the 10th Amendment. • Students will describe the system of federalism as established by the U.S. Constitution. • Students will analyze how federalism limits government power. • Students will compare concurrent powers, enumerated powers, reserved powers and delegated powers as they relate to state and national governments. Access Point SS.7.CG.3.AP.4 Identify the relationship between state and national governments as established in the U.S. Constitution and the 10th Amendment.

SS.7.CG.3.5	Explain the amendment process outlined in Article V of the U.S. Constitution: • Students will recognize the methods used to propose and ratify amendments to the U.S. Constitution: • Students will identify the correct sequence of each amendment process: • Students will identify the importance of a formal amendment process: • Students will recognize the significance of the difficulty of amending the U.S. Constitution: Access Point SS.7.CG.3.AP.5 Identify the steps in the amendment process of the U.S. Constitution:
SS.7.CG.3.6	Analyze how the 13th, 14th, 15th, 19th, 24th and 26th Amendments broadened participation in the political process: • Students will recognize how these amendments expanded civil rights to African Americans, women and young people: • Students will evaluate the impact these amendments have had on American society: • Students will examine how these amendments increased participation in the political process: Access Point SS.7.CG.3.AP.6 Identify how the 13th, 14th, 15th, 19th, 24th and 26th Amendments broadened participation in the political process:
SS.7.CG.3.7	Explain the structure, functions and processes of the legislative branch of government: • Students will examine the processes of the legislative branch (e.g., how a bill becomes a law, appointment confirmation, committee selection): • Students will compare local, state and national lawmakers (e.g., city/county commissioners/council members; state legislators [representatives and senators]; and U.S. Congressmen/Congresswomen [representatives and senators]): • Students will compare and contrast the lawmaking process at the local, state and national levels: Access Point SS.7.CG.3.AP.7 Identify the structure and functions of the legislative branch of government:

SS.7.CG.3.8	Explain the structure, functions and processes of the executive branch of government. • Students will examine the processes of the executive branch (e.g., executive order, veto, appointments). • Students will compare and contrast executive authority at the local, state and national levels. • Students will explain the function of administrative agencies (e.g., advise, make regulations, enforce law and regulations). Access Point SS.7.CG.3.AP.8 Identify the structure and functions of the executive branch of government.
SS.7.CG.3.9	Explain the structure, functions and processes of the judicial branch of government. • Students will examine the processes of the judicial branch (e.g., judicial review, court order, writ of certiorari, summary judgment). • Students will distinguish between the structure, functions and powers of courts at the state and federal levels. • Students will recognize that the powers and jurisdiction of the state and federal courts are derived from their respective constitutions. • Students will compare the trial and appellate processes. Access Point SS.7.CG.3.AP.9 Identify the structure and functions of the judicial branch of government.
SS.7.CG.3.10	Identify sources and types of law. • Students will explain how historical codes of law influenced the United States. • Students will recognize natural, constitutional, statutory, case and common law as sources of law. • Students will compare civil, criminal, constitutional and/or military types of law. Access Point SS.7.CG.3.AP.10 Identify sources and types of law.

SS.7.CG.3.11	Analyze the effects of landmark Supreme Court decisions on law, liberty and the interpretation of the U.S. Constitution: - Students will recognize landmark Supreme Court cases (e.g., Marbury v. Madison; Dred Scott v. Sandford; Plessy v. Ferguson; Brown v. Board of Education; Gideon v. Wainwright; Miranda v. Arizona; In re Gault; United States v. Nixon; Hazelwood v. Kuhlmeier). - Students will use primary sources to assess the significance of each U.S. Supreme Court case. - Students will evaluate the impact of each case on society. - Students will recognize constitutional principles and individual rights in relevant U.S. Supreme Court decisions. Access Point SS.7.CG.3.AP.11 Identify the effects of landmark Supreme Court decisions.
SS.7.CG.3.12	Compare the U.S. and Florida Constitutions: - Students will identify the purposes of a constitution (e.g., provides a framework for government, limits government authority, protects individual rights of the people). - Students will recognize the basic outline of the U.S. and Florida Constitutions (e.g., both have preambles, articles and amendments). - Students will compare the amendment process of the U.S. and Florida Constitutions. - Students will recognize the U.S. Constitution as the supreme law of the land. Access Point SS.7.CG.3.AP.12 Identify the framework of government in the U.S. and Florida constitutions.
SS.7.CG.3.13	Explain government obligations to its citizens and the services provided at the local, state and national levels: - Students will describe and classify specific services provided by local, state and national governments. - Students will compare the powers and obligations of local, state and national governments. Access Point SS.7.CG.3.AP.13 Identify government services provided to citizens at the local, state, and national levels.
SS.7.CG.3.14	Explain the purpose and function of the Electoral College in electing the President of the United States: Students will explain the origin of the Electoral College and the changes made to it by the 12th Amendment.

	Access Point SS.7.CG.3.AP.14 Identify the purpose and function of the Electoral College in electing the President of the United States.
SS.7.CG.3.15	Analyze the advantages of capitalism and the free market in the United States over government-controlled economic systems (e.g., socialism and communism) in regard to economic freedom and raising the standard of living for citizens. - Students will evaluate various economic systems (e.g., capitalism, communism, socialism). - Students will compare the economic prosperity and opportunity of current nations. Access Point SS.7.CG.3.AP.15 Identify the advantages of capitalism over socialism and communism in regard to economic freedom.
<i>SS.7.CG.4 Demonstrate an understanding of contemporary issues in world affairs, and evaluate the role and impact of U.S. foreign policy.</i>	
SS.7.CG.4.1	Explain the relationship between U.S. foreign and domestic policy. - Students will recognize the difference between domestic and foreign policy. - Students will identify issues that relate to U.S. domestic and foreign policy. - Students will define “national interest” and identify the means available to the national government to pursue the United States’ national interest. Access Point SS.7.CG.4.AP.1 Identify the relationship between U.S. foreign and domestic policy.
SS.7.CG.4.2	Describe the United States’ and citizen participation in international organizations. - Students will identify major international organizations in which government plays a role (e.g., North Atlantic Treaty Organization, United Nations, International Court of Justice, World Trade Organization). - Students will discuss the advantages and disadvantages of U.S. membership in international organizations. Access Point SS.7.CG.4.AP.2 Identify the United States’ government and citizen participation in international organizations.

SS.7.CG.4.3	Describe examples of the United States' actions and reactions in international conflicts: • Students will identify specific examples of and the reasons for United States' involvement in international conflicts. • Students will analyze primary source documents pertaining to international incidents to determine the course of action taken by the United States. • Students will identify the different methods used by the United States to deal with international conflict (e.g., diplomacy, espionage, humanitarian efforts, peacekeeping operations, sanctions, war). Access Point SS.7.CG.4.AP.3 Identify examples of the United States' actions and reactions in international conflicts.
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Holocaust Education

<i>SS.68.HE.1 Foundations of Holocaust Education</i>	
SS.68.HE.1.1	Examine the Holocaust as the planned and systematic state-sponsored persecution and murder of European Jews by Nazi Germany and its collaborators between 1933 and 1945. • Students will describe the basic beliefs of Judaism and trace the origins and history of Jews in Europe. • Students will analyze how antisemitism led to and contributed to the Holocaust. • Students will identify examples of antisemitism (e.g., making mendacious, dehumanizing, demonizing or stereotypical allegations about Jews; demonizing Israel by using the symbols and images associated with classic antisemitism to characterize Israel or Israelis). Access Point SS.68.HE.1.AP.1a Identify the Holocaust as the planned persecution and murder of European Jews by the government of Nazi Germany. SS.68.HE.1.AP.1b Identify examples of antisemitism and how it contributed to the Holocaust. SS.68.HE.1.AP.1c Identify the basic beliefs of Judaism and the history of Jews in Europe.

Grade 8
Social Studies AP-AAAS
American History

<i>SS.8.A.1 Use research and inquiry skills to analyze American History using primary and secondary sources.</i>	
SS.8.A.1.1	Provide supporting details for an answer from text, interview for oral history, check validity of information from research/text, and identify strong vs. weak arguments.
	Access Point SS.8.A.1.AP.1 Use the FINDS research process model to identify strong vs weak arguments, or validity of information.
SS.8.A.1.2	Analyze charts, graphs, maps, photographs and timelines; analyze political cartoons; determine cause and effect.
	Access Point SS.8.A.1.AP.2 Use charts, graphs, maps, photographs and timelines; identify symbolism in political cartoons; and identify cause and effect.
SS.8.A.1.3	Analyze current events relevant to American history topics through a variety of electronic and print media resources.
	Access Point SS.8.A.1.AP.3 Identify current events relevant to American History topics through a variety of electronic and print media resources.
SS.8.A.1.4	Differentiate fact from opinion, utilize appropriate historical research and fiction/nonfiction support materials.
	Access Point SS.8.A.1.AP.4 Identify fact versus opinion.
SS.8.A.1.5	Identify, within both primary and secondary sources, the author, audience, format, and purpose of significant historical documents.
	Access Point SS.8.A.1.AP.5 Identify within primary or secondary sources, the author, audience, format, and purpose of significant historical documents.
SS.8.A.1.6	Compare interpretations of key events and issues throughout American History.
	Access Point SS.8.A.1.AP.6 Identify interpretations of key events and issues throughout American history.
SS.8.A.1.7	View historic events through the eyes of those who were there as shown in their art, writings, music, and artifacts.
	Access Point SS.8.A.1.AP.7 View historic events through the eyes of those who were there as shown in their art, writings, music, and artifacts.
<i>SS.8.A.2 Examine the causes, course, and consequences of British settlement in the American colonies.</i>	
SS.8.A.2.1	Compare the relationships among the British, French, Spanish, and Dutch in their struggle for colonization of North America.

	Access Point SS.8.A.2.AP.1 Identify the ways that competition between the British, French, Spanish, and Dutch shaped early colonial North America.
SS.8.A.2.2	Compare the characteristics of the New England, Middle, and Southern colonies. Access Point SS.8.A.2.AP.2 Identify key characteristics of the New England, Middle, and Southern colonies.
SS.8.A.2.3	Differentiate economic systems of New England, Middle and Southern colonies including indentured servants and slaves as labor sources. Access Point SS.8.A.2.AP.3 Identify the economic systems of the New England, Middle, and Southern colonies.
SS.8.A.2.4	Identify the impact of key colonial figures on the economic, political, and social development of the colonies. Access Point SS.8.A.2.AP.4 Identify the impact of key colonial figures on the economic, political, and social development of the colonies.
SS.8.A.2.5	Discuss the impact of colonial settlement on Native American populations. Access Point SS.8.A.2.AP.5 Identify the impact of colonial settlement on Native American populations.
SS.8.A.2.6	Examine the causes, course, and consequences of the French and Indian War. Access Point SS.8.A.2.AP.6 Identify key causes, events, and consequences of the French and Indian War.
SS.8.A.2.7	Describe the contributions of key groups (Africans, Native Americans, women, and children) to the society and culture of colonial America. Access Point SS.8.A.2.AP.7 Identify the contributions of a key group (Africans, Native Americans, women, and children) to the society and culture of colonial America.
<i>SS.8.A.3 Demonstrate an understanding of the causes, course, and consequences of the American Revolution and the founding principle of our nation.</i>	
SS.8.A.3.1	Explain the consequences of the French and Indian War in British policies for the American colonies from 1763—1774. Access Point SS.8.A.3.AP.1 Identify the consequences of the French and Indian War in British policies for the American colonies from 1763—1774.
SS.8.A.3.2	Explain American colonial reaction to British policy from 1763—1774.

	Access Point SS.8.A.3.AP.2 Identify American colonial reactions to British policy from 1763—1774.
SS.8.A.3.3	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. Access Point SS.8.A.3.AP.3 Identify the contributions of the Founding Fathers during American Revolutionary efforts.
SS.8.A.3.4	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. Access Point SS.8.A.3.AP.4 Identify the contributions of various groups to both the American and British war efforts during the American Revolutionary War and their effects on the outcome of the war.
SS.8.A.3.5	Describe the influence of individuals on social and political developments during the Revolutionary era. Access Point SS.8.A.3.AP.5 Identify the influence of individuals on social and political developments during the Revolutionary Era.
SS.8.A.3.6	Examine the causes, course, and consequences of the American Revolution. Access Point SS.8.A.3.AP.6 Identify the causes, events, and consequences of the American Revolution.
SS.8.A.3.7	Examine the structure, content, and consequences of the Declaration of Independence. Access Point SS.8.A.3.AP.7 Identify the structure, content, and consequences of the Declaration of Independence.
SS.8.A.3.8	Examine individuals and groups that affected political and social motivations during the American Revolution. Access Point SS.8.A.3.AP.8 Identify individuals and groups that affected political and social motivations during the American Revolution.
SS.8.A.3.9	Evaluate the structure, strengths, and weaknesses of the Articles of Confederation and its aspects that led to the Constitutional Convention. Access Point SS.8.A.3.AP.9 Identify the structure, strengths, and weaknesses of the Articles of Confederation and its aspects that led to the Constitutional Convention.
SS.8.A.3.10	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).
	Access Point SS.8.A.3.AP.10 Identify the events, compromises, and consequences of the Constitutional Convention.
SS.8.A.3.11	Analyze support and opposition (Federalists, Federalist Papers, Anti-Federalists, Bill of Rights) to ratification of the U.S. Constitution.
	Access Point SS.8.A.3.AP.11 Identify the beliefs of the Federalists and Anti-Federalists.
SS.8.A.3.12	Examine the influences of George Washington's presidency in the formation of the new nation.
	Access Point SS.8.A.3.AP.12 Identify the influences of George Washington's presidency in the formation of the new nation.
SS.8.A.3.13	Explain major domestic and international economic, military, political, and socio-cultural events of John Adams's presidency.
	Access Point SS.8.A.3.AP.13 Identify major domestic and international economic, military, political, and socio-cultural events of John Adams' presidency.
SS.8.A.3.14	Explain major domestic and international economic, military, political, and socio-cultural events of Thomas Jefferson's presidency.
	Access Point SS.8.A.3.AP.14 Identify major domestic and international economic, military, political, and socio-cultural events of Thomas Jefferson's presidency.
SS.8.A.3.15	Examine this time period (1763-1815) from the perspective of historically under-represented groups (children, indentured servants, Native Americans, slaves, women, working class).
	Access Point SS.8.A.3.AP.15 Identify the viewpoints of historically under-represented groups during the time period of 1763-1815.
SS.8.A.3.16	Examine key events in Florida history as each impacts this era of American history.
	Access Point SS.8.A.3.AP.16 Identify key events in Florida history as each impacts this era of American history.
<i>SS.8.A.4 Demonstrate an understanding of the domestic and international causes, course, and consequences of westward expansion.</i>	
SS.8.A.4.1	Examine the causes, course, and consequences of United States westward expansion and its growing diplomatic assertiveness (War of 1812, Convention of 1818, Adams-Onís 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). Access Point SS.8.A.4.AP.1 Identify the causes, events, and consequences of United States westward expansion.
SS.8.A.4.2	Describe the debate surrounding the spread of slavery into western territories and Florida. Access Point SS.8.A.4.AP.2 Identify the debate, legislation, and events surrounding the spread of slavery into western territories and Florida.
SS.8.A.4.3	Examine the experiences and perspectives of significant individuals and groups during this era of American History. Access Point SS.8.A.4.AP.3 Identify the experiences and perspectives of significant individuals and groups during this era of American History.
SS.8.A.4.4	Discuss the impact of westward expansion on cultural practices and migration patterns of Native American and African slave populations. Access Point SS.8.A.4.AP.4 Identify the impacts of westward expansion on cultural practices and migration patterns of Native American and African slave populations.
SS.8.A.4.5	Explain the causes, course, and consequences of the 19th century transportation revolution on the growth of the nation's economy. Access Point SS.8.A.4.AP.5 Identify the causes, events, and consequences of the 19th century transportation revolution on the growth of the nation's economy.
SS.8.A.4.6	Identify technological improvements (inventions/inventors) that contributed to industrial growth. Access Point SS.8.A.4.AP.6 Identify the inventions and inventors that contributed to industrial growth.
SS.8.A.4.7	Explain the causes, course, and consequences (industrial growth, subsequent effect on children and women) of New England's textile industry. Access Point SS.8.A.4.AP.7 Identify the causes, events, and consequences of New England's textile industry on children, women, and industrial growth.
SS.8.A.4.8	Describe the influence of individuals on social and political developments of this era in American History. Access Point SS.8.A.4.AP.8 Identify the influence of individuals on social and political developments of this era in American History.

SS.8.A.4.9	Analyze the causes, course and consequences of the Second Great Awakening on social reform movements.
	Access Point SS.8.A.4.AP.9 Identify the causes, events, and consequences of the Second Great Awakening on social reform movements.
SS.8.A.4.10	Analyze the impact of technological advancements on the agricultural economy and slave labor.
	Access Point SS.8.A.4.AP.10 Identify the impact of technological advancements on the agricultural economy and slave labor.
SS.8.A.4.11	Examine the aspects of slave culture including plantation life, resistance efforts, and the role of the slaves' spiritual system.
	Access Point SS.8.A.4.AP.11 Identify the aspects of slave culture including plantation life, resistance efforts, and the role of the slaves' spiritual system.
SS.8.A.4.12	Examine the effects of the 1804 Haitian Revolution on the United States acquisition of the Louisiana Territory.
	Access Point SS.8.A.4.AP.12 Identify the effects of the 1804 Haitian Revolution on the United States acquisition of the Louisiana Territory.
SS.8.A.4.13	Explain the consequences of landmark Supreme Court decisions (McCulloch v. Maryland [1819], Gibbons v. Odgen [1824], Cherokee Nation v. Georgia [1831], and Worcester v. Georgia [1832]) significant to this era of American history.
	Access Point SS.8.A.4.AP.13 Identify the consequences of early landmark Supreme Court decisions, including but not limited to, McCulloch v. Maryland [1819], Gibbons v. Odgen [1824], Cherokee Nation v. Georgia [1831], and Worcester v. Georgia [1832].
SS.8.A.4.14	Examine the causes, course, and consequences of the women's suffrage movement (1848 Seneca Falls Convention, Declaration of Sentiments).
	Access Point SS.8.A.4.AP.14 Identify the causes, events, and consequences of the women's suffrage movement.
SS.8.A.4.15	Examine the causes, course, and consequences of literature movements (Transcendentalism) significant to this era of American history.
	Access Point SS.8.A.4.AP.15 Identify the causes, events, and consequences of the Transcendentalism movement.
SS.8.A.4.16	Identify key ideas and influences of Jacksonian democracy.
	Access Point SS.8.A.4.AP.16 Identify key ideas and influences of Jacksonian democracy.

SS.8.A.4.17	Examine key events and peoples in Florida history as each impacts this era of American history.
	Access Point SS.8.A.4.AP.17 Identify the impact of key events and peoples in Florida during this era of American history.
SS.8.A.4.18	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.
	Access Point SS.8.A.4.AP.18 Identify the experiences, perspectives, and contributions of key groups in Florida during the Territorial Period.
<i>SS.8.A.5 Examine the causes, course, and consequence of the Civil War and Reconstruction including its effects on American peoples.</i>	
SS.8.A.5.1	Explain the causes, course, and consequence of the Civil War (sectionalism, slavery, states' rights, balance of power in the Senate).
	Access Point SS.8.A.5.AP.1 Identify the causes, events, and consequences of the Civil War.
SS.8.A.5.2	Analyze the role of slavery in the development of sectional conflict.
	Access Point SS.8.A.5.AP.2 Identify the role of slavery in the development of sectional conflict.
SS.8.A.5.3	Explain major domestic and international economic, military, political, and socio-cultural events of Abraham Lincoln's presidency.
	Access Point SS.8.A.5.AP.3 Identify major domestic and international economic, military, political, and socio-cultural events of Abraham Lincoln's presidency.
SS.8.A.5.4	Identify the division (Confederate and Union States, Border states, western territories) of the United States at the outbreak of the Civil War.
	Access Point SS.8.A.5.AP.4 Identify the division of the United States at the outbreak of the Civil War.
SS.8.A.5.5	Compare Union and Confederate strengths and weaknesses.
	Access Point SS.8.A.5.AP.5 Identify the strengths and weaknesses of the Confederate and Union States.
SS.8.A.5.6	Compare significant Civil War battles and events and their effects on civilian populations.
	Access Point SS.8.A.5.AP.6 Identify significant Civil War battles and events and their effects on civilian populations.
SS.8.A.5.7	Examine key events and peoples in Florida history as each impacts this era of American history.

	Access Point SS.8.A.5.AP.7 Identify key events and peoples in Florida history during the Civil War era.
SS.8.A.5.8	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).
	Access Point SS.8.A.5.AP.8 Identify the policies, practices, and consequences of Reconstruction.

Geography

<i>SS.8.G.1 Understand how to use maps and other geographic representations, tools, and technology to report information.</i>	
SS.8.G.1.1	Use maps to explain physical and cultural attributes of major regions throughout American history.
	Access Point SS.8.G.1.AP.1 Use maps to identify physical and cultural attributes of major regions throughout American history.
SS.8.G.1.2	Use appropriate geographic tools and terms to identify and describe significant places and regions in American history.
	Access Point SS.8.G.1.AP.2 Use appropriate geographic tools and terms to identify and describe significant places and regions in American history.
<i>SS.8.G.2 Understand physical and cultural characteristics of places.</i>	
SS.8.G.2.1	Identify the physical elements and the human elements that define and differentiate regions as relevant to American history.
	Access Point SS.8.G.2.AP.1 Identify the physical elements and the human elements that define and differentiate regions.
SS.8.G.2.2	Use geographic terms and tools to analyze case studies of regional issues in different parts of the United States that have had critical economic, physical, or political ramifications.
	Access Point SS.8.G.2.AP.2 Use geographic terms and tools to identify the economic, physical, or political ramifications of cataclysmic natural or man-made disasters.
SS.8.G.2.3	Use geographic terms and tools to analyze case studies of how selected regions of the United States have changed over time.
	Access Point SS.8.G.2.AP.3 Use geographic terms and tools to identify how selected regions of the United States have changed over time.

<i>SS.8.G.3 Understand the relationships between the Earth's ecosystems and the populations that dwell within them.</i>	
SS.8.G.3.1	Locate and describe in geographic terms the major ecosystems of the United States.
	Access Point SS.8.G.3.AP.1 Using geographic terms, identify the major ecosystems of the United States.
SS.8.G.3.2	Use geographic terms and tools to explain differing perspectives on the use of renewable and non-renewable resources in the United States and Florida over time.
	Access Point SS.8.G.3.AP.2 Use geographic terms and tools to identify differing perspectives on the use of renewable and non-renewable resources in the United States and Florida over time.
<i>SS.8.G.4 Understand the characteristics, distribution, and migration of human populations.</i>	
SS.8.G.4.1	Interpret population growth and other demographic data for any given place in the United States throughout its history.
	Access Point SS.8.G.4.AP.1 Identify changes in population for selected regions in the United States over time.
SS.8.G.4.2	Use geographic terms and tools to analyze the effects throughout American history of migration to and within the United States, both on the place of origin and destination.
	Access Point SS.8.G.4.AP.2 Identify the effects of migration to and within the United States.
SS.8.G.4.3	Use geographic terms and tools to explain cultural diffusion throughout the United States as it expanded its territory.
	Access Point SS.8.G.4.AP.3 Identify cultural diffusion throughout the United States as it expanded its territory.
SS.8.G.4.4	Interpret databases, case studies, and maps to describe the role that regions play in influencing trade, migration patterns, and cultural/political interaction in the United States throughout time.
	Access Point SS.8.G.4.AP.4 Use geographic tools or case studies to identify the role that selected regions play in influencing trade, migration, and cultural interaction in the United States over time.
SS.8.G.4.5	Use geographic terms and tools to analyze case studies of the development, growth, and changing nature of cities and urban centers in the United States over time.
	Access Point SS.8.G.4.AP.5 Use geographic terms and tools to identify changes in cities and urban centers in the United States over time.
SS.8.G.4.6	Use political maps to describe changes in boundaries and governance

	throughout American history.
	Access Point SS.8.G.4.AP.6 Use political maps to identify changes in boundaries and governance throughout American history.
<i>SS.8.G.5 Understand how human actions can impact the environment.</i>	
SS.8.G.5.1	Describe human dependence on the physical environment and natural resources to satisfy basic needs in local environments in the United States.
	Access Point SS.8.G.5.AP.1 Identify human dependence on the physical environment and natural resources to satisfy basic needs in local environments in the United States.
SS.8.G.5.2	Describe the impact of human modifications on the physical environment and ecosystems of the United States throughout history.
	Access Point SS.8.G.5.AP.2 Identify the impact of human modifications on the physical environment and ecosystems of the United States throughout history.
<i>SS.8.G.6 Understand how to apply geography to interpret the past and present and plan for the future.</i>	
SS.8.G.6.1	Use appropriate maps and other graphic representations to analyze geographic problems and changes over time throughout American history.
	Access Point SS.8.G.6.AP.1 Use maps and other graphic representations to describe geographic problems and changes in the United States over time.
SS.8.G.6.2	Illustrate places and events in U.S. history through the use of narratives and graphic representations.
	Access Point SS.8.G.6.AP.2 Illustrate a place or event in United States history using a narrative and graphic representation, such as a map, graph, or table.

Economics

<i>SS.8.E.1 Understand the fundamental concepts relevant to the development of a market economy.</i>	
SS.8.E.1.1	Examine motivating economic factors that influenced the development of the United States economy over time including scarcity, supply and demand, opportunity costs, incentives, profits, and entrepreneurial aspects.
	Access Point SS.8.E.1.AP.1 Identify factors that influenced the development of the United States economy over time.
<i>SS.8.E.2 Understand the fundamental concepts relevant to the institutions, structure, and functions of a national economy.</i>	

SS.8.E.2.1	Analyze contributions of entrepreneurs, inventors, and other key individuals from various gender, social, and ethnic backgrounds in the development of the United States economy.
	Access Point SS.8.E.2.AP.1 Identify contributions of entrepreneurs, inventors, and other key individuals from various gender, social, and ethnic backgrounds in the development of the United States economy.
SS.8.E.2.2	Explain the economic impact of government policies.
	Access Point SS.8.E.2.AP.2 Identify the economic impact of government policies.
SS.8.E.2.3	Assess the role of Africans and other minority groups in the economic development of the United States.
	Access Point SS.8.E.2.AP.3 Identify the role of Africans and other minority groups in the economic development of the United States.
<i>SS.8.E.3 Understand the fundamental concepts and interrelationships of the United States economy in the international marketplace.</i>	
SS.8.E.3.1	Evaluate domestic and international interdependence.
	Access Point SS.8.E.3.AP.1 Identify examples of domestic and international interdependence, such as regional exchange of resources.

Civics and Government

<i>SS.8.CG.1 Demonstrate an understanding of the origins and purposes of government, law and the American political system.</i>	
SS.8.CG.1.1	Compare the views of Patriots, Loyalists and other colonists on limits of government authority, inalienable rights and resistance to tyranny. - Students will describe colonial forms of government prior to the American Revolution. - Students will evaluate the Loyalists' and Patriots' arguments for remaining loyal to the British Crown or seeking independence from Britain.
	Access Point SS.8.CG.1.AP.1 Identify the views of Patriots, Loyalists and other colonists on limits of government authority, inalienable rights and resistance to tyranny.
SS.8.CG.1.2	Compare and contrast the 1838 Florida Constitution and 1868 Florida Constitution. Students will explain how the 1868 Florida Constitution conformed with the Reconstruction Era amendments to the U.S. Constitution (e.g., citizenship, equal protection, suffrage).
	Access Point SS.8.CG.1.AP.2 Identify the similarities and differences between the

	1838 Florida Constitution and 1868 Florida Constitution.
SS.8.CG.1.3	Explain the importance of the rule of law in the United States' constitutional republic. - Students will discuss the impact of the rule of law on U.S. citizens and government. - Students will recognize how the rule of law influences a society. - Students will identify how the rule of law protects citizens from arbitrary and abusive government. - Students will evaluate the impact of the rule of law on governmental officials and institutions (e.g., accountability to the law, fair procedures, decisions based on the law, consistent application and enforcement of the law, transparency of institutions). Access Point SS.8.CG.1.AP.3 Identify the importance of the rule of law in the United States' constitutional republic.
<i>SS.8.CG.2 Evaluate the roles, rights and responsibilities of U.S. citizens, and determine methods of active participation in society, government and the political system.</i>	
SS.8.CG.2.1	Identify the constitutional provisions for establishing citizenship. Students will explain how the 14th Amendment establishes citizenship. Access Point SS.8.CG.2.AP.1 Identify the constitutional provisions for establishing citizenship.
SS.8.CG.2.2	Compare the responsibilities of citizens at the local, state and national levels. Students will recognize responsibilities of citizens (e.g., obeying the law, paying taxes, serving on a jury when summoned, registering with the Selective Service). Access Point SS.8.CG.2.AP.2 Identify the responsibilities of citizens at the local, state and national levels.
SS.8.CG.2.3	Analyze the role of civic virtue in the lives of citizens and leaders from the Colonial Period through Reconstruction. Students will understand how the idea of civic virtue changes in response to the attitudes of citizens and leaders over time. Access Point SS.8.CG.2.AP.3 Identify the role of civic virtue in the lives of citizens and leaders from the Colonial Period through Reconstruction.
SS.8.CG.2.4	Explain how forms of civic and political participation changed from the Colonial Period through Reconstruction.

	Students will describe significant acts of civic and political participation from the Colonial Period through Reconstruction.
	Access Point SS.8.CG.2.AP.4 Identify how forms of civic and political participation changed from the Colonial Period through Reconstruction.
SS.8.CG.2.5	Analyze how the Bill of Rights guarantees civil rights and liberties to citizens. - Students will explain the meaning and purpose of each amendment in the Bill of Rights. - Students will describe how the Bill of Rights affects citizens and government.
	Access Point SS.8.CG.2.AP.5 Identify how the Bill of Rights guarantees civil rights and liberties to citizens.
SS.8.CG.2.6	Evaluate how amendments to the U.S. Constitution expanded opportunities for civic participation through Reconstruction. - Students will identify constitutional amendments that address voting rights. - Students will describe how specific constitutional amendments expanded access to the political process for various groups over time.
	Access Point SS.8.CG.2.AP.6 Identify examples of how amendments to the U.S. Constitution expanded opportunities for civic participation through Reconstruction.
<i>SS.8.G.3 Demonstrate an understanding of the principles, functions and organization of government.</i>	
SS.8.CG.3.1	Trace the foundational ideals and principles related to the U.S. government expressed in primary sources from the colonial period to Reconstruction. Students will identify foundational ideals and principles related to the U.S. government expressed in primary sources (e.g., the Mayflower Compact (1620); Common Sense (1776); the Declaration of Independence (1776); the U.S. Constitution (1789); the Declaration of Rights and Sentiments (1848); the Gettysburg Address (1863); Lincoln's Second Inaugural Address (1865)).
	Access Point SS.8.CG.3.AP.1 Identify the foundational ideals and principles related to the U.S. government expressed in primary sources from the colonial period to Reconstruction.

<i>SS.8.FL.1 Earning Income</i>	
SS.8.FL.1.1	Explain that careers are based on working at jobs in the same occupation or profession for many years. Describe the different types of education and training required by various careers.
	Access Point SS.8.FL.1.AP.1 Identify and describe how education and training are needed for the progression from a job to a career.
SS.8.FL.1.2	Identify the many decisions people must make over a lifetime about their education, jobs, and careers that affect their incomes and job opportunities.
	Access Point SS.8.FL.1.AP.2 Identify how decisions about incomes and job opportunities are affected by education, in a career or profession.
SS.8.FL.1.3	Explain that getting more education and learning new job skills can increase a person's human capital and productivity.
	Access Point SS.8.FL.1.AP.3 Identify how continuing education and job skills training can increase a person's income and opportunities.
SS.8.FL.1.4	Examine the fact that people with less education and fewer job skills tend to earn lower incomes than people with more education and greater job skills.
	Access Point SS.8.FL.1.AP.4 Identify the average wage or salary for different jobs and explain how they differ by level of education, job skill, or years of experience.
SS.8.FL.1.5	Examine the fact that investment in education and training generally has a positive rate of return in terms of the income that people earn over a lifetime, with some education or training having a higher rate of return than others.
	Access Point SS.8.FL.1.AP.5 Identify the fact that investment in education and training generally has a positive rate of return in terms of the income that people earn over a lifetime.
SS.8.FL.1.6	Identify the opportunity costs that education, training, and development of job skills have in the terms of time, effort, and money.
	Access Point SS.8.FL.1.AP.6 Identify the opportunity costs that education, training, and development of job skills have in the terms of time, effort, and money.
SS.8.FL.1.7	Identify that interest, dividends, and capital appreciation (gains) are forms of income earned from financial investments.
	Access Point SS.8.FL.1.AP.7 Identify that interest is a form of income earned from financial investments.

SS.8.FL.1.8	Discuss the fact that some people receive income support from government because they have low incomes or qualify in other ways for government assistance.
	Access Point SS.8.FL.1.AP.8 Identify the fact that some people receive income support from government because they qualify in one of various ways for government assistance.
<i>SS.8.FL.2 Buying Goods and Services</i>	
SS.8.FL.2.1	Explain why when deciding what to buy, consumers may choose to gather information from a variety of sources. Describe how the quality and usefulness of information provided by sources can vary greatly from source to source. Explain that, while many sources provide valuable information, other sources provide information that is deliberately misleading.
	Access Point SS.8.FL.2.AP.1 Identify how consumers benefit from gathering information from a variety of credible sources.
SS.8.FL.2.2	Analyze a source's incentives in providing information about a good or service, and how a consumer can better assess the quality and usefulness of the information.
	Access Point SS.8.FL.2.AP.2 Identify why advice from a source such as a salesperson may or may not be useful when deciding which product to buy.
SS.8.FL.2.3	Describe the variety of payment methods people can use in order to buy goods and services.
	Access Point SS.8.FL.2.AP.3 Identify the variety of payment methods people can use in order to buy goods and services.
SS.8.FL.2.4	Examine choosing a payment method, by weighing the costs and benefits of the different payment options.
	Access Point SS.8.FL.2.AP.4 Identify the costs and benefits of choosing different payment options.
SS.8.FL.2.5	Discuss the fact that people may revise their budget based on unplanned expenses and changes in income.
	Access Point SS.8.FL.2.AP.5a Identify the purpose and components of a family budget.
	SS.8.FL.2.AP.5b Identify ways a family budget can be impacted by unplanned expenses.
<i>SS.8.FL.3 Saving</i>	
SS.8.FL.3.1	Explain that banks and other financial institutions loan funds received from depositors to borrowers and that part of the interest received from these loans is used to pay interest to depositors for the use of their money.

	Access Point SS.8.FL.3.AP.1 Identify how financial institutions use deposited funds to gain profit and offer loans.
SS.8.FL.3.2	Explain that, for the saver, an interest rate is the price a financial institution pays for using a saver's money and is normally expressed as an annual percentage of the amount saved. Access Point SS.8.FL.3.AP.2 Identify an interest rate as the price paid for using someone else's money, expressed as a percentage of the amount saved.
SS.8.FL.3.3	Discuss that interest rates paid on savings and charged on loans, like all prices, are determined in a market. Access Point SS.8.FL.3.AP.3 Identify why banks that experience an increase in the number of people who want loans may decide to pay higher interest rates on deposits.
SS.8.FL.3.4	Explain that, when interest rates increase, people earn more on their savings and their savings grow more quickly. Access Point SS.8.FL.3.AP.4 Identify how when interest rates increase, people earn more on their savings and their savings grow more quickly.
SS.8.FL.3.5	Identify principal as the initial amount of money upon which interest is paid. Access Point SS.8.FL.3.AP.5 Identify principle as the initial amount of money upon which interest is paid.
SS.8.FL.3.6	Identify the value of a person's savings in the future as determined by the amount saved and the interest rate. Explain why the earlier people begin to save, the more savings they will be able to accumulate, all other things equal, as a result of the power of compound interest. Access Point SS.8.FL.3.AP.6 Identify the value of a person's savings in the future as determined by the amount saved and the interest rate.
SS.8.FL.3.7	Discuss the different reasons that people save money, including large purchases (such as higher education, autos, and homes), retirement, and unexpected events. Discuss how people's tastes and preferences influence their choice of how much to save and for what to save. Access Point SS.8.FL.3.AP.7 Identify the different reasons that people save money, including large purchases, retirement, and unexpected events.
SS.8.FL.3.8	Explain that, to assure savers that their deposits are safe from bank failures, federal agencies guarantee depositors' savings in most commercial banks, savings banks, and savings associations up to a set limit.

	Access Point SS.8.FL.3.AP.8 Identify how the FDIC and NCUA protect your investments and savings in financial institutions.
<i>SS.8.FL.4 Using Credit</i>	
SS.8.FL.4.1	Explain that people who apply for loans are told what the interest rate on the loan will be. An interest rate is the price of using someone else's money expressed as an annual percentage of the loan principal. Access Point SS.8.FL.4.AP.1 Identify interest rate as the price of using someone else's money expressed as an annual percentage of the loan principle.
SS.8.FL.4.2	Identify a credit card purchase as a loan from the financial institution that issued the card. Explain that credit card interest rates tend to be higher than rates for other loans. In addition, financial institutions may charge significant fees related to a credit card and its use. Access Point SS.8.FL.4.AP.2 Identify a credit card purchase as a loan from the financial institution that issued the card, as expressed on a credit card statement.
SS.8.FL.4.3	Examine the fact that borrowers who use credit cards for purchases and who do not pay the full balance when it is due pay much higher costs for their purchases because interest is charged monthly. Explain how a credit card user can avoid interest charges by paying the entire balance within the grace period specified by the financial institution. Access Point SS.8.FL.4.AP.3 Identify how credit card interest is charged monthly, leading to much higher costs if not paid in full.
SS.8.FL.4.4	Explain that lenders charge different interest rates based on the risk of nonpayment by borrowers. Describe why the higher the risk of nonpayment, the higher the interest rate charged by financial institutions, and the lower the risk of nonpayment, the lower the interest rate charged. Access Point SS.8.FL.4.AP.4 Identify how lenders charge different interest rates based on the risk of nonpayment by borrowers.
<i>SS.8.FL.5 Financial Investing</i>	
SS.8.FL.5.1	Describe the differences among the different types of financial assets, including a wide variety of financial instruments such as bank deposits, stocks, bonds, and mutual funds. Explain that real estate and commodities are also often viewed as financial assets. Access Point SS.8.FL.5.AP.1 Identify the difference among various types of financial assets.

SS.8.FL.5.2	Calculate the amount of interest income received from depositing a certain amount of money in a bank account paying 1 percent per year and from owning a bond paying 5 percent per year in order to analyze that interest is received from money deposited in bank accounts as well as by owning a corporate or government bond or making a loan.
	Access Point SS.8.FL.5.AP.2 Calculate the amount of interest income received from depositing a certain amount of money in a bank account.
SS.8.FL.5.3	Discuss that when people buy corporate stock, they are purchasing ownership shares in a business that if the business is profitable, they will expect to receive income in the form of dividends and/or from the increase in the stock's value, that the increase in the value of an asset (like a stock) is called a capital gain, and if the business is not profitable, investors could lose the money they have invested.
	Access Point SS.8.FL.5.AP.3 Identify the amount of dividends paid from a selected stock and how much the price of the stock has appreciated or depreciated over the year.
SS.8.FL.5.4	Explain that the price of a financial asset is determined by the interaction of buyers and sellers in a financial market.
	Access Point SS.8.FL.5.AP.4 Identify how the price of a financial asset is determined by the interaction of buyers and sellers in a financial market.
SS.8.FL.5.5	Explain that the rate of return earned from investments will vary according to the amount of risk and, in general, a trade-off exists between the security of an investment and its expected rate of return.
	Access Point SS.8.FL.5.AP.5 Identify how and why the rate of return earned from investments will vary.
<i>SS.8.FL.6 Protecting and Insuring</i>	
SS.8.FL.6.1	Analyze the fact that personal financial risk exists when unexpected events can damage health, income, property, wealth, or future opportunities.
	Access Point SS.8.FL.6.AP.1 Identify the fact that personal financial risk exists when unexpected events can damage health, income, property, wealth, or future opportunities.
SS.8.FL.6.2	Identify insurance as a product that allows people to pay a fee (called a premium) now to transfer the costs of a potential loss to a third party.
	Access Point SS.8.FL.6.AP.2 Identify insurance as a product that allows people to pay a fee now to transfer the costs of a potential loss to a third party.

SS.8.FL.6.3	Describe how a person may self-insure by accepting a risk and saving money on a regular basis to cover a potential loss.
	Access Point SS.8.FL.6.AP.3 Identify how a person may self-insure by accepting a risk and saving money on a regular basis to cover a potential loss.
SS.8.FL.6.4	Discuss why insurance policies that guarantee higher levels of payment in the event of a loss (coverage) have higher prices.
	Access Point SS.8.FL.6.AP.4 Identify why insurance policies that guarantee higher levels of payment have higher prices.
SS.8.FL.6.5	Discuss that insurance companies charge higher premiums to cover higher-risk individuals and events because the risk of monetary loss is greater for these individuals and events.
	Access Point SS.8.FL.6.AP.5 Identify why drivers who receive repeated speeding tickets will see their insurance premiums increase.
SS.8.FL.6.6	Explain that individuals can choose to accept some risk, to take steps to avoid or reduce risk, or to transfer risk to others through the purchase of insurance and that each option has different costs and benefits.
	Access Point SS.8.FL.6.AP.6 Identify ways in which an automobile driver can avoid, reduce, or transfer the risk of being in an automobile accident.
SS.8.FL.6.7	Evaluate social networking sites and other online activity from the perspective of making individuals vulnerable to harm caused by identity theft or misuse of their personal information.
	Access Point SS.8.FL.6.AP.7 Identify ways that identity thieves can obtain someone's personal information and steps an individual can take to protect their personal information.

Holocaust Education

<i>SS.68.HE.1 Foundations of Holocaust Education</i>	
SS.68.HE.1.1	Examine the Holocaust as the planned and systematic state-sponsored persecution and murder of European Jews by Nazi Germany and its collaborators between 1933 and 1945. • Students will describe the basic beliefs of Judaism and trace the origins and history of Jews in Europe. • Students will analyze how antisemitism led to and contributed to the Holocaust. • Students will identify examples of antisemitism (e.g., making mendacious, dehumanizing, demonizing or stereotypical allegations about Jews; demonizing Israel by using the symbols and images associated with classic antisemitism to characterize Israel or Israelis).

	Access Point
	SS.68.HE.1.AP.1a Identify the Holocaust as the planned persecution and murder of European Jews by the government of Nazi Germany.
	SS.68.HE.1.AP.1b Identify examples of antisemitism and how it contributed to the Holocaust.
	SS.68.HE.1.AP.1c Identify the basic beliefs of Judaism and the history of Jews in Europe.

9-12
Social Studies AP-AAAS
American History

<i>SS.912.A.1 Use research and inquiry skills to analyze American history using primary and secondary sources.</i>	
SS.912.A.1.1	Describe the importance of historiography, which includes how historical knowledge is obtained and transmitted, when interpreting events in history.
	Access Point SS.912.A.1.AP.1 Identify the importance of historiography when interpreting events in history.
SS.912.A.1.2	Utilize a variety of primary and secondary sources to identify author, historical significance, audience, and authenticity to understand a historical period.
	Access Point SS.912.A.1.AP.2 Identify the author and purpose of significant historical documents using primary and secondary sources.
SS.912.A.1.3	Utilize timelines to identify the time sequence of historical data.
	Access Point SS.912.A.1.AP.3 Use a timeline to identify the sequence of historical data.
SS.912.A.1.4	Analyze how images, symbols, objects, cartoons, graphs, charts, maps, and artwork may be used to interpret the significance of time periods and events from the past.
	Access Point SS.912.A.1.AP.4 Interpret images, symbols, objects, cartoons, graphs, charts, maps, artwork, artifacts, or writings to obtain information about a time period and events from the past.
SS.912.A.1.5	Evaluate the validity, reliability, bias, and authenticity of current events and Internet resources.
	Access Point SS.912.A.1.AP.5 Determine the accuracy of current events and Internet resources by comparing them to reliable sources.
SS.912.A.1.6	Use case studies to explore social, political, legal, and economic relationships in history.
	Access Point SS.912.A.1.AP.6 Use a case study to explore social, political, legal, and economic relationships in history.
SS.912.A.1.7	Describe various socio-cultural aspects of American life including arts, artifacts, literature, education, and publications.
	Access Point SS.912.A.1.AP.7 Describe selected socio-cultural aspects of American life, such as the arts, artifacts, literature, education, and publications.
<i>SS.912.A.2 Understand the causes, course, and consequences of the Civil War and Reconstruction and its effects on the American people.</i>	

SS.912.A.2.1	Review causes and consequences of the Civil War.
	Access Point SS.912.A.2.AP.1 Recognize a major cause and consequence of the Civil War.
SS.912.A.2.2	Assess the influence of significant people or groups on Reconstruction.
	Access Point SS.912.A.2.AP.2 Describe the influence of significant people or groups on Reconstruction.
SS.912.A.2.3	Describe the issues that divided Republicans during the early Reconstruction era.
	Access Point SS.912.A.2.AP.3 Recognize a major issue that divided Republicans during the early Reconstruction Era.
SS.912.A.2.4	Distinguish the freedoms guaranteed to African Americans and other groups with the 13 th , 14 th , and 15 th Amendments to the Constitution.
	Access Point SS.912.A.2.AP.4 Recognize a freedom guaranteed to African Americans and other groups with the 13 th , 14 th , and 15 th Amendments to the Constitution.
SS.912.A.2.5	Assess how Jim Crow Laws influenced life for African Americans and other racial/ethnic minority groups.
	Access Point SS.912.A.2.AP.5 Describe how Jim Crow Laws influenced life for African Americans and other racial/ethnic minority groups.
SS.912.A.2.6	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 United States.
	Access Point SS.912.A.2.AP.6a Identify one effect of the Black Codes and the Nadir on freed people.
	SS.912.A.2.AP.6b Identify the sharecropping and debt peonage system that was practiced in the United States.
SS.912.A.2.7	Review the Native American experience.
	Access Point SS.912.A.2.AP.7 Identify one of the Native American experiences during the westward expansion.
<i>SS.912.A.3 Analyze the transformation of the American economy and the changing social and political conditions in response to the Industrial Revolution.</i>	
SS.912.A.3.1	Analyze the economic challenges to American farmers and farmers' responses to these challenges in the mid to late 1800s.
	Access Point SS.912.A.3.AP.1 Identify a response to economic challenges faced by farmers in the mid to late 1800s.

SS.912.A.3.2	Examine the social, political, and economic causes, course, and consequences of the second Industrial Revolution that began in the late 19 th century.
	Access Point SS.912.A.3.AP.2 Examine one social, political, and economic development in the second Industrial Revolution (e.g., mass production of consumer goods, including transportation, food and drink, clothing, and entertainment [cinema, radio, the gramophone]).
SS.912.A.3.3	Compare the first and second Industrial Revolutions in the United States.
	Access Point SS.912.A.3.AP.3 Compare one development or invention in the first and second Industrial Revolutions in the United States.
SS.912.A.3.4	Determine how the development of steel, oil, transportation, communication, and business practices affected the United States economy.
	Access Point SS.912.A.3.AP.4 Identify how developments in industry affected the United States economy, such as steel, oil, transportation, communications, and business practices.
SS.912.A.3.5	Identify significant inventors of the Industrial Revolution including African Americans and women.
	Access Point SS.912.A.3.AP.5 Identify a significant inventor of the Industrial Revolution, including an African American or a woman.
SS.912.A.3.6	Analyze changes that occurred as the United States shifted from agrarian to an industrial society.
	Access Point SS.912.A.3.AP.6 Identify changes that occurred as the United States shifted from an agrarian to an industrial society.
SS.912.A.3.7	Compare the experience of European immigrants in the east to that of Asian immigrants in the west (the Chinese Exclusion Act, Gentlemen's Agreement with Japan).
	Access Point SS.912.A.3.AP.7 Compare the way European immigrants in the east and Asian immigrants in the west were treated.
SS.912.A.3.8	Examine the importance of social change and reform in the late 19 th and early 20 th centuries (class system, migration from farms to cities, Social Gospel movement, role of settlement houses and churches in providing services to the poor).
	Access Point SS.912.A.3.AP.8 Identify the importance of social change or reform during the late 1800s and early 1900s.
SS.912.A.3.9	Examine causes, course, and consequences of the labor movement in the late 19 th and early 20 th centuries.

	Access Point SS.912.A.3.AP.9 Identify a cause and consequence of the labor movement in the late 1800s and early 1900s.
SS.912.A.3.10	Review different economic and philosophic ideologies. Access Point SS.912.A.3.AP.10 Compare major differences in economic and philosophic ideologies.
SS.912.A.3.11	Analyze the impact of political machines in United States cities in the late 19 th and early 20 th centuries. Access Point SS.912.A.3.AP.11 Identify ways powerful groups (political machines) in United States cities controlled the government in the late 1800s and early 1900s.
SS.912.A.3.12	Compare how different nongovernmental organizations and progressives worked to shape public policy, restore economic opportunities, and correct injustices in American life. Access Point SS.912.A.3.AP.12 Identify ways nongovernmental organizations and progressives have shaped public policy and corrected injustices in American life.
SS.912.A.3.13	Examine key events and peoples in Florida history as they relate to United States history. Access Point SS.912.A.3.AP.13 Identify a key event or person in Florida history related to United States history.
<i>SS.912.A.4 Demonstrate an understanding of the changing role of the United States in world affairs through the end of World War I.</i>	
SS.912.A.4.1	Analyze the major factors that drove United States imperialism. Access Point SS.912.A.4.AP.1 Identify major factors that drove United States imperialism.
SS.912.A.4.2	Explain the motives of the United States acquisition of the territories. Access Point SS.912.A.4.AP.2 Identify the purpose of the United States expanding into other territories.
SS.912.A.4.3	Examine causes, course, and consequences of the Spanish American War. Access Point SS.912.A.4.AP.3 Identify a cause and consequence of the Spanish American War.
SS.912.A.4.4	Analyze the economic, military, and security motivations of the United States to complete the Panama Canal as well as major obstacles involved in its construction.

	Access Point SS.912.A.4.AP.4 Identify an economic, military, and security reason why the United States completed the Panama Canal and the challenges that were faced during its construction.
SS.912.A.4.5	Examine causes, course, and consequences of United States involvement in World War I. Access Point SS.912.A.4.AP.5 Identify a cause and consequence of United States involvement in World War I.
SS.912.A.4.6	Examine how the United States government prepared the nation for war with war measures (Selective Service Act, War Industries Board, war bonds, Espionage Act, Sedition Act, Committee of Public Information). Access Point SS.912.A.4.AP.6 Identify ways the United States government prepared the nation for World War I, such as Selective Service Act, War Industries Board, war bonds, Espionage Act, Sedition Act, Committee of Public Information.
SS.912.A.4.7	Examine the impact of airplanes, battleships, new weaponry and chemical warfare in creating new war strategies (trench warfare, convoys). Access Point SS.912.A.4.AP.7 Identify the impact of the development of airplanes, battleships, new weaponry, and chemical warfare in creating new war strategies (trench warfare, convoys).
SS.912.A.4.8	Compare the experiences Americans (African Americans, Hispanics, Asians, women, conscientious objectors) had while serving in Europe. Access Point SS.912.A.4.AP.8 Identify experiences diverse American groups had while serving in Europe.
SS.912.A.4.9	Compare how the war impacted German Americans, Asian Americans, African Americans, Hispanic Americans, Jewish Americans, Native Americans, women and dissenters in the United States. Access Point SS.912.A.4.AP.9 Identify impacts of the war on German Americans, Asian Americans, African Americans, Hispanic Americans, Jewish Americans, Native Americans, women and dissenters in the United States.
SS.912.A.4.10	Examine the provisions of the Treaty of Versailles and the failure of the United States to support the League of Nations. Access Point SS.912.A.4.AP.10 Identify a provision of the Treaty of Versailles and the failure of the United States to support the League of Nations.

SS.912.A.4.11	Examine key events and peoples in Florida history as they relate to United States history.
	Access Point SS.912.A.4.AP.11 Identify a key event or person in Florida history related to United States history.
<i>SS.912.A.5 Analyze the effects of the changing social, political, and economic conditions of the Roaring Twenties and the Great Depression.</i>	
SS.912.A.5.1	Discuss the economic outcomes of demobilization.
	Access Point SS.912.A.5.AP.1 Identify an economic result of demobilization.
SS.912.A.5.2	Explain the causes of the public reaction (Sacco and Vanzetti, labor, racial unrest) associated with the Red Scare.
	Access Point SS.912.A.5.AP.2 Identify the causes of the public reaction (labor, strikes, and racial unrest) associated with the Red Scare.
SS.912.A.5.3	Examine the impact of United States foreign economic policy during the 1920s.
	Access Point SS.912.A.5.AP.3 Recognize the impact of United States foreign economic policies during the 1920s.
SS.912.A.5.4	Evaluate how the economic boom during the Roaring Twenties changed consumers, businesses, manufacturing, and marketing practices.
	Access Point SS.912.A.5.AP.4 Identify results of the economic boom of the Roaring Twenties such as changed consumers, businesses, manufacturing, and marketing practices.
SS.912.A.5.5	Describe efforts by the United States and other world powers to avoid future wars.
	Access Point SS.912.A.5.AP.5 Identify actions of the United States and world powers to avoid future wars.
SS.912.A.5.6	Analyze the influence that Hollywood, the Harlem Renaissance, the Fundamentalist movement, and prohibition had in changing American society in the 1920s.
	Access Point SS.912.A.5.AP.6 Identify the influences of Hollywood, the Harlem Renaissance, the Fundamentalist movement, and Prohibition on American society in the 1920s.
SS.912.A.5.7	Examine the freedom movements that advocated civil rights for African Americans, Latinos, Asians, and women.
	Access Point SS.912.A.5.AP.7 Recognize the effects of freedom movements that advocated for civil rights for African Americans, Latinos, Asians, and women.

SS.912.A.5.8	Compare the views of Booker T. Washington, W.E.B. DuBois, and Marcus Garvey relating to the African American experience.
	Access Point SS.912.A.5.AP.8 Identify the major view of a leader relating to the African American experience, such as Booker T. Washington, W.E.B. DuBois, or Marcus Garvey.
SS.912.A.5.9	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-Jewish, anti-women, and anti-union ideas.
	Access Point SS.912.A.5.AP.9 Recognize that support of the Ku Klux Klan changed during the 1920s with respect to issues such as anti-immigrants, anti-African Americans, anti-Catholics, anti-Jewish, anti-women, and anti-unions.
SS.912.A.5.10	Analyze support for and resistance to civil rights for women, African Americans, Native Americans, and other minorities.
	Access Point SS.912.A.5.AP.10 Identify reasons why some people supported, and others resisted civil rights for women, African Americans, Native Americans, and other minorities.
SS.912.A.5.11	Examine causes, course, and consequences of the Great Depression and the New Deal.
	Access Point SS.912.A.5.AP.11 Identify a cause and a consequence of the Great Depression and the New Deal.
SS.912.A.5.12	Examine key events and people in Florida history as they relate to United States history.
	Access Point SS.912.A.5.AP.12 Identify a key event or person in Florida history related to United States history.
<i>SS.912.A.6 Understand the causes and course of World War II, the character of the war at home and abroad, and its reshaping of the United States role in the post-war world.</i>	
SS.912.A.6.1	Examine causes, course, and consequences of World War II on the United States and the world.
	Access Point SS.912.A.6.AP.1 Identify major causes and consequences of World War II on the United States and the world.
SS.912.A.6.2	Describe the United States response in the early years of World War II (Neutrality Acts, Cash and Carry, Lend Lease Act).
	Access Point SS.912.A.6.AP.2 Identify the United States response in the early years of World War II (Neutrality Acts, Cash and Carry, Lend Lease Act).

SS.912.A.6.3	Analyze the impact of the Holocaust during World War II on Jews as well as other groups.
	Access Point SS.912.A.6.AP.3 Identify the impact of the Holocaust during World War II on Jews and other groups.
SS.912.A.6.4	Examine efforts to expand or contract rights for various populations during World War II.
	Access Point SS.912.A.6.AP.4 Identify the actions to expand or contract rights for various populations during World War II.
SS.912.A.6.5	Explain the impact of World War II on domestic government policy.
	Access Point SS.912.A.6.AP.5 Identify an impact of World War II on domestic government policy.
SS.912.A.6.6	Analyze the use of atomic weapons during World War II and the aftermath of the bombings.
	Access Point SS.912.A.6.AP.6 Identify a reason for the use of atomic weapons during World War II and the aftermath of the bombings.
SS.912.A.6.7	Describe the attempts to promote international justice through the Nuremberg Trials.
	Access Point SS.912.A.6.AP.7 Identify attempts to promote international justice through the Nuremberg Trials.
SS.912.A.6.8	Analyze the effects of the Red Scare on domestic United States policy.
	Access Point SS.912.A.6.AP.8 Identify the effects of the Red Scare on United States domestic policy.
SS.912.A.6.9	Describe the rationale for the formation of the United Nations, including the contribution of Mary McLeod Bethune.
	Access Point SS.912.A.6.AP.9 Identify the reason for the formation of the United Nations, including the contribution of Mary McLeod Bethune.
SS.912.A.6.10	Examine causes, course, and consequences of the early years of the Cold War (Truman Doctrine, Marshall Plan, NATO, Warsaw Pact).
	Access Point SS.912.A.6.AP.10 Identify a cause and consequence of the early years of the Cold War (Truman Doctrine, Marshall Plan, NATO, Warsaw Pact).
SS.912.A.6.11	Examine the controversy surrounding the proliferation of nuclear technology in the United States and the world.

	Access Point SS.912.A.6.AP.11 Identify the various viewpoints about the spread of nuclear technology in the United States and the world.
SS.912.A.6.12	Examine causes, course, and consequences of the Korean War. Access Point SS.912.A.6.AP.12 Identify a cause and consequence of the Korean War.
SS.912.A.6.13	Analyze significant foreign policy events during the Truman, Eisenhower, Kennedy, Johnson, and Nixon administrations. Access Point SS.912.A.6.AP.13 Identify results of significant foreign policy events during the Truman, Eisenhower, Kennedy, Johnson, and Nixon administrations.
SS.912.A.6.14	Analyze causes, course, and consequences of the Vietnam War. Access Point SS.912.A.6.AP.14 Identify a cause and consequence of the Vietnam War.
SS.912.A.6.15	Examine key events and peoples in Florida history as they relate to United States history. Access Point SS.912.A.6.AP.15 Identify a key event or person in Florida history related to United States history.
<i>SS.912.A.7 Understand the rise and continuing international influence of the United States as a world leader and the impact of contemporary social and political movements on American life.</i>	
SS.912.A.7.1	Identify causes for Post-World War II prosperity and its effects on American society. Access Point SS.912.A.7.AP.1 Identify a cause and effect of post-World War II prosperity on American society.
SS.912.A.7.2	Compare the relative prosperity between different ethnic groups and social classes in the post-World War II period. Access Point SS.912.A.7.AP.2 Identify the prosperity of different ethnic groups and social classes in the post-World War II period.
SS.912.A.7.3	Examine the changing status of women in the United States from post-World War II to present. Access Point SS.912.A.7.AP.3 Identify ways that the role of women in the United States has changed since World War II.
SS.912.A.7.4	Evaluate the success of 1960s era presidents' foreign and domestic policies. Access Point SS.912.A.7.AP.4 Examine foreign and domestic policies and programs in the 1960s.

SS.912.A.7.5	Compare nonviolent and violent approaches utilized by groups (African Americans, women, Native Americans, Hispanics) to achieve civil rights.
	Access Point SS.912.A.7.AP.5 Identify violent and nonviolent approaches used by groups (African Americans, women, Native Americans, and Hispanics) to achieve civil rights.
SS.912.A.7.6	Assess key figures and organizations in shaping the Civil Rights Movement and Black Power Movement.
	Access Point SS.912.A.7.AP.6 Identify important acts of key persons and organizations in the Civil Rights Movement and Black Power Movement.
SS.912.A.7.7	Assess the building of coalitions between African Americans, whites, and other groups in achieving integration and equal rights.
	Access Point SS.912.A.7.AP.7 Identify ways African Americans, whites, and other groups joined together to bring about changes in integration and equal rights.
SS.912.A.7.8	Analyze significant Supreme Court decisions relating to integration, busing, affirmative action, the rights of the accused, and reproductive rights.
	Access Point SS.912.A.7.AP.8 Identify the importance of Supreme Court cases, relating to integration, busing, affirmative action, the rights of the accused, and reproductive rights.
SS.912.A.7.9	Examine the similarities of social movements (Native Americans, Hispanics, women, anti-war protesters) of the 1960s and 1970s.
	Access Point SS.912.A.7.AP.9 Identify social movements of the 1960s and 1970s (Native Americans, Hispanics, women, anti-war protesters).
SS.912.A.7.10	Analyze the significance of Vietnam and Watergate on the government and people of the United States.
	Access Point SS.912.A.7.AP.10 Identify the impact of the Vietnam War and Watergate on the government and people of the United States.
SS.912.A.7.11	Analyze the foreign policy of the United States as it relates to Africa, Asia, the Caribbean, Latin America, and the Middle East.
	Access Point SS.912.A.7.AP.11 Identify aspects of United States foreign policy as it relates to Africa, Asia, the Caribbean, Latin America, and the Middle East.

SS.912.A.7.12	Analyze political, economic, and social concerns that emerged at the end of the 20 th century and into the 21 st century.
	Access Point SS.912.A.7.AP.12 Identify political, economic, and social concerns that emerged from the late 1900s to early 2000s.
SS.912.A.7.13	Analyze the attempts to extend New Deal legislation through the Great Society and the successes and failures of these programs to promote social and economic stability.
	Access Point SS.912.A.7.AP.13 Identify the attempts to extend New Deal legislation through the Great Society and the successes and failures of these programs to promote social and economic stability.
SS.912.A.7.14	Review the role of the United States as a participant in the global economy (trade agreements, international competition, impact on American labor, environmental concerns).
	Access Point SS.912.A.7.AP.14 Recognize ways the United States participates in the global economy (trade agreements, international competition, impact on American labor, environmental concerns).
SS.912.A.7.15	Analyze the effects of foreign and domestic terrorism on the American people.
	Access Point SS.912.A.7.AP.15 Identify effects of foreign and domestic terrorism on the American people.
SS.912.A.7.16	Examine changes in immigration policy and attitudes toward immigration since 1950.
	Access Point SS.912.A.7.AP.16 Identify ways that immigration policy and attitudes have changed since 1950.
SS.912.A.7.17	Examine key events and key people in Florida history as they relate to United States history.
	Access Point SS.912.A.7.AP.17 Identify a key event or person in Florida history related to United States history.

Geography

<i>SS.912.G.1 Understand how to use maps and other geographic representations, tools, and technology to report information.</i>	
SS.912.G.1.1	Design maps using a variety of technologies based on descriptive data to explain physical and cultural attributes of major world regions.
	Access Point SS.912.G.1.AP.1 Design maps to explain physical and cultural attributes of major world regions.

SS.912.G.1.2	Use spatial perspective and appropriate geographic terms and tools, including the Six Essential Elements, as organizational schema to describe any given place.
	Access Point SS.912.G.1.AP.2 Using the Six Essential Elements, describe any given place.
SS.912.G.1.3	Employ applicable units of measurement and scale to solve simple locational problems using maps and globes.
	Access Point SS.912.G.1.AP.3 Utilize units of measurement and scale to solve simple locational problems using maps and globes.
SS.912.G.1.4	Analyze geographic information from a variety of sources including primary sources, atlases, computer, and digital sources, Geographic Information Systems (GIS), and a broad variety of maps.
	Access Point SS.912.G.1.AP.4 Identify geographic information from a variety of sources including primary sources, atlases, computer, and digital sources, Geographic Information System (GIS), and a broad variety of maps.
<i>SS.912.G.2 Understand physical and cultural characteristics of places.</i>	
SS.912.G.2.1	Identify the physical characteristics and the human characteristics that define and differentiate regions.
	Access Point SS.912.G.2.AP.1 Identify physical and human characteristics that define and differentiate regions.
SS.912.G.2.2	Describe the factors and processes that contribute to the differences between developing and developed regions of the world.
	Access Point SS.912.G.2.AP.2 Recognize the factors and processes that contribute to the differences between developing and developed regions of the world.
SS.912.G.2.3	Use geographic terms and tools to analyze case studies of regional issues in different parts of the world that have critical economic, physical, or political ramifications.
	Access Point SS.912.G.2.AP.3 Use geographic terms and tools to identify regional issues in different parts of the world that have critical economic, physical, or political ramifications in case studies.
SS.912.G.2.4	Use geographic terms and tools to analyze case studies of how selected regions change over time.
	Access Point SS.912.G.2.AP.4 Use geographic terms and tools to identify how selected regions change over time in case studies.

SS.912.G.2.5	Use geographic terms and tools to analyze case studies of debates over how human actions modify a selected region.
	Access Point SS.912.G.2.AP.5 Use geographic terms and tools including mining, drilling, farming, and housing to identify debates over how human actions modify selected regions using case studies.
<i>SS.912.G.3 Understand the relationships between the Earth's ecosystems and the populations that dwell within them.</i>	
SS.912.G.3.1	Use geographic terms to locate and describe major ecosystems of Earth.
	Access Point SS.912.G.3.AP.1 Using geographic terms, identify characteristics of major ecosystems of Earth, such as location, climate, landforms, and resources.
SS.912.G.3.2	Use geographic terms and tools to explain how weather and climate influence the natural character of a place.
	Access Point SS.912.G.3.AP.2 Use geographic terms and tools to describe how weather and climate influence a location.
SS.912.G.3.3	Use geographic terms and tools to explain differing perspectives on the use of renewable and non-renewable resources in Florida, the United States, and the world.
	Access Point SS.912.G.3.AP.3 Use geographic terms and tools to identify different opinions on the use of renewable and non-renewable resources in Florida, the United States, and the world.
SS.912.G.3.4	Use geographic terms and tools to explain how the Earth's internal changes and external changes influence the character of places.
	Access Point SS.912.G.3.AP.4 Use geographic terms and tools to describe how Earth's internal changes such as volcanoes and earthquakes and external changes such as droughts, floods, and erosion impact the characteristics of locations.
SS.912.G.3.5	Use geographic terms and tools to explain how hydrology influences the physical character of a place.
	Access Point SS.912.G.3.AP.5 Use geographic terms and tools to describe how changes in the distribution or use of water (hydrology), such as damming a river or building an irrigation system, impact locations.
<i>SS.912.G.4 Understand the characteristics, distribution, and migration of human populations.</i>	
SS.912.G.4.1	Interpret population growth and other demographic data for any given place.

	Access Point SS.912.G.4.AP.1 Compare the changes in population growth and other demographic data for selected places.
SS.912.G.4.2	Use geographic terms and tools to analyze the push/pull factors contributing to human migration within and among places. Access Point SS.912.G.4.AP.2 Use geographic terms and tools to describe the push/pull factors contributing to human migration.
SS.912.G.4.3	Use geographic terms and tools to analyze the effects of migration both on the place of origin and destination, including border areas. Access Point SS.912.G.4.AP.3 Use geographic terms and tools to examine effects of migration on the place of origin and destination, including border areas.
SS.912.G.4.4	Use geographic terms and tools to analyze case studies of issues in globalization. Access Point SS.912.G.4.AP.4 Utilize geographic terms and tools to identify issues in globalization, such as outsourcing and unfair treatment of certain population groups.
SS.912.G.4.5	Use geographic terms and tools to analyze case studies of the development, growth, and changing nature of cities and urban centers. Access Point SS.912.G.4.AP.5 Use geographic terms and tools to identify changes in cities and urban centers.
SS.912.G.4.6	Use geographic terms and tools to predict the effect of a change in a specific characteristic of a place on the human population of that place. Access Point SS.912.G.4.AP.6 Use geographic terms and tools to identify an effect of a change in a specific characteristic of a place on the human population of that place.
SS.912.G.4.7	Use geographic terms and tools to explain cultural diffusion throughout places, regions, and the world. Access Point SS.912.G.4.AP.7 Use geographic terms and tools to identify characteristics of cultural diffusion throughout selected places, regions, and the world.
SS.912.G.4.8	Use geographic concepts to analyze spatial phenomena and to discuss economic, political, and social factors that define and interpret space.

	Access Point SS.912.G.4.AP.8 Use geographic concepts to identify political, social, and economic factors that define space, such as patterns of land use and availability of transportation systems.
SS.912.G.4.9	Use political maps to describe the change in boundaries and governments within continents over time. Access Point SS.912.G.4.AP.9 Use political maps to identify changes in boundaries or governments within a continent.
<i>SS.912.G.5 Understand how human actions can impact the environment.</i>	
SS.912.G.5.1	Analyze case studies of how the Earth's physical systems affect humans. Access Point SS.912.G.5.AP.1 Identify examples of how the Earth's physical systems, such as landforms, locations, resources, and climate affect humans in case studies.
SS.912.G.5.2	Analyze case studies of how changes in the physical environment of a place can increase or diminish its capacity to support human activity. Access Point SS.912.G.5.AP.2 Identify how changes in the physical environment of a place can impact its capacity to support human activity in case studies.
SS.912.G.5.3	Analyze case studies of the effects of human use of technology on the environment of places. Access Point SS.912.G.5.AP.3 Identify how human use of technology affects the environment of places in case studies.
SS.912.G.5.4	Analyze case studies of how humans impact the diversity and productivity of ecosystems. Access Point SS.912.G.5.AP.4 Identify how humans impact the diversity and productivity of an ecosystem in case studies.
SS.912.G.5.5	Use geographic terms and tools to analyze case studies of policies and programs for resource use and management. Access Point SS.912.G.5.AP.5 Use geographic terms and tools to identify effects of government policies or programs for resource use and management in case studies.
SS.912.G.5.6	Analyze case studies to predict how a change to an environmental factor can affect an ecosystem. Access Point SS.912.G.5.AP.6 Identify how change to an environmental factor can affect an ecosystem in case studies.
<i>SS.912.G.6 Understand how to apply geography to interpret the past and present and plan for the future.</i>	

SS.912.G.6.1	Use appropriate maps and other graphic representations to analyze geographic problems and changes over time.
	Access Point SS.912.G.6.AP.1 Use appropriate maps and other graphic representations to examine geographic problems and changes over time.
SS.912.G.6.2	Develop databases about specific places and provide a simple analysis about their importance.
	Access Point SS.912.G.6.AP.2 Identify, organize, and determine the importance of information about a specific place.
SS.912.G.6.3	Formulate hypotheses and test geographic models that demonstrate complex relationships between physical and cultural phenomena.
	Access Point SS.912.G.6.AP.3 Identify the relationship between physical and cultural phenomena in specific places using geographic models.
SS.912.G.6.4	Translate narratives about places and events into graphic representations.
	Access Point SS.912.G.6.AP.4 Use narratives about places and events to create graphic representations, such as maps, tables, or graphs.
SS.912.G.6.5	Develop criteria for assessing issues relating to human spatial organization and environmental stability to identify solutions.
	Access Point SS.912.G.6.AP.5a Identify issues relating to human spatial organization and environmental stability.
	SS.912.G.6.AP.5b Identify solutions relating to human spatial organization and environmental stability.

Economics

<i>SS.912.E.1 Understand the fundamental concepts relevant to the development of the market economy.</i>	
SS.912.E.1.1	Identify the factors of production and why they are necessary for the production of goods and services.
	Access Point SS.912.E.1.AP.1 Identify examples of factors of production of goods and services.
SS.912.E.1.2	Analyze production possibilities curves to explain choice, scarcity, and opportunity costs.
	Access Point SS.912.E.1.AP.2 Utilize a production possibilities graph to identify the impact of scarcity, choice and opportunity costs.
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?; and (3) For whom to produce?

	Access Point SS.912.E.1.AP.3 Identify differences in the major characteristics of the market, command, and mixed economic systems and how they answer: (1) What to produce? (2) How to produce? And (3) For whom to produce?
SS.912.E.1.4	Define supply, demand, quantity supplied, and quantity demanded; graphically illustrate situations that would cause changes in each, and demonstrate how the equilibrium price of a product is determined by the interaction of supply and demand in the market place. Access Point SS.912.E.1.AP.4a Identify supply, demand, quantity supplied, and quantity demanded. SS.912.E.1.AP.4b Using a supply and demand graph, identify how the equilibrium price is determined by the interaction between supply and demand.
SS.912.E.1.5	Compare different forms of business organizations. Access Point SS.912.E.1.AP.5 Identify forms of business organizations.
SS.912.E.1.6	Compare the basic characteristics of the four market structures (monopoly, oligopoly, monopolistic competition, pure competition). Access Point SS.912.E.1.AP.6 Identify differences between the four market structures (monopoly, oligopoly, monopolistic competition, pure competition).
SS.912.E.1.7	Graph and explain how firms determine price and output through marginal cost analysis. Access Point SS.912.E.1.AP.7 Identify factors that determine the price of a good or service to maximize profit.
SS.912.E.1.8	Explain ways firms engage in price and nonprice competition. Access Point SS.912.E.1.AP.8 Identify characteristics of price and non-price competition, such as discounts and rebates, and quality and extra service.
SS.912.E.1.9	Describe how the earnings of workers are determined. Access Point SS.912.E.1.AP.9 Identify factors that determine the earnings of workers.
SS.912.E.1.10	Explain the use of fiscal policy (taxation, spending) to promote price stability, full employment, and economic growth. Access Point SS.912.E.1.AP.10 Identify how the government uses taxation and spending to provide jobs which leads to economic growth.

SS.912.E.1.11	Explain how the Federal Reserve uses the tools of monetary policy (discount rate, reserve requirement, open market operations) to promote price stability, full employment, and economic growth.
	Access Point SS.912.E.1.AP.11 Identify that the Federal Reserve controls interest rates to affect economic growth.
SS.912.E.1.12	Examine the four phases of the business cycle (peak, contraction —unemployment, trough, expansion —inflation).
	Access Point SS.912.E.1.AP.12 Identify the four phases of the business cycle, such as peak, contraction-unemployment, trough, and expansion-inflation.
SS.912.E.1.13	Explain the basic functions and characteristics of money, and describe the composition of the money supply in the United States.
	Access Point SS.912.E.1.AP.13 Describe the basic functions and characteristics of money in the United States.
SS.912.E.1.14	Compare credit, savings, and investment services available to the consumer from financial institutions.
	Access Point SS.912.E.1.AP.14 Compare major differences between credit, savings, and investment services.
SS.912.E.1.15	Describe the risk and return profiles of various investment vehicles and the importance of diversification.
	Access Point SS.912.E.1.AP.15 Identify the risk and return of a variety of investments and diversification.
SS.912.E.1.16	Construct a one-year budget plan for a specific career path including expenses and construction of a credit plan for purchasing a major item.
	Access Point SS.912.E.1.AP.16 Create a budget plan that includes wages and expenses, and a plan for purchasing a major item.
<i>SS.912.E.2 Understand the fundamental concepts relevant to the institutions, structure, and functions of a national economy.</i>	
SS.912.E.2.1	Identify and explain broad economic goals.
	Access Point SS.912.E.2.AP.1 Identify broad economic goals.
SS.912.E.2.2	Use a decision-making model to analyze a public policy issue affecting the student's community that incorporates defining a problem, analyzing the potential consequences, and considering the alternatives.

	Access Point SS.912.E.2.AP.2 Identify a public policy issue that affects the student's community and potential consequences, such as rezoning for housing and businesses or building new roads.
SS.912.E.2.3	Research contributions of entrepreneurs, inventors, and other key individuals from various gender, social, and ethnic backgrounds in the development of the United States. Access Point SS.912.E.2.AP.3 Identify contributions of entrepreneurs, inventors, and other key individuals from various gender, social, and ethnic backgrounds in the development of the United States.
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. Access Point SS.912.E.2.AP.4 Identify examples of government wage and price controls, such as minimum wage and rent control.
SS.912.E.2.5	Analyze how capital investments may impact productivity and economic growth. Access Point SS.912.E.2.AP.5 Identify how capital investments may impact economic growth.
SS.912.E.2.6	Examine the benefits of natural monopolies and the purposes of government regulation of these monopolies. Access Point SS.912.E.2.AP.6 Identify the benefits of natural monopolies and reasons for the government to regulate monopolies.
SS.912.E.2.7	Identify the impact of inflation on society. Access Point SS.912.E.2.AP.7 Identify a common impact of inflation on society.
SS.912.E.2.8	Differentiate between direct and indirect taxes, and describe the progressivity of taxes (progressive, proportional, regressive). Access Point SS.912.E.2.AP.8 Identify different types of taxes.
SS.912.E.2.9	Analyze how changes in federal spending and taxation affect budget deficits and surpluses and the national debt. Access Point SS.912.E.2.AP.9 Recognize the relationship between federal government spending and taxation on the economy.
SS.912.E.2.10	Describe the organization and functions of the Federal Reserve System. Access Point SS.912.E.2.AP.10 Identify a function of the Federal Reserve System.

SS.912.E.2.11	Assess the economic impact of negative and positive externalities on the local, state, and national environment.
	Access Point SS.912.E.2.AP.11 Describe economic impacts of negative and positive side effects on the environment.
SS.912.E.2.12	Construct a circular flow diagram for an open-market economy including elements of households, firms, government, financial institutions, product and factor markets, and international trade.
	Access Point SS.912.E.2.AP.12 Identify the flow of money in a local economy, and how it affects the individual, household, businesses, banks, government, and international trade.
<i>SS.912.E.3 Understand the fundamental concepts and interrelationships of the United States economy in the international marketplace.</i>	
SS.912.E.3.1	Demonstrate the impact of inflation on world economies.
	Access Point SS.912.E.3.AP.1 Describe the impact of inflation on world economies.
SS.912.E.3.2	Examine absolute and comparative advantage, and explain why most trade occurs because of comparative advantage.
	Access Point SS.912.E.3.AP.2 Identify economic advantages a country may have when trading with another country.
SS.912.E.3.3	Discuss the effect of barriers to trade and why nations sometimes erect barriers to trade or establish free trade zones.
	Access Point SS.912.E.3.AP.3 Describe why countries establish barriers to trade and the effects.
SS.912.E.3.4	Assess the economic impact of negative and positive externalities on the international environment.
	Access Point SS.912.E.3.AP.4 Compare the positive and negative economic impacts on different countries.
SS.912.E.3.5	Compare the current United States economy with other developed and developing nations.
	Access Point SS.912.E.3.AP.5 Identify differences in the economies of the United States and another country.
SS.912.E.3.6	Differentiate and draw conclusions about historical economic thought theorized by economists.
	Access Point SS.912.E.3.AP.6 Differentiate how people and countries make economic decisions about the use of scarce resources in the most efficient way.

Civics and Government

<i>SS.912.CG.1 Demonstrate an understanding of the origins and purposes of government, law and the American political system.</i>	
SS.912.CG.1.1	Examine how intellectual influences in primary documents contributed to the ideas in the Declaration of Independence, the U.S. Constitution and the Bill of Rights. Students will recognize the influence of the Judeo-Christian tradition, republicanism, the English Constitution and common Law, and the European Enlightenment in establishing the organic laws of the United States in primary documents (e.g., Magna Carta (1215); the Mayflower Compact (1620); the English Bill of Rights (1689); Common Sense (1776); Declaration of Independence (1776); the Constitution of Massachusetts (1780); the Articles of Confederation (1781); the Northwest Ordinance (1787); U.S. Constitution (1789)).
	Access Point SS.912.CG.1.AP.1 Recognize how influences in primary documents contributed to the ideas in the Declaration of Independence, the U.S. Constitution, and the Bill of Rights.
SS.912.CG.1.2	Explain the influence of Enlightenment ideas on the Declaration of Independence. - Students will identify grievances listed in the Declaration of Independence in terms of due process of law, individual rights, natural rights, popular sovereignty and social contract. - Students will explain national sovereignty, natural law, self-evident truth, equality of all persons, due process of law, limited government, popular sovereignty, and unalienable rights of life, liberty and property as they relate to Enlightenment ideas in the Declaration of Independence. - Students will recognize that national sovereignty, due process of law, natural law, self-evident truth, equality of all persons, limited government, popular sovereignty, and unalienable rights of life, liberty and property form the philosophical foundation of our government.
	Access Point SS.912.CG.1.AP.2 Identify the influence of an Enlightenment idea on the Declaration of Independence.
SS.912.CG.1.3	Explain arguments presented in the Federalist Papers in support of ratifying the U.S. Constitution and a republican form of government.

	• Students will recognize that the Federalist Papers argued for a federal system of government, separation of powers and a representative form of government that is accountable to its citizens. • Students will analyze Federalist and Anti-Federalist arguments concerning ratification of the U.S. Constitution and inclusion of a bill of rights.
	Access Point SS.912.CG.1.AP.3 Recognize the arguments presented in the Federalist Papers in support of ratifying the U.S. Constitution and a republican form of government.
SS.912.CG.1.4	Analyze how the ideals and principles expressed in the founding documents shape America as a constitutional republic. • Students will differentiate among the documents and determine how each one was individually significant to the founding of the United States. • Students will evaluate how the documents are connected to one another. • Documents include, but are not limited to, the Declaration of Independence, Articles of Confederation, Federalist Papers (e.g., No. 10, No. 14, No. 31, No. 39, No. 51) and the U.S. Constitution. • Students will identify key individuals who contributed to the founding documents (e.g., Thomas Jefferson, Alexander Hamilton, John Jay, James Madison, George Mason).
	Access Point SS.912.CG.1.AP.4 Identify how the ideals and principles expressed in the founding documents shape America as a constitutional republic.
SS.912.CG.1.5	Explain how the U.S. Constitution and its amendments uphold the following political principles: checks and balances, consent of the governed, democracy, due process of law, federalism, individual rights, limited government, representative government, republicanism, rule of law and separation of powers. • Students will explain how the structure and function of the U.S. government reflects these political principles. • Students will differentiate between republicanism and democracy, and discuss how the United States reflects both. • Students will describe compromises made during the Constitutional Convention (e.g., the Great Compromise,

	the Three-Fifths Compromise, the Electoral College). Access Point SS.912.CG.1.AP.5 Recognize how the U.S. Constitution and its amendments uphold the following political principles: checks and balances, consent of the governed, democracy, due process of law, federalism, individual rights, limited government, representative government, republicanism, rule of law and separation of powers.
<i>SS.912.CG.2 Evaluate the roles, rights and responsibilities of U.S. citizens and determine methods of active participation in society, government and the political system.</i>	
SS.912.CG.2.1	Explain the constitutional provisions that establish and affect citizenship. • Students will explain how the concept of citizenship in the United States has changed over the course of history (i.e., 13th, 14th, 15th and 19th Amendments). • Students will compare birthright citizenship, permanent residency and naturalization in the United States. • Students will differentiate the rights held by native-born citizens, permanent residents and naturalized citizens (e.g., running for public office). Access Point SS.912.CG.2.AP.1 Identify the constitutional provisions that establish and affect citizenship.
SS.912.CG.2.2	Explain the importance of political and civic participation to the success of the United States' constitutional republic. • Students will discuss various ways in which U.S. citizens can exercise political and civic participation. • Students will identify historical examples of political and civic participation (e.g., Civil Rights Movement, Women's Suffrage Movement). • Students will describe the ways in which individuals can be denied and limited in their right to practice political and civic participation (e.g., losing voting rights for felony conviction, limitations on political contributions, limits on the type of protesting). Access Point SS.912.CG.2.AP.2 Recognize the importance of political and civic participation to the success of the United States' constitutional republic.
SS.912.CG.2.3	Explain the responsibilities of citizens at the local, state and

	national levels: • Students will identify various responsibilities held by citizens (e.g., voting, volunteering and being informed, respecting laws). • Students will understand the process of registering or preregistering to vote and how to complete a ballot in Florida (e.g., uniform primary and general election ballot). • Students will discuss appropriate methods of communication with public officials (e.g., corresponding, attending public meetings, requesting a meeting and providing information). • Students will participate in classroom activities that simulate exercising the responsibilities of citizenship. Access Point SS.912.CG.2.AP.3 Identify a responsibility of citizens at the local, state and national levels.
SS.912.CG.2.4	Evaluate, take and defend objective, evidence-based positions on issues that cause the government to balance the interests of individuals with the public good: • Students will examine situations when individuals' rights have been restricted for the public good (e.g., limits on speech or rationing of goods during wartime, enactment of the Patriot Act). • Students will analyze how environmental and financial policies place limitations on citizens and private industry for the public good. • Students will explain different services provided by local, state and national governments to citizens to ensure their rights are protected (e.g., social services, law enforcement, defense, emergency response). Access Point SS.912.CG.2.AP.4 Identify a position on issues that cause the government to balance the interests of individuals with the public good.
SS.912.CG.2.5	Analyze contemporary and historical examples of government-imposed restrictions on rights: • Students will identify historical examples of government-imposed restrictions on rights (e.g., suspension of habeas corpus, rationing during wartime and limitations on speech). • Students will examine the rationale for government-imposed restrictions on rights (e.g., inciting a crime, campaign contributions, defamation, military secrets).

	Access Point SS.912.CG.2.AP.5 Identify contemporary and historical examples of government-imposed restrictions on rights.
SS.912.CG.2.6	Explain how the principles contained in foundational documents contributed to the expansion of civil rights and liberties over time: - Students will explain how different groups of people (e.g., African Americans, immigrants, Native Americans, women) had their civil rights expanded through legislative action (e.g., Voting Rights Act, Civil Rights Act), executive action (e.g., Truman's desegregation of the army, Lincoln's Emancipation Proclamation) and the courts (e.g., Brown v. Board of Education; In re Gault). - Students will explain the role founding documents, such as the Declaration of Independence and the Constitution, had on setting precedent for the future granting of rights. Access Point SS.912.CG.2.AP.6 Recognize how the principles contained in foundational documents contributed to the expansion of civil rights and liberties over time.
SS.912.CG.2.7	Analyze the impact of civic engagement as a means of preserving or reforming institutions: - Students will identify legal methods that citizens can use to promote social and political change (e.g., voting, peaceful protests, petitioning, demonstrations, contacting government offices). - Students will identify historical examples of citizens achieving or preventing political and social change through civic engagement (e.g., the Abolitionist Movement). Access Point SS.912.CG.2.AP.7 Recognize the impact of civic engagement as a means of preserving or reforming institutions.
SS.912.CG.2.8	Explain the impact of political parties, interest groups, media and individuals on determining and shaping public policy: - Students will explain the origins of the Republican and Democratic political parties and evaluate their roles in shaping public policy. - Students will identify historical examples of interest groups, media and individuals influencing public policy. - Students will compare and contrast how the free press influenced politics at major points in U.S. history (e.g., Vietnam War Era, Civil Rights Era).

	Access Point SS.912.CG.2.AP.8 Recognize the impact of political parties, interest groups, media and individuals on determining and shaping public policy.
SS.912.CG.2.9	Explain the process and procedures of elections at the state and national levels: • Students will identify the different primary formats and how political parties nominate candidates using primaries. • Students will compare and contrast the different ways in which elections are decided (e.g., Electoral College, proportional representation, popular vote, winner-take-all). • Students will explain the process by which candidates register to be part of state and national elections. • Students will describe the different methods used to tabulate election results in state and national elections (i.e., electronic voting, punch cards, fill-in ballots). • Students will evaluate the role of debates in elections. Access Point SS.912.CG.2.AP.9 Identify the process and procedures of elections at the state and national levels.
SS.912.CG.2.10	Analyze factors that contribute to voter turnout in local, state and national elections: • Students will explain trends in voter turnout. • Students will discuss attempts to increase voter turnout (e.g., get out the vote campaigns, social movements). • Students will explain how governmental action has affected voter participation (e.g., 15th, 19th and 26th Amendments; Jim Crow laws; poll tax; efforts to suppress voters). Access Point SS.912.CG.2.AP.10 Identify factors that contribute to voter turnout in local, state and national elections.
SS.912.CG.2.11	Evaluate political communication for bias, factual accuracy, omission and emotional appeal: • Students will compare the reporting on the same political event or issue from multiple perspectives. • Students will identify various forms of propaganda (e.g., plain folks, glittering generalities, testimonial, fear, logical fallacies). • Students will discuss the historical impact of political

	communication on American political process and public opinion. • Examples of political communication may include, but are not limited to, political cartoons, propaganda, campaign advertisements, political speeches, bumper stickers, blogs, press and social media.
	Access Point SS.912.CG.2.AP.11 Identify various forms of political communication for bias, factual accuracy, omission and emotional appeal.
SS.912.CG.2.12	Explain how interest groups, the media and public opinion influence local, state and national decision-making related to public issues. • Students will objectively discuss current public issues in Florida and use both the U.S. and Florida Constitutions to justify pro and con positions. • Students will examine the relationship and responsibilities of both the state and national governments regarding these public issues. • Students will analyze public policy solutions related to local, state and national issues.
	Access Point SS.912.CG.2.AP.12 Recognize that interest groups, the media and public opinion influence local, state and national decision-making related to public issues.
SS.912.CG.2.13	Analyze the influence and effects of various forms of media and the internet in political communication. • Students will explain how the methods of political communication has changed over time (e.g., television, radio, press, social media). • Students will describe how the methods used by political officials to communicate with the public has changed over time. • Students will discuss the strengths and weaknesses of different methods of political communication.
	Access Point SS.912.CG.2.AP.13 Recognize the influence and effects of various forms of media and the internet in political communication.
<i>SS.912.CG.3 Demonstrate an understanding of the principles, functions and organization of government.</i>	
SS.912.CG.3.1	Analyze how certain political ideologies conflict with the principles of freedom and democracy.

	• Students will identify political ideologies that conflict with the principles of freedom and democracy (e.g., communism and totalitarianism). • Students will analyze how the principles of checks and balances, consent of the governed, democracy, due process of law, federalism, individual rights, limited government, representative government, republicanism, rule of law and separation of powers contribute to the nation's longevity and its ability to overcome challenges, and distinguish the United States' constitutional republic from authoritarian and totalitarian nations. Access Point SS.912.CG.3.AP.1 Identify how certain political ideologies conflict with the principles of freedom and democracy.
SS.912.CG.3.2	Explain how the U.S. Constitution safeguards and limits individual rights. • Students will identify the individual rights protected by the U.S. Constitution, the Bill of Rights and other constitutional amendments. • Students will describe the role of the Supreme Court in further defining the safeguards and limits of constitutional rights. Access Point SS.912.CG.3.AP.2 Recognize how the U.S. Constitution safeguards and limits individual rights.
SS.912.CG.3.3	Analyze the structures, functions and processes of the legislative branch as described in Article I of the U.S. Constitution. • Students will explain why Article I of the U.S. Constitution established a bicameral legislative body and how the House of Representatives functions differently from the Senate. • Students will identify the methods for determining the number of members in the House of Representatives and the Senate. • Students will identify and describe the “enumerated powers” delegated to Congress (e.g., assess taxes, borrow money, declare war, make laws). • Students will analyze the role of the legislative branch in terms of its relationship with the judicial and executive branch of the government. • Students will describe constitutional amendments that changed the role of Congress from its original description in Article I of the U.S. Constitution (i.e.,

	10th, 14th, 16th, 17th and 27th Amendments). Access Point SS.912.CG.3.AP.3 Identify the structures, functions and processes of the legislative branch as described in Article I of the U.S. Constitution.
SS.912.CG.3.4	Analyze the structures, functions and processes of the executive branch as described in Article II of the U.S. Constitution. Students will explain the qualifications one must have to seek the office of president and the process of presidential elections. Students will explain different presidential responsibilities outlined in Article II (e.g., receiving foreign heads of state, delivering the State of the Union address, carrying out faithful execution of the law). Students will examine the role of the executive branch in terms of its relationship with the judicial and legislative branches of the government. Students will describe constitutional amendments (i.e., 12th, 20th, 22nd and 25th) that have changed the role of the executive branch from its original description in Article II. Students will describe the impeachment process. Access Point SS.912.CG.3.AP.4 Identify the structures, functions and processes of the executive branch as described in Article II of the U.S. Constitution.
SS.912.CG.3.5	Describe how independent regulatory agencies interact with the three branches of government and with citizens. Students will identify independent regulatory agencies (e.g., Federal Communications Commission, Federal Election Commission, National Labor Relations Board) and explain their purpose and effect. Students will describe the advantages and disadvantages of delegating power to independent regulatory agencies. Access Point SS.912.CG.3.AP.5 Recognize how independent regulatory agencies interact with the three branches of government and with citizens.
SS.912.CG.3.6	Explain expressed, implied, concurrent and reserved powers in the U.S. Constitution. Students will identify powers that are expressed in the U.S. Constitution to Congress (e.g., coin money, declare war, assess taxes, citizenship).

	• Students will identify that expressed powers are also known as enumerated powers found in Article I of the U.S. Constitution. • Students will analyze the role of the “general welfare clause” and “necessary and proper clause” in granting Congress implied powers. • Students will describe examples of concurrent powers as those powers shared by both state and national governments (e.g., build roads, tax citizens, make laws). • Students will explain how reserved powers define issues as matters for the people or the state governments. • Students will compare the roles of expressed, implied, concurrent and reserved powers in United States’ federalism. Access Point SS.912.CG.3.AP.6 Identify expressed, implied, concurrent and reserved powers in the U.S. Constitution.
SS.912.CG.3.7	Analyze the structures, functions and processes of the judicial branch as described in Article III of the U.S. Constitution. • Students will examine the role of the judicial branch in terms of its relationship with the legislative and executive branches of the government. • Students will describe the role of the Supreme Court and lesser federal courts. • Students will explain what Article III says about judicial tenure, appointment and salaries. • Students will describe the powers delegated to the courts by Article III including, but not limited to, treason, jurisdiction and trial by jury. Access Point SS.912.CG.3.AP.7 Identify the structures, functions and processes of the judicial branch as described in Article III of the U.S. Constitution.
SS.912.CG.3.8	Describe the purpose and function of judicial review in the American constitutional government. • Students will examine the role of district courts, the courts of appeals and the Supreme Court in the judicial review process. • Students will explain the relationship between the concept of judicial review and the language of the Supremacy Clause in Article VI of the U.S. Constitution. Access Point SS.912.CG.3.AP.8 Recognize the purpose and function of

	judicial review in the American constitutional government.
SS.912.CG.3.9	Compare the role of state and federal judges with other elected officials: • Students will compare the ways state and federal judges are appointed compared to other elected officials. • Students will distinguish the qualifications needed for a judge at the state or federal level versus other elected officials. • Students will compare the decision-making process of judges compared to other political figures. Access Point SS.912.CG.3.AP.9 Compare the role of state and federal judges with other elected officials.
SS.912.CG.3.10	Analyze the levels and responsibilities of state and federal courts: • Students will describe what Article III of the U.S. Constitution states about the relationship between state and federal courts. • Students will recognize the role of the Federal Judiciary Act of 1789 in establishing the structure and jurisdiction of the federal court system. • Students will contrast the differences among civil trials and criminal trials at the state level. • Students will describe the relationship among the Supreme Court, federal appellate courts and federal district courts (e.g., Erie Doctrine, Rooker-Feldman Doctrine). Access Point SS.912.CG.3.AP.10 Identify the levels and responsibilities of state and federal courts.
SS.912.CG.3.11	Evaluate how landmark Supreme Court decisions affect law, liberty and the interpretation of the U.S. Constitution: • Students will recognize landmark Supreme Court cases (e.g., Marbury v. Madison; McCulloch v. Maryland; Dred Scott v. Sandford; Plessy v. Ferguson; Brown v. Board of Education; Gideon v. Wainwright; Miranda v. Arizona; Korematsu v. United States; Mapp v. Ohio; In re Gault; United States v. Nixon; Regents of the University of California v. Bakke; Hazelwood v. Kuhlmeier; District of Columbia v. Heller). • Students will explain the foundational constitutional issues underlying landmark Supreme Court decisions related to the Bill of Rights and other amendments.

	Students will explain the outcomes of landmark Supreme Court cases related to the Bill of Rights and other amendments.
	Access Point SS.912.CG.3.AP.11 Recognize how landmark Supreme Court decisions affect law, liberty and the interpretation of the U.S. Constitution.
SS.912.CG.3.12	Analyze the concept of federalism in the United States and its role in establishing the relationship between the state and national governments. - Students will identify examples of the powers reserved and shared among state and the national governments in the American federal system of government. - Students will examine the role the Great Compromise had on the eventual establishment of a federal system of fifty equal states. - Students will explain specific rights that are granted to the states in the language of the U.S. Constitution and its amendments (e.g., 10th Amendment, defense and extradition). - Students will analyze how states have challenged the national government regarding states' rights (e.g., Civil War, the New Deal, No Child Left Behind, Affordable Health Care Act, Civil Rights Movement).
	Access Point SS.912.CG.3.AP.12 Identify the concept of federalism in the United States and its role in establishing the relationship between the state and national governments.
SS.912.CG.3.13	Explain how issues between Florida, other states and the national government are resolved. - Students will explain the concept of federalism as it applies to each issue. - Students will use historical and issue-based scenarios to demonstrate understanding of how disputes between Florida, other states and the national government are resolved (e.g., water rights arguments between Florida and Georgia, national and state conflict over rights to adjacent waters and seabeds, civil rights).
	Access Point SS.912.CG.3.AP.13 Identify how issues between Florida, other states and the national government are resolved.
SS.912.CG.3.14	Explain the judicial decision-making process in interpreting law at the state and national levels. Students will explain the role of the U.S. Constitution in

	interpreting law at the state and national levels. • Students will explain the process used by judges at the state and national levels when making a decision or writing summary opinions. • Students will incorporate language from the U.S. Constitution or court briefs to justify a legal decision when interpreting state or national law.
	Access Point SS.912.CG.3.AP.14 Identify the judicial decision-making process in interpreting law at the state and national levels.
SS.912.CG.3.15	Explain how citizens are affected by the local, state and national governments. • Students will identify local government officials and employees who affect the daily lives of citizens. • Students will identify the role of state governmental officials and employees who affect the daily lives of citizens. • Students will identify the role of national governmental officials and employees who affect the daily lives of citizens. • Students will explain how government at all levels impacts the daily lives of citizens.
	Access Point SS.912.CG.3.AP.15 Identify how citizens are affected by the local, state and national governments.
<i>SS.912.CG.4 Demonstrate an understanding of contemporary issues in world affairs and evaluate the role and impact of U.S. foreign policy.</i>	
SS.912.CG.4.1	Analyze how liberty and economic freedom generate broad-based opportunity and prosperity in the United States. • Students will differentiate between government systems (e.g., autocracy, democracy, monarchy, oligarchy, republic, theocracy). • Students will differentiate between economic systems (e.g., capitalism, communism, mixed market, socialism). • Students will analyze the disadvantages of authoritarian control over the economy (e.g., communism and socialism) in generating broad-based economic prosperity for their population.
	Access Point SS.912.CG.4.AP.1 Identify how liberty and economic freedom generate broad-based opportunity and prosperity in the United States.
SS.912.CG.4.2	Explain how the United States uses foreign policy to influence

	other nations: • Students will explain how the policies of other nations influence U.S. policy and society. • Students will identify agencies of the U.S. government that contribute to its foreign policy agenda (e.g., National Security Agency, Central Intelligence Agency). • Students will explain the advantages and disadvantages of how nongovernmental organizations (NGOs) influence foreign policy (e.g., United States Agency for International Development, Red Cross, American Woman Suffrage Association, Amnesty International). • Students will explain how U.S. trade policy influences its relationships with other nations (e.g., China, Saudi Arabia). • Students will explain how the use of embargos and economic sanctions by the United States has affected other nations (e.g., Cuba, Iran, Syria). • Students will explain the U.S. response to international conflicts. Access Point SS.912.CG.4.AP.2 Identify how the United States uses foreign policy to influence other nations.
SS.912.CG.4.3	Explain how U.S. foreign policy supports democratic principles and protects human rights around the world. • Students will explain how U.S. foreign policy aims to protect liberty around the world and describe how the founding documents support the extension of liberty to all mankind. Access Point SS.912.CG.4.AP.3 Identify how U.S. foreign policy supports democracy and protects human rights around the world.
SS.912.CG.4.4	Identify indicators of democratization in foreign countries. • Students will recognize indicators of democratization as a system of free and fair elections, active civic participation, the protection of human rights, and the rule of law. Access Point SS.912.CG.4.AP.4 Identify an indicator of democratization in foreign countries.
World History	
<i>SS.912.W.1 Utilize historical inquiry skills and analytical processes.</i>	
SS.912.W.1.1	Use timelines to establish cause and effect relationships of historical events.

	Access Point SS.912.W.1.AP.1 Use a timeline to identify the cause and effect relationships of historical events.
SS.912.W.1.2	Compare time measurement systems used by different cultures. Access Point SS.912.W.1.AP.2 Identify terms of time sequence such as decade, century, and era.
SS.912.W.1.3	Interpret and evaluate primary and secondary sources. Access Point SS.912.W.1.AP.3 Examine and describe information in primary and secondary sources.
SS.912.W.1.4	Explain how historians use historical inquiry and other sciences to understand the past Access Point SS.912.W.1.AP.4 Identify how historians use historical inquiry and related sciences to understand the past.
SS.912.W.1.5	Compare conflicting interpretations or schools of thought about world events and individual contributions to history (historiography). Access Point SS.912.W.1.AP.5 Compare differences in interpretations of historians about events.
SS.912.W.1.6	Evaluate the role of history in shaping identity and character. Access Point SS.912.W.1.AP.6 Identify the role of history in shaping the identity of culture and character.
<i>SS.912.W.2 Recognize significant events, figures, and contributions of medieval civilizations (Byzantine Empire, Western Europe, Japan).</i>	
SS.912.W.2.1	Locate the extent of Byzantine territory at the height of the empire. Access Point SS.912.W.2.AP.1 Locate the extent of Byzantine territory at the height of the empire.
SS.912.W.2.2	Describe the impact of Constantine the Great's establishment of "New Rome" (Constantinople) and his recognition of Christianity as a legal religion. Access Point SS.912.W.2.AP.2 Describe the impact of Constantine the Great's establishment of Constantinople and Christianity as a legal religion.
SS.912.W.2.3	Analyze the extent to which the Byzantine Empire was a continuation of the old Roman Empire and in what ways it was a departure. Access Point SS.912.W.2.AP.3 Compare the impact of the old Roman Empire on the continuation of the newly formed Byzantine Empire.

SS.912.W.2.4	Identify key figures associated with the Byzantine Empire.
	Access Point SS.912.W.2.AP.4 Identify key figures associated with the Byzantine Empire.
SS.912.W.2.5	Explain the contributions of the Byzantine Empire.
	Access Point SS.912.W.2.AP.5 Identify the major influences of the Byzantine Empire on the development of Western Civilizations such as Justinian's Code.
SS.912.W.2.6	Describe the causes and effects of the Iconoclast controversy of the 8th and 9th centuries and the 11th century Christian schism between the churches of Constantinople and Rome.
	Access Point SS.912.W.2.AP.6 Identify the effects of the Great Christian Schism.
SS.912.W.2.7	Analyze causes (Justinian's Plague, ongoing attacks from the "barbarians," the Crusades, and internal political turmoil) of the decline of the Byzantine Empire.
	Access Point SS.912.W.2.AP.7 Identify the causes of the decline of the Byzantine Empire.
SS.912.W.2.8	Describe the rise of the Ottoman Turks, the conquest of Constantinople in 1453, and the subsequent growth of the Ottoman empire under the sultanate including Mehmet the Conqueror and Suleyman the Magnificent.
	Access Point SS.912.W.2.AP.8 Describe the rise of the Ottoman Turks, and the conquest of Constantinople in 1453.
SS.912.W.2.9	Analyze the impact of the collapse of the Western Roman Empire on Europe.
	Access Point SS.912.W.2.AP.9 Explain the impact of the collapse of the Western Roman Empire on Europe.
SS.912.W.2.10	Describe the orders of medieval social hierarchy, the changing role of the Church, the emergence of feudalism, and the development of private property as a distinguishing feature of Western Civilization.
	Access Point SS.912.W.2.AP.10 Identify the social rankings in medieval society and the role feudalism played in Western Civilization.
SS.912.W.2.11	Describe the rise and achievements of significant rulers in medieval Europe.
	Access Point SS.912.W.2.AP.11 Identify the achievements under the leadership of significant rulers.

SS.912.W.2.12	Recognize the importance of Christian monasteries and convents as centers of education, charitable and missionary activity, economic productivity, and political power.
	Access Point SS.912.W.2.AP.12 Recognize ways Christian monasteries and convents helped the people through education, charity, and agriculture.
SS.912.W.2.13	Explain how Western civilization arose from a synthesis of classical Greco-Roman civilization, Judeo-Christian influence, and the cultures of northern European peoples promoting a cultural unity in Europe.
	Access Point SS.912.W.2.AP.13a Recognize how Western civilization was influenced by Greco-Roman civilization.
	SS.912.W.2.AP.13b Recognize how cultural unity within Europe was impacted by Judeo-Christian influence.
SS.912.W.2.14	Describe the causes and effects of the Great Famine of 1315-1316, The Black Death, The Great Schism of 1378, and the Hundred Years War on Western Europe.
	Access Point SS.912.W.2.AP.14 Recognize difficulties experienced by Western Europe in the 1300s, such as the Great Famine, Black Death, and the Hundred Years War.
SS.912.W.2.15	Determine the factors that contributed to the growth of a modern economy.
	Access Point SS.912.W.2.AP.15 Recognize how the modern economy developed, such as from the growth of the early banking system, advancements in agriculture, the rise of the merchant class, and the growth of towns and cities.
SS.912.W.2.16	Trace the growth and development of a national identity in the countries of England, France, and Spain.
	Access Point SS.912.W.2.AP.16 Identify the characteristics and development of national identity in England, France, and Spain.
SS.912.W.2.17	Identify key figures, artistic, and intellectual achievements of the medieval period in Western Europe.
	Access Point SS.912.W.2.AP.17 Recognize figures, such as Thomas Aquinas and Roger Bacon, and achievements, such as the advancement of education and law, of the medieval period in Western Europe.
SS.912.W.2.18	Describe developments in medieval English legal and constitutional history and their importance to the rise of modern democratic institutions and procedures.

	Access Point SS.912.W.2.AP.18a Recognize that developments in medieval English history established legal principles, such as English Common law, the Magna Carta, and habeas corpus. SS.912.W.2.AP.18b Identify the influence of medieval legal principles on the development of modern democratic institutions.
SS.912.W.2.19	Describe the impact of Japan's physiography on its economic and political development. Access Point SS.912.W.2.AP.19 Identify physical features of Japan that impacted its development.
SS.912.W.2.20	Summarize the major cultural, economic, political, and religious developments in medieval Japan. Access Point SS.912.W.2.AP.20 Identify major developments in medieval Japan, such as the influence of the religions, feudal system, government, and military.
SS.912.W.2.21	Compare Japanese feudalism with Western European feudalism during the Middle Ages. Access Point SS.912.W.2.AP.21 Compare Japanese feudalism with Western European feudalism during the Middle Ages.
SS.912.W.2.22	Describe Japan's cultural and economic relationship to China and Korea. Access Point SS.912.W.2.AP.22 Identify an example of Japan's cultural and economic relationship to China and Korea.
<i>SS.912.W.3 Recognize significant events, figures, and contributions of Islamic, Meso and South American, and Sub-Saharan African civilizations.</i>	
SS.912.W.3.1	Discuss significant people and beliefs associated with Islam. Access Point SS.912.W.3.AP.1 Identify significant people and beliefs associated with Islam, such as Muhammad, Islamic law, and the relationship between government and religion.
SS.912.W.3.2	Compare the major beliefs and principles of Judaism, Christianity, and Islam. Access Point SS.912.W.3.AP.2 Compare the major beliefs and principles of Judaism, Christianity, and Islam.
SS.912.W.3.3	Determine the causes, effects, and extent of Islamic military expansion through Central Asia, North Africa, and the Iberian Peninsula.

	Access Point SS.912.W.3.AP.3 Recognize effects of Islamic military expansion through Central Asia, North Africa, and the Iberian Peninsula, such as the Crusades, the capture of Jerusalem, and conversion of the Mongols to Islam.
SS.912.W.3.4	Describe the expansion of Islam into India and the relationship between Muslims and Hindus. Access Point SS.912.W.3.AP.4 Identify factors that led to the expansion of Islam into India, such as traders, missionary activities, invasions, and the introduction of the Islamic faith to Hindus in India.
SS.912.W.3.5	Describe the achievements, contributions, and key figures associated with the Islamic Golden Age. Access Point SS.912.W.3.AP.5 Recognize achievements, contributions, and key figures associated with the Islamic Golden Age, such as in medicine (Avicenna), mathematics, and philosophy (Averroes).
SS.912.W.3.6	Describe key economic, political, and social developments in Islamic history. Access Point SS.912.W.3.AP.6 Recognize key developments in Islamic history, such as the form of government (caliphate), the formation of different religious groups, Sunni and Shi'a, and the importance of slave trade.
SS.912.W.3.7	Analyze the causes, key events, and effects of the European response to Islamic expansion beginning in the 7th century. Access Point SS.912.W.3.AP.7 Recognize effects of the European response to Islamic expansion, such as the Crusades and Reconquista.
SS.912.W.3.8	Identify important figures associated with the Crusades. Access Point SS.912.W.3.AP.8 Identify important figures associated with the Crusades.
SS.912.W.3.9	Trace the growth of major sub-Saharan African kingdoms and empires. Access Point SS.912.W.3.AP.9 Identify the growth of sub-Saharan African kingdoms and empires, such as Ghana, Mali, or Songhai.
SS.912.W.3.10	Identify key significant economic, political, and social characteristics of Ghana. Access Point SS.912.W.3.AP.10 Recognize significant characteristics of Ghana, such as salt and gold trade, matrilineal inheritance, rise of Islam, and slavery.

SS.912.W.3.11	Identify key figures and significant economic, political, and social characteristics associated with Mali.
	Access Point SS.912.W.3.AP.11 Recognize significant characteristics of Mali, such as Mansa Musa, gold mining, salt trade, and slavery.
SS.912.W.3.12	Identify key figures and significant economic, political, and social characteristics associated with Songhai.
	Access Point SS.912.W.3.AP.12 Identify characteristics associated with Songhai, such as gold, salt trade, Sankore University, and provincial political structure.
SS.912.W.3.13	Compare economic, political, and social developments in East, West, and South Africa.
	Access Point SS.912.W.3.AP.13 Recognize economic, political, and social developments in East, West, and South Africa.
SS.912.W.3.14	Examine the internal and external factors that led to the fall of the empires of Ghana, Mali, and Songhai.
	Access Point SS.912.W.3.AP.14 Recognize factors that led to the fall of the empires of Ghana, Mali, and Songhai, such as disruption of trade and internal political struggles.
SS.912.W.3.15	Analyze the legacies of the Olmec, Zapotec, and Chavin on later Meso and South American civilizations.
	Access Point SS.912.W.3.AP.15 Identify legacies, such as religion, astronomy, and architecture, of the Olmec, Zapotec, and Chavin on later civilizations.
SS.912.W.3.16	Locate major civilizations of Mesoamerica and Andean South America.
	Access Point SS.912.W.3.AP.16 Recognize major civilizations of Mesoamerica and Andean South America, such as the Maya, Aztec, and Inca.
SS.912.W.3.17	Describe the roles of people in the Maya, Inca, and Aztec societies.
	Access Point SS.912.W.3.AP.17 Recognize the roles of people, such as class structures, family life, warfare, religious beliefs and practices, and slavery in Maya, Inca, and Aztec societies.
SS.912.W.3.18	Compare the key economic, cultural, and political characteristics of the major civilizations of Meso and South America.

	Access Point SS.912.W.3.AP.18 Recognize common characteristics of the major civilizations of Meso and South America, such as agriculture, architecture, astronomy, mathematics, and government.
SS.912.W.3.19	Determine the impact of significant Meso and South American rulers such as Pacal the Great, Moctezuma I, and Huayna Capac. Access Point SS.912.W.3.AP.19 Identify the impact of significant Meso and South American rulers such as Pacal the Great, Moctezuma I, and Huayna Capac.
<i>SS.912.W.4 Analyze the causes, events, and effects of the Renaissance, Reformation, Scientific Revolution, and Age of Exploration.</i>	
SS.912.W.4.1	Identify the economic and political causes for the rise of the Italian city-states (Florence, Milan, Naples, Rome, and Venice). Access Point SS.912.W.4.AP.1 Recognize that Italian city-states, such as Florence, Milan, Naples, Venice, had ideal locations on the Italian peninsula that made them grow wealthy through trade and cultural diversity.
SS.912.W.4.2	Recognize major influences on the architectural, artistic, and literary developments of Renaissance Italy (Classical, Byzantine, Islamic, Western European). Access Point SS.912.W.4.AP.2 Recognize an influence of architectural, artistic, and literary development of Renaissance Italy.
SS.912.W.4.3	Identify the major artistic, literary, and technological contributions of individuals during the Renaissance. Access Point SS.912.W.4.AP.3 Recognize the artistic, literary and technological contributions during the Renaissance of artists, such as da Vinci and Michelangelo; of writers, such as Petrarch and Shakespeare; and of inventors, such as Gutenberg.
SS.912.W.4.4	Identify characteristics of Renaissance humanism in works of art. Access Point SS.912.W.4.AP.4 Identify characteristics of Renaissance humanism in literature and the arts.
SS.912.W.4.5	Describe how ideas from the Middle Ages and Renaissance led to the Scientific Revolution. Access Point SS.912.W.4.AP.5 Recognize new ideas developed during the Scientific Revolution, such as the discovery that the Earth and planets revolve around the Sun, the pendulum, the law of gravity, the scientific method, and the microscope.

SS.912.W.4.6	Describe how scientific theories and methods of the Scientific Revolution challenged those of the early classical and medieval periods.
	Access Point SS.912.W.4.AP.6 Recognize how scientific theories and methods of the Scientific Revolution challenged the beliefs of the early classical and medieval periods.
SS.912.W.4.7	Identify criticisms of the Roman Catholic Church by individuals such as Wycliffe, Hus and Erasmus and their impact on later reformers.
	Access Point SS.912.W.4.AP.7 Recognize the impact of the Roman Catholic reformers, such as Erasmus, Wycliffe, or Huss.
SS.912.W.4.8	Summarize religious reforms associated with Luther, Calvin, Zwingli, Henry VIII, and John of Leyden and the effects of the Reformation on Europe.
	Access Point SS.912.W.4.AP.8 Recognize the effect of the Protestant religious reforms of Luther, Calvin, and Henry VIII.
SS.912.W.4.9	Analyze the Roman Catholic Church's response to the Protestant Reformation in the forms of the Counter and Catholic Reformation.
	Access Point SS.912.W.4.AP.9 Recognize the reforms that were enacted by the Roman Catholic Church during the Catholic Counter Reformation.
SS.912.W.4.10	Identify the major contributions of individuals associated with the Scientific Revolution.
	Access Point SS.912.W.4.AP.10 Identify the major contributions of individuals associated with the Scientific Revolution.
SS.912.W.4.11	Summarize the causes that led to the Age of Exploration, and identify major voyages and sponsors.
	Access Point SS.912.W.4.AP.11a Recognize causes that led to the Age of Exploration, such as the need for new routes and goods to trade.
	SS.912.W.4.AP.11b Identify the major voyages and sponsors within the Age of Exploration.
SS.912.W.4.12	Evaluate the scope and impact of the Columbian Exchange on Europe, Africa, Asia, and the Americas.
	Access Point SS.912.W.4.AP.12 Recognize impacts of the Columbian Exchange, such as the exchange of agricultural goods, diseases, and ideas between Europe, Africa, and the Americas.

SS.912.W.4.13	Examine the various economic and political systems of Portugal, Spain, the Netherlands, France, and England in the Americas.
	Access Point SS.912.W.4.AP.13 Recognize ways the economic and political systems of Portugal, Spain, the Netherlands, France, and England were used in the Americas.
SS.912.W.4.14	Recognize the practice of slavery and other forms of forced labor experienced during the 13th through 17th centuries in East Africa, West Africa, Europe, Southwest Asia, and the Americas.
	Access Point SS.912.W.4.AP.14 Recognize how the practice of slavery and other forms of forced labor differed in Africa, Europe, and the Americas.
SS.912.W.4.15	Explain the origins, developments, and impact of the trans-Atlantic slave trade between West Africa and the Americas.
	Access Point SS.912.W.4.AP.15 Identify the origins, developments, and impact of the trans-Atlantic slave trade between West Africa and the Americas.
<i>SS.912.W.5 Analyze the causes, events, and effects of the Enlightenment and its impact on the American, French, and other Revolutions.</i>	
SS.912.W.5.1	Compare the causes and effects of the development of constitutional monarchy in England with those of the development of absolute monarchy in France, Spain, and Russia.
	Access Point SS.912.W.5.AP.1 Compare the causes and effects of the development of constitutional monarchy in England with those of the development of absolute monarchy in France, Spain, and Russia.
SS.912.W.5.2	Identify major causes of the Enlightenment.
	Access Point SS.912.W.5.AP.2 Compare influences of the Enlightenment, such as the Renaissance, Scientific Revolution, and Reformation.
SS.912.W.5.3	Summarize the major ideas of Enlightenment philosophers.
	Access Point SS.912.W.5.AP.3 Recognize major ideas of Enlightenment philosophers, such as the importance of a government and natural rights.
SS.912.W.5.4	Evaluate the impact of Enlightenment ideals on the development of economic, political, and religious structures in the Western world.

	Access Point SS.912.W.5.AP.4 Identify ways the Enlightenment influenced development in the Western World, such as the spread of democracy and equality in politics and religious freedom.
SS.912.W.5.5	Analyze the extent to which the Enlightenment impacted the American and French Revolutions. Access Point SS.912.W.5.AP.5 Identify how the Enlightenment impacted the American and French Revolutions.
SS.912.W.5.6	Summarize the important causes, events, and effects of the French Revolution including the rise and rule of Napoleon. Access Point SS.912.W.5.AP.6 Recognize effects of the French Revolution, including the rise and rule of Napoleon.
SS.912.W.5.7	Describe the causes and effects of 19th Century Latin American and Caribbean independence movements led by people including Bolivar, de San Martin, and L' Ouverture. Access Point SS.912.W.5.AP.7 Describe the causes and effects of 19th Century Latin American and Caribbean independence movements led by people including Bolivar, de San Martin, and L' Ouverture.
<i>SS.912.W.6 Understand the development of Western and non-Western nationalism, industrialization and imperialism, and the significant processes and consequences of each.</i>	
SS.912.W.6.1	Describe the agricultural and technological innovations that led to industrialization in Great Britain and its subsequent spread to continental Europe, the United States, and Japan. Access Point SS.912.W.6.AP.1 Recognize the agricultural and technological innovations that led to industrialization in Western Europe, the United States, and Japan.
SS.912.W.6.2	Summarize the social and economic effects of the Industrial Revolution. Access Point SS.912.W.6.AP.2 Recognize the social and economic effects of the Industrial Revolution, such as increased productivity, the rise of the middle class, and the conditions faced by workers.
SS.912.W.6.3	Compare the philosophies of capitalism, socialism, and communism as described by Adam Smith, Robert Owen, and Karl Marx. Access Point SS.912.W.6.AP.3 Compare the major differences between the philosophies of Adam Smith, Robert Owen, and Karl Marx; capitalism and communism.

SS.912.W.6.4	Describe the 19th and early 20th century social and political reforms and reform movements and their effects in Africa, Asia, Europe, the United States, the Caribbean, and Latin America.
	Access Point SS.912.W.6.AP.4 Recognize effects of reform movements during the 19th and early 20th century, such as abolition of slavery in the British Empire, expansion of women's rights, and labor laws.
SS.912.W.6.5	Summarize the causes, key events, and effects of the unification of Italy and Germany.
	Access Point SS.912.W.6.AP.5 Recognize the causes, key events, and effects of the unification of Italy and Germany.
SS.912.W.6.6	Analyze the causes and effects of imperialism.
	Access Point SS.912.W.6.AP.6 Recognize the cause and effects of imperialism, such as social and religious impact on Indigenous peoples, expansion of political and economic control of other countries, and perceived superiority of Western ways.
SS.912.W.6.7	Identify major events in China during the 19th and early 20th centuries related to imperialism.
	Access Point SS.912.W.6.AP.7 Recognize major events in China, such as the Western incursions and the nationalist revolution and formation of the Republic of China.
<i>SS.912.W.7 Recognize significant causes, events, figures, and consequences of the Great War period and the impact on worldwide balance of power.</i>	
SS.912.W.7.1	Analyze the causes of World War I including the formation of European alliances and the roles of imperialism, nationalism, and militarism.
	Access Point SS.912.W.7.AP.1 Recognize major causes of World War I, such as imperialism, nationalism, and militarism, and the formation of European alliances.
SS.912.W.7.2	Describe the changing nature of warfare during World War I.
	Access Point SS.912.W.7.AP.2 Describe the changing nature of warfare during World War I, such as the use of new weapons and strategies and increased destruction of the land and human life.
SS.912.W.7.3	Summarize significant effects of World War I.
	Access Point SS.912.W.7.AP.3 Recognize the important effects of World War I, such as the breakup of empires into separate countries and the Treaty of Versailles.

SS.912.W.7.4	Describe the causes and effects of the German economic crisis of the 1920s and the global depression of the 1930s, and analyze how governments responded to the Great Depression.
	Access Point SS.912.W.7.AP.4 Identify effects of the German economic crisis of the 1920s and global depression of the 1930s, such as closing of businesses and banks, loss of jobs, poverty, and how governments responded.
SS.912.W.7.5	Describe the rise of authoritarian governments in the Soviet Union, Italy, Germany, and Spain, and analyze the policies and main ideas of Vladimir Lenin, Joseph Stalin, Benito Mussolini, Adolf Hitler, and Francisco Franco.
	Access Point SS.912.W.7.AP.5 Recognize why authoritarian governments came to power in the Soviet Union, Italy, Germany, and Spain and identify the main ideas of Vladimir Lenin, Joseph Stalin, Benito Mussolini, Adolf Hitler, and Francisco Franco.
SS.912.W.7.6	Analyze the restriction of individual rights and the use of mass terror against populations in the Soviet Union, Nazi Germany, and occupied territories.
	Access Point SS.912.W.7.AP.6 Recognize that the Soviet Union and Nazi Germany used mass terror and restriction of individual rights in order to control their people.
SS.912.W.7.7	Trace the causes and key events related to World War II.
	Access Point SS.912.W.7.AP.7 Recognize the causes of World War II and the major events in the war, such as rise of totalitarian governments, conquest of countries in Europe, the Japanese invasion of China, and the bombing of Pearl Harbor, the Battle of Midway, and the D-Day invasion.
SS.912.W.7.8	Explain the causes, events, and effects of the Holocaust (1933–1945) including its roots in the long tradition of antisemitism, 19th century ideas about race and nation, and Nazi dehumanization of the Jews and other victims.
	Access Point SS.912.W.7.AP.8 Recognize major effects of the Holocaust (1933–1945), including the Nazi dehumanization of Jews and other victims, long tradition of antisemitism, and 19th century ideas about race and nation.
SS.912.W.7.9	Identify the wartime strategy and post-war plans of the Allied leaders.
	Access Point SS.912.W.7.AP.9 Recognize the wartime strategies and post-war plans that were developed by the Allied leaders, such as Churchill, Roosevelt, and Stalin.

SS.912.W.7.10	Summarize the causes and effects of President Truman's decision to drop the atomic bombs on Japan.
	Access Point SS.912.W.7.AP.10 Recognize that President Truman's decision to drop the atomic bombs on Japan ended the war but led to the beginning of the nuclear arms race.
SS.912.W.7.11	Describe the effects of World War II.
	Access Point SS.912.W.7.AP.11 Recognize effects of World War II, such as death of soldiers and civilians, destruction of land and property, and creation of the United Nations.
<i>SS.912.W.8 Recognize significant events and people from the post World War II and Cold War eras.</i>	
SS.912.W.8.1	Identify the United States and Soviet aligned states of Europe, and contrast their political and economic characteristics.
	Access Point SS.912.W.8.AP.1 Recognize that the countries of NATO aligned with the United States and countries in the Warsaw Pact aligned with the Soviet Union after World War II.
SS.912.W.8.2	Describe characteristics of the early Cold War.
	Access Point SS.912.W.8.AP.2 Identify characteristics of the early Cold War, such as the Truman Doctrine, Marshall Plan, NATO, and the Iron Curtain.
SS.912.W.8.3	Summarize key developments in post-war China.
	Access Point SS.912.W.8.AP.3 Recognize that China became a world power after the communists defeated the nationalists in the Chinese Civil War.
SS.912.W.8.4	Summarize the causes and effects of the arms race and proxy wars in Africa, Asia, Latin America, and the Middle East.
	Access Point SS.912.W.8.AP.4 Identify effects of the arms race, such as increased weapons and armies in Africa, Asia, Latin America, and the Middle East.
SS.912.W.8.5	Identify the factors that led to the decline and fall of communism in the Soviet Union and Eastern Europe.
	Access Point SS.912.W.8.AP.5 Recognize factors that led to the fall of communism in the Soviet Union and Eastern Europe, such as the arms race and resistance by the citizens within the countries.
SS.912.W.8.6	Explain the 20th century background for the establishment of the modern state of Israel in 1948, including the Zionist movement led by Theodor Herzl, and the ongoing military and political conflicts between Israel and the Arab-Muslim world.

	Access Point SS.912.W.8.AP.6 Recognize a reason why Israel became a country and characteristics of conflicts between Israel and the Arab world including the Zionist movement led by Theodor Herzl, and the ongoing military and political conflicts.
SS.912.W.8.7	Compare post-war independence movements in African, Asian, and Caribbean countries. Access Point SS.912.W.8.AP.7 Identify post-war independence movements in African, Asian, or Caribbean colonies.
SS.912.W.8.8	Describe the rise and goals of nationalist leaders in the post-war era and the impact of their rule on their societies. Access Point SS.912.W.8.AP.8 Recognize the goals of nationalist leaders, such as Mahatma Ghandi, Fidel Castro, and Gamal Abdel Nasser, in the post-war era.
SS.912.W.8.9	Analyze the successes and failures of democratic reform movements in Africa, Asia, the Caribbean, and Latin America. Access Point SS.912.W.8.AP.9 Identify the successes and failures of the democratic reformation in Africa, Asia, the Caribbean, and Latin America.
SS.912.W.8.10	Explain the impact of religious fundamentalism in the last half of the 20th century, and identify related events and forces in the Middle East over the last several decades. Access Point SS.912.W.8.AP.10 Recognize impacts of religious fundamentalism and other factors in the Middle East, such as the Iranian Revolution, armed warriors (Mujahideen) in Afghanistan, and the Persian Gulf War in the last half of the 20th century.
<i>SS.912.W.9 Identify major economic, political, social, and technological trends beginning in the 20th century.</i>	
SS.912.W.9.1	Identify major scientific figures and breakthroughs of the 20th century, and assess their impact on contemporary life. Access Point SS.912.W.9.AP.1 Recognize major scientific figures and breakthroughs of the 20th century, important discoveries, and their impact on everyday life.
SS.912.W.9.2	Describe the causes and effects of post-World War II economic and demographic changes. Access Point SS.912.W.9.AP.2 Recognize effects of post-World War II economic changes, such as medical and technological advances, increased consumption, and rise in expectations for standards of living.

SS.912.W.9.3	Explain cultural, historical, and economic factors and governmental policies that created the opportunities for ethnic cleansing or genocide in Cambodia, the Balkans, Rwanda, and Darfur, and describe various governmental and non-governmental responses to them.
	Access Point SS.912.W.9.AP.3a Recognize that governmental policies and economic, religious, and other cultural factors have contributed to acts of discrimination, ethnic cleansing, or genocide in Cambodia, the Balkans, Rwanda and Darfur.
	SS.912.W.9.AP.3b Describe governmental and non-governmental responses to mass national genocide in Cambodia, the Balkans, Rwanda and Darfur.
SS.912.W.9.4	Describe the causes and effects of 20th century nationalist conflicts.
	Access Point SS.912.W.9.AP.4 Describe the causes and effects of twentieth century nationalist conflicts.
SS.912.W.9.5	Assess the social and economic impact of pandemics on a global scale, particularly within the developing and under-developed world.
	Access Point SS.912.W.9.AP.5 Identify the impacts of pandemics within developing countries.
SS.912.W.9.6	Analyze the rise of regional trade blocs such as the European Union and NAFTA, and predict the impact of increased globalization in the 20th and 21st centuries.
	Access Point SS.912.W.9.AP.6a Recognize ways nations participate in global trade and trade agreements with other countries including trade blocs such as European Union and NAFTA.
	SS.912.W.9.AP.6b Recognize the impact of increased globalization in the 20th and 21st centuries.
SS.912.W.9.7	Describe the impact of and global response to international terrorism.
	Access Point SS.912.W.9.AP.7 Recognize the impact and response to threats of international terrorism.

Humanities

<i>SS.912.H.1 Identify and analyze the historical, social, and cultural contexts of the arts.</i>	
SS.912.H.1.1	Relate works in the arts (architecture, dance, music, theatre, and visual arts) of varying styles and genre according to the periods in which they were created.

	Access Point SS.912.H.1.AP.1 Identify works in the arts, including architecture, music, and visual arts, from time periods, such as Classical, Renaissance, Modern, and Contemporary.
SS.912.H.1.2	Describe how historical events, social context, and culture impact forms, techniques, and purposes of works in the arts, including the relationship between a government and its citizens. Access Point SS.912.H.1.AP.2 Identify ways historical events, social context, culture, and government are displayed in works of art, such as imperial Roman sculpture, the Palace of Versailles, and the layout of Washington, D.C.
SS.912.H.1.3	Relate works in the arts to various cultures. Access Point SS.912.H.1.AP.3 Identify works in the arts from various cultures, such as African, Asian, European, the Americas, and the Middle Eastern.
SS.912.H.1.4	Explain philosophical beliefs as they relate to works in the arts. Access Point SS.912.H.1.AP.4 Identify philosophical beliefs as they relate to works in the arts.
SS.912.H.1.5	Examine artistic response to social issues and new ideas in various cultures. Access Point SS.912.H.1.AP.5 Identify artistic response to social issues (I.e., Victor Hugo and Langston Hughes) and new ideas in various cultures.
SS.912.H.1.6	Analyze how current events are explained by artistic and cultural trends of the past. Access Point SS.912.H.1.AP.6 Identify how current events are explained by artistic and cultural trends of the past.
SS.912.H.1.7	Know terminology of art forms (narthex, apse, triforium of Gothic cathedral) within cultures and use appropriately in oral and written references. Access Point SS.912.H.1.AP.7 Recognize terminology of art forms (narthex, apse, triforium of Gothic cathedral) within cultures and use appropriately in oral and written references.
<i>SS.912.H.2 Respond critically and aesthetically to various works in the arts.</i>	
SS.912.H.2.1	Identify specific characteristics of works within various art forms (architecture, dance, film, literature, music, theatre, and visual arts).

	Access Point SS.912.H.2.AP.1 Recognize characteristics of specific works within various art forms such as architecture, dance, film, literature, music, theatre, and visual arts.
SS.912.H.2.2	Classify styles, forms, types, and genres within art forms. Access Point SS.912.H.2.AP.2 Identify the genre and form of works within art forms, such as modern and ethnic dance, and ballads, and nationalistic music.
SS.912.H.2.3	Apply various types of critical analysis (contextual, formal, and intuitive criticism) to works in the arts, including the types and use of symbolism within art forms and their philosophical implications. Access Point SS.912.H.2.AP.3 Identify ways of evaluating art by examining the elements of the art form (formal), deciding one's own feelings about the art (intuitive) and recognizing the use of symbolism.
SS.912.H.2.4	Examine the effects that works in the arts have on groups, individuals, and cultures. Access Point SS.912.H.2.AP.4 Identify an effect of works of art on an individual or group, such as changing their mood or leading groups to protest.
SS.912.H.2.5	Describe how historical, social, cultural, and physical settings influence an audience's aesthetic response. Access Point SS.912.H.2.AP.5 Describe influences on an audience's response to art such as the historical, social, cultural, or physical setting.
<i>SS.912.H.3 Understand how transportation, trade, communication, science, and technology influence the progression and regression of cultures.</i>	
SS.912.H.3.1	Analyze the effects of transportation, trade, communication, science, and technology on the preservation and diffusion of culture. Access Point SS.912.H.3.AP.1 Identify effects of transportation, trade, communication, science, and technology on the preservation of a culture and its diffusion to other locations.
SS.912.H.3.2	Identify social, moral, ethical, religious, and legal issues arising from technological and scientific developments, and examine their influence on works of arts within a culture. Access Point SS.912.H.3.AP.2 Recognize social, ethical, moral, religious, and legal issues related to technological or scientific developments and their influence on works of arts.

SS.912.H.3.3	Identify contributions made by various world cultures through trade and communication, and form a hypothesis on future contributions and changes.
	Access Point SS.912.H.3.AP.3a Recognize contributions made by various world cultures through trade and communication.
	SS.912.H.3.AP.3b Predict future contributions and changes made by various world cultures through trade and communication.

Psychology

<i>SS.912.P.1 Scientific Inquiry Domain/Perspectives in Psychological Science</i>	
SS.912.P.1.1	Define psychology as a discipline and identify its goals as a science.
	Access Point SS.912.P.1.AP.1a Recognize psychology as a scientific discipline.
	SS.912.P.1.AP.1b Identify a goal of psychology as a science.
SS.912.P.1.2	Describe the emergence of psychology as a scientific discipline.
	Access Point SS.912.P.1.AP.2a Recognize important figures in the emergence of psychology as a scientific discipline.
	SS.912.P.1.AP.2b Identify a historical perspective of psychology as a scientific discipline.
SS.912.P.1.3	Describe perspectives employed to understand behavior and mental processes.
	Access Point SS.912.P.1.AP.3 Identify a perspective employed to understand behavior and mental processes.
SS.912.P.1.4	Discuss the value of both basic and applied psychological research with human and non-human animals.
	Access Point SS.912.P.1.AP.4 Recognize the steps of the scientific method as a process utilized in applied psychological research.
SS.912.P.1.5	Describe the major subfields of psychology.
	Access Point SS.912.P.1.AP.5 Recognize a major subfield of psychology.
SS.912.P.1.6	Identify the important role psychology plays in benefiting society and improving people's lives.
	Access Point SS.912.P.1.AP.6 Recognize the value of psychology in society and people's lives.
<i>SS.912.P.6 Development and Learning Domain/Life Span Development</i>	
SS.912.P.6.1	Explain the interaction of environmental and biological factors in development, including the role of the brain in all aspects of development.

	Access Point SS.912.P.6.AP.1a Identify an environmental factor in development.
	SS.912.P.6.AP.1b Identify a biological factor in development.
	SS.912.P.6.AP.1c Recognize an interaction between environmental and biological factors in development.
	SS.912.P.6.AP.1d Identify a role of the brain in an aspect of development.
SS.912.P.6.2	Explain issues of continuity/discontinuity and stability/change.
	Access Point SS.912.P.6.AP.2a Recognize an issue of continuity/discontinuity.
	SS.912.P.6.AP.2b Recognize an issue of stability/change.
SS.912.P.6.3	Distinguish methods used to study development.
	Access Point SS.912.P.6.AP.3 Recognize a method used to study development.
SS.912.P.6.4	Describe the role of sensitive and critical periods in development.
	Access Point SS.912.P.6.AP.4a Recognize the role of sensitive periods in development.
	SS.912.P.6.AP.4b Recognize the role of critical periods in development.
SS.912.P.6.5	Discuss issues related to the end of life.
	Access Point SS.912.P.6.AP.5 Recognize an issue related to the end of life.
SS.912.P.6.6	Discuss theories of cognitive development.
	Access Point SS.912.P.6.AP.6 Recognize a theory of cognitive development.
SS.912.P.6.7	Discuss theories of moral development.
	Access Point SS.912.P.6.AP.7 Recognize a theory of moral development.
SS.912.P.6.8	Discuss theories of social development.
	Access Point SS.912.P.6.AP.8 Recognize a theory of social development.
SS.912.P.6.9	Describe physical development from conception through birth and identify influences on prenatal development.
	Access Point SS.912.P.6.AP.9a Identify a stage of physical development from conception through birth.
	SS.912.P.6.AP.9b Recognize an influence on prenatal development.
SS.912.P.6.10	Describe newborns' reflexes, temperament, and abilities.

	Access Point
	SS.912.P.6.AP.10a Identify a newborn's reflex.
	SS.912.P.6.AP.10b Recognize a characteristic of temperament of a newborn.
SS.912.P.6.11	Describe physical and motor development in infancy.
	Access Point
	SS.912.P.6.AP.11a Recognize a characteristic of physical development in infancy.
	SS.912.P.6.AP.11b Recognize a characteristic of motor development in infancy.
SS.912.P.6.12	Describe how infant perceptual abilities and intelligence develop.
	Access Point
	SS.912.P.6.AP.12a Recognize an infant perceptual ability.
	SS.912.P.6.AP.12b Recognize a characteristic of infant intelligence.
SS.912.P.6.13	Describe the development of attachment and the role of the caregiver.
	Access Point
	SS.912.P.6.AP.13a Identify a type of attachment.
	SS.912.P.6.AP.13b Recognize the role of the caregiver in the development of attachment.
SS.912.P.6.14	Describe the development of communication and language in infancy.
	Access Point
	SS.912.P.6.AP.14a Recognize a characteristic of communication in infancy.
	SS.912.P.6.AP.14b Recognize a characteristic of language in infancy.
SS.912.P.6.15	Describe physical and motor development in childhood.
	Access Point
	SS.912.P.6.AP.15a Recognize a stage of physical development in childhood.
	SS.912.P.6.AP.15b Recognize a stage of motor development in childhood.
SS.912.P.6.16	Describe how memory and thinking ability develops in childhood.
	Access Point
	SS.912.P.6.AP.16 Recognize memory and thinking ability development in childhood.
SS.912.P.7 Development and Learning Domain/Learning	
SS.912.P.7.1	Describe the principles of classical conditioning.
	Access Point
	SS.912.P.7.AP.1 Recognize a principle of classical conditioning.

SS.912.P.7.2	Describe clinical and experimental examples of classical conditioning.
	Access Point SS.912.P.7.AP.2 Recognize an example of classical conditioning.
SS.912.P.7.3	Apply classical conditioning to everyday life.
	Access Point SS.912.P.7.AP.3 Recognize an example of classical conditioning in everyday life.
SS.912.P.7.4	Describe the Law of Effect.
	Access Point SS.912.P.7.AP.4 Identify a characteristic of the Law of Effect.
SS.912.P.7.5	Describe the principles of operant conditioning.
	Access Point SS.912.P.7.AP.5 Recognize a principle of operant conditioning.
SS.912.P.7.6	Describe clinical and experimental examples of operant conditioning.
	Access Point SS.912.P.7.AP.6 Recognize an example of operant conditioning.
SS.912.P.7.7	Apply operant conditioning to everyday life.
	Access Point SS.912.P.7.AP.7 Recognize an example of operant conditioning in everyday life.
SS.912.P.7.8	Describe the principles of observational and cognitive learning.
	Access Point SS.912.P.7.AP.8 Examples may include, but are not limited to, Albert Bandura, modeling, attention, retention, replication, motivation, antisocial behavior, prosocial behavior.
SS.912.P.7.9	Apply observational and cognitive learning to everyday life.
	Access Point SS.912.P.7.AP.9 Recognize an example of observational and cognitive learning in everyday life.
SS.912.P.8 Development and Learning Domain/Language Development	
SS.912.P.8.1	Describe the structure and function of language.
	Access Point SS.912.P.8.AP.1a Recognize a structure of language.
	SS.912.P.8.AP.1b Identify a function of language.
SS.912.P.8.2	Discuss the relationship between language and thought.
	Access Point SS.912.P.8.AP.2 Recognize the relationship between language and thought.
SS.912.P.8.3	Explain the process of language acquisition.
	Access Point SS.912.P.8.AP.3 Recognize a stage of language acquisition.

SS.912.P.8.4	Discuss how acquisition of a second language can affect language development and possibly other cognitive processes.
	Access Point SS.912.P.8.AP.4a Recognize an effect of acquisition of a second language on language development.
	SS.912.P.8.AP.4b Recognize an effect of acquisition of a second language on cognitive processes.
SS.912.P.8.5	Evaluate the theories of language acquisition.
	Access Point SS.912.P.8.AP.5 Recognize a theory of language acquisition.
SS.912.P.8.6	Identify the brain structures associated with language.
	Access Point SS.912.P.8.AP.6 Identify a brain structure associated with language.
SS.912.P.8.7	Discuss how damage to the brain may affect language.
	Access Point SS.912.P.8.AP.7 Recognize the effect that damage to a brain structure may have on language.
SS.912.P.11 Cognitive Domain/Memory	
SS.912.P.11.1	Identify factors that influence encoding.
	Access Point SS.912.P.11.AP.1 Recognize factors that influence encoding.
SS.912.P.11.2	Characterize the difference between shallow (surface) and deep (elaborate) processing.
	Access Point SS.912.P.11.AP.2 Recognize a difference between shallow and deep processing.
SS.912.P.11.3	Discuss strategies for improving the encoding of memory.
	Access Point SS.912.P.11.AP.3 Identify a strategy for improving the encoding of memory.
SS.912.P.11.4	Describe the differences between working memory and long-term memory.
	Access Point SS.912.P.11.AP.4a Identify a characteristic of working memory.
	SS.912.P.11.AP.4b Identify a characteristic of long-term memory.
SS.912.P.11.5	Identify and explain biological processes related to how memory is stored.
	Access Point SS.912.P.11.AP.5a Recognize that memory storage is a biological process.
	SS.912.P.11.AP.5b Identify a characteristic of how memory is stored.

SS.912.P.11.6	Discuss types of memory and memory disorders (e.g., amnesias, dementias).
	Access Point SS.912.P.11.AP.6a Identify a type of memory (sensory, short-term, working, long-term).
	SS.912.P.11.AP.6b Recognize a characteristic of a memory disorder.
SS.912.P.11.7	Discuss strategies for improving the storage of memories.
	Access Point SS.912.P.11.AP.7 Identify a strategy for improving the storage of memories.
SS.912.P.11.8	Analyze the importance of retrieval cues in memory.
	Access Point SS.912.P.11.AP.8 Recognize the importance of retrieval cues in memory.
SS.912.P.11.9	Explain the role that interference plays in retrieval.
	Access Point SS.912.P.11.AP.9 Recognize that interference plays a role in memory retrieval.
SS.912.P.11.10	Discuss the factors influencing how memories are retrieved.
	Access Point SS.912.P.11.AP.10 Identify a factor influencing memory retrieval.
SS.912.P.11.11	Explain how memories can be malleable.
	Access Point SS.912.P.11.AP.11 Recognize that memories can be changed.
SS.912.P.11.12	Discuss strategies for improving the retrieval of memories.
	Access Point SS.912.P.11.AP.12 Identify a strategy for improving the retrieval of memories.
SS.912.P.12 Cognitive Domain/Thinking	
SS.912.P.12.1	Define cognitive processes involved in understanding information.
	Access Point SS.912.P.12.AP.1 Recognize that understanding information is a cognitive process.
SS.912.P.12.2	Define processes involved in problem solving and decision making.
	Access Point SS.912.P.12.AP.2 Identify steps involved in problem solving and decision making.
SS.912.P.12.3	Discuss non-human problem-solving abilities.
	Access Point SS.912.P.12.AP.3 Recognize non-human problem-solving abilities.

SS.912.P.12.4	Describe obstacles to problem solving.
	Access Point SS.912.P.12.AP.4 Identify an obstacle to problem solving.
SS.912.P.12.5	Describe obstacles to decision making.
	Access Point SS.912.P.12.AP.5 Identify an obstacle to decision making.
SS.912.P.12.6	Describe obstacles to making good judgments.
	Access Point SS.912.P.12.AP.6 Identify an obstacle to making good judgments.
<i>SS.912.P.16 Individual Variations Domain/Personality</i>	
SS.912.P.16.1	Evaluate psychodynamic theories.
	Access Point SS.912.P.16.AP.1 Recognize a psychodynamic theory.
SS.912.P.16.2	Evaluate trait theories.
	Access Point SS.912.P.16.AP.2 Recognize a trait theory.
SS.912.P.16.3	Evaluate humanistic theories.
	Access Point SS.912.P.16.AP.3 Recognize a humanistic theory.
SS.912.P.16.4	Evaluate social-cognitive theories.
	Access Point SS.912.P.16.AP.4 Recognize a social-cognitive theory.
SS.912.P.16.5	Differentiate personality assessment techniques.
	Access Point SS.912.P.16.AP.5 Recognize a personality assessment technique.
SS.912.P.16.6	Discuss the reliability and validity of personality assessment techniques.
	Access Point SS.912.P.16.AP.6a Identify a concern for reliability of a personality assessment technique.
	SS.912.P.16.AP.6b Identify a concern for validity of a personality assessment technique.
SS.912.P.16.7	Discuss biological and situational influences.
	Access Point SS.912.P.16.AP.7a Identify a biological influence.
	SS.912.P.16.AP.7b Identify a situational influence.
SS.912.P.16.8	Discuss stability and change.
	Access Point SS.912.P.16.AP.8a Identify a characteristic of stability.
	SS.912.P.16.AP.8b Identify a characteristic of change.
SS.912.P.16.9	Discuss connection to health and work on personality.

	Access Point SS.912.P.16.AP.9 Recognize a connection to health and work on personality.
SS.912.P.16.10	Discuss self-concept. Access Point SS.912.P.16.AP.10 Identify a characteristic of self-concept.
SS.912.P.16.11	Analyze how individualistic and collectivistic cultural perspectives relate to personality. Access Point SS.912.P.16.AP.11a Identify a characteristic of individualistic cultural perspective as it relates to personality. SS.912.P.16.AP.11b Identify a characteristic of collectivistic cultural perspective as it relates to personality.
<i>SS.912.P.17 Individual Variations Domain/Psychological Disorders</i>	
SS.912.P.17.1	Define psychologically abnormal behavior. Access Point SS.912.P.17.AP.1 Identify a characteristic of psychologically abnormal behavior.
SS.912.P.17.2	Describe historical and cross-cultural views of abnormality. Access Point SS.912.P.17.AP.2a Recognize a historical view of abnormality. SS.912.P.17.AP.2b Recognize a cross-cultural view of abnormality.
SS.912.P.17.3	Describe major models of abnormality. Access Point SS.912.P.17.AP.3 Recognize a model of abnormality.
SS.912.P.17.4	Discuss how stigma relates to abnormal behavior. Access Point SS.912.P.17.AP.4 Identify a stigma related to abnormal behavior.
SS.912.P.17.5	Discuss the impact of psychological disorders on the individual, family, and society. Access Point SS.912.P.17.AP.5a Identify an impact of psychological disorders on the individual. SS.912.P.17.AP.5b Identify an impact of psychological disorders on the family. SS.912.P.17.AP.5c Identify an impact of psychological disorders on society.
SS.912.P.17.6	Describe the classification of psychological disorders. Access Point SS.912.P.17.AP.6 Recognize the classification system of psychological disorders.
SS.912.P.17.7	Discuss the challenges associated with diagnosis.

	Access Point SS.912.P.17.AP.7 Identify a challenge associated with diagnosis.
SS.912.P.17.8	Describe symptoms and causes of major categories of psychological disorders (including schizophrenic, mood, anxiety, and personality disorders).
	Access Point SS.912.P.17.AP.8a Recognize a symptom of a category of psychological disorders.
	SS.912.P.17.AP.8b Recognize a cause of a category of psychological disorders.
SS.912.P.17.9	Evaluate how different factors influence an individual's experience of psychological disorders.
	Access Point SS.912.P.17.AP.9 Identify a factor that may influence an individual's experience of a psychological disorder.
<i>SS.912.P.18 Applications of Psychological Science Domain/Treatment of Psychological Disorders</i>	
SS.912.P.18.1	Explain how psychological treatments have changed over time and among cultures.
	Access Point SS.912.P.18.AP.1a Recognize that psychological treatments have changed over time.
	SS.912.P.18.AP.1b Recognize that psychological treatments have changed among cultures.
SS.912.P.18.2	Match methods of treatment to psychological perspectives.
	Access Point SS.912.P.18.AP.2 Identify a method of treatment of a psychological perspective.
SS.912.P.18.3	Explain why psychologists use a variety of treatment options.
	Access Point SS.912.P.18.AP.3 Recognize that psychologists use a variety of treatment options.
SS.912.P.18.4	Identify biomedical treatments.
	Access Point SS.912.P.18.AP.4 Recognize a biomedical treatment.
SS.912.P.18.5	Identify psychological treatments.
	Access Point SS.912.P.18.AP.5 Recognize a psychological treatment.
SS.912.P.18.6	Describe appropriate treatments for different age groups.
	Access Point SS.912.P.18.AP.6 Identify an appropriate treatment for an age group.
SS.912.P.18.7	Evaluate the efficacy of treatments for particular disorders.

	Access Point SS.912.P.18.AP.7 Identify the efficacy of a treatment for a particular disorder.
SS.912.P.18.8	Identify other factors that improve the efficacy of treatment. Access Point SS.912.P.18.AP.8 Recognize a factor that improves the efficacy of a treatment.
SS.912.P.18.9	Identify treatment providers for psychological disorders and the training required for each. Access Point SS.912.P.18.AP.9a Recognize a treatment provider for psychological disorders. SS.912.P.18.AP.9b Recognize training required for treatment providers of psychological disorders.
SS.912.P.18.10	Identify ethical challenges involved in delivery of treatment. Access Point SS.912.P.18.AP.10 Recognize an ethical challenge involved in delivery of treatment.
<i>SS.912.P.19 Applications of Psychological Science Domain/Health</i>	
SS.912.P.19.1	Define stress as a psychophysiological reaction. Access Point SS.912.P.19.AP.1 Recognize that stress is a psychophysiological reaction.
SS.912.P.19.2	Identify and explain potential sources of stress. Access Point SS.912.P.19.AP.2 Recognize potential sources of stress.
SS.912.P.19.3	Explain physiological and psychological consequences of stress for health. Access Point SS.912.P.19.AP.3a Recognize a physiological consequence of stress for health. SS.912.P.19.AP.3b Recognize a psychological consequence of stress for health.
SS.912.P.19.4	Identify and explain physiological, cognitive, and behavioral strategies to deal with stress. Access Point SS.912.P.19.AP.4 Recognize a physiological strategy to deal with stress.
SS.912.P.19.5	Identify ways to promote mental health and physical fitness. Access Point SS.912.P.19.AP.5 Identify a way to promote mental health and physical fitness.
SS.912.P.19.6	Describe the characteristics of and factors that promote resilience and optimism.

	Access Point SS.912.P.19.AP.6a Recognize a characteristic of resilience and optimism.
	SS.912.P.19.AP.6b Recognize a factor that promotes resilience and optimism.
SS.912.P.19.7	Distinguish between effective and ineffective means of dealing with stressors and other health issues.
	Access Point SS.912.P.19.AP.7a Recognize an effective means of dealing with stressors and other health issues.
	SS.912.P.19.AP.7b Recognize an ineffective means of dealing with stressors and other health issues.

Sociology

<i>SS.912.S.1 Foundations of Sociology as a Social Science/Identify methods and strategies of research and examine the contributions of sociology to the understanding of social issues:</i>	
SS.912.S.1.1	Discuss the development of the field of sociology as a social science.
	Access Point SS.912.S.1.AP.1 Recognize an historical perspective in the development of the field of sociology as a social science.
SS.912.S.1.2	Identify early leading theorists within social science.
	Access Point SS.912.S.1.AP.2 Recognize an early leading theorist within social science.
SS.912.S.1.3	Compare sociology with other social science disciplines.
	Access Point SS.912.S.1.AP.3 Identify a characteristic of sociology that is distinct from other social science disciplines.
SS.912.S.1.4	Examine changing points of view of social issues, such as poverty, crime and discrimination.
	Access Point SS.912.S.1.AP.4 Recognize a changing point of view of a social issue, such as poverty, crime and discrimination.
SS.912.S.1.5	Evaluate various types of sociologic research methods.
	Access Point SS.912.S.1.AP.5 Recognize a sociological research method.
SS.912.S.1.6	Distinguish fact from opinion in data sources to analyze various points of view about a social issue.
	Access Point SS.912.S.1.AP.6a Recognize a fact in a data source about a social issue.
	SS.912.S.1.AP.6b Recognize an opinion in a data source about a social issue.

SS.912.S.1.7	Determine cause-and-effect relationship issues among events as they relate to sociology.
	Access Point SS.912.S.1.AP.7 Recognize a cause-and-effect relationship among events as they relate to sociology.
SS.912.S.1.8	Identify, evaluate and use appropriate reference materials and technology to interpret information about cultural life in the United States and other world cultures, both in the past and today.
	Access Point SS.912.S.1.AP.8a Recognize a characteristic of appropriate reference materials and technology related to information about cultural life in the United States, past and present.
	SS.912.S.1.AP.8b Recognize a characteristic of appropriate reference materials and technology related to information about cultural life in other world cultures, past and present.
SS.912.S.1.9	Develop a working definition of sociology that has personal application.
	Access Point SS.912.S.1.AP.9 Recognize a working definition of sociology through a personal application.
<i>SS.912.S.2 Culture/Examine the influence on the individual and the way cultural transmission is accomplished.</i>	
SS.912.S.2.1	Define the key components of a culture, such as knowledge, language and communication, customs, values, norms, and physical objects.
	Access Point SS.912.S.2.AP.1 Recognize a key component of a culture.
SS.912.S.2.2	Explain the differences between a culture and a society.
	Access Point SS.912.S.2.AP.2a Identify an element of culture.
	SS.912.S.2.AP.2b Identify an element of society.
SS.912.S.2.3	Recognize the influences of genetic inheritance and culture on human behavior.
	Access Point SS.912.S.2.AP.3a Recognize an influence of genetic inheritance on human behavior.
	SS.912.S.2.AP.3b Recognize an influence of culture on human behavior.
SS.912.S.2.4	Give examples of subcultures and describe what makes them unique.
	Access Point SS.912.S.2.AP.4a Identify an example of a subculture.
	SS.912.S.2.AP.4b Recognize a unique characteristic of a subculture.

SS.912.S.2.5	Compare social norms among various subcultures.
	Access Point SS.912.S.2.AP.5 Recognize a difference in a social norm between two subcultures.
SS.912.S.2.6	Identify the factors that promote cultural diversity within the United States.
	Access Point SS.912.S.2.AP.6 Recognize a factor that promotes cultural diversity within the United States.
SS.912.S.2.7	Explain how various practices of the culture create differences within group behavior.
	Access Point SS.912.S.2.AP.7 Recognize a practice of a given culture that creates differences within group behavior.
SS.912.S.2.8	Compare and contrast different types of societies, such as hunting and gathering, agrarian, industrial, and post-industrial.
	Access Point SS.912.S.2.AP.8 Recognize a characteristic of different types of societies.
SS.912.S.2.9	Prepare original written and oral reports and presentations on specific events, people or historical eras.
	Access Point SS.912.S.2.AP.9 Prepare an original product on a specific event, person, or historical era.
SS.912.S.2.10	Identify both rights and responsibilities the individual has to the group.
	Access Point SS.912.S.2.AP.10a Recognize a right an individual has to a group.
	SS.912.S.2.AP.10b Recognize a responsibility an individual has to a group.
SS.912.S.2.11	Demonstrate democratic approaches to managing disagreements and resolving conflicts within a culture.
	Access Point SS.912.S.2.AP.11a Recognize a democratic approach to managing disagreements within a culture.
	SS.912.S.2.AP.11b Recognize a democratic approach to resolving conflicts within a culture.
SS.912.S.2.12	Compare and contrast ideas about citizenship and cultural participation from the past with those of the present community.
	Access Point SS.912.S.2.AP.12 Recognize an idea about citizenship and cultural participation from the past.
<i>SS.912.S.3 Social Status/Identify how social status influences individual and group behaviors and how that status relates to the position a person occupies within a social group.</i>	

SS.912.S.3.1	Describe how social status affects social order.
	Access Point SS.912.S.3.AP.1a Recognize a characteristic of a social status.
	SS.912.S.3.AP.1b Recognize a way social status affects social order.
SS.912.S.3.2	Explain how roles and role expectations can lead to role conflict.
	Access Point SS.912.S.3.AP.2 Recognize a problem related to a role and its role expectations.
SS.912.S.3.3	Examine and analyze various points of view relating to historical and current events.
	Access Point SS.912.S.3.AP.3a Recognize a difference between two points of view relating to an historical event.
	SS.912.S.3.AP.3b Recognize a difference between two points of view relating to a current event.
<i>SS.912.S.4 Social Groups/Explore the impacts of social groups on individual and group behavior.</i>	
SS.912.S.4.1	Describe how individuals are affected by the different social groups to which they belong.
	Access Point SS.912.S.4.AP.1 Recognize an effect on the individual by the different social groups to which they belong.
SS.912.S.4.2	Identify major characteristics of social groups familiar to the students.
	Access Point SS.912.S.4.AP.2 Recognize a major characteristic of a social group familiar to the students.
SS.912.S.4.3	Examine the ways that groups function, such as roles, interactions and leadership.
	Access Point SS.912.S.4.AP.3 Recognize a way that groups function.
SS.912.S.4.4	Discuss the social norms of at least two groups to which the student belongs.
	Access Point SS.912.S.4.AP.4 Identify a social norm of a group to which the student belongs.
SS.912.S.4.5	Analyze what can occur when the rules of behavior are broken and analyze the possible consequences for unacceptable behavior.
	Access Point SS.912.S.4.AP.5a Recognize an effect when a rule of behavior is broken.
	SS.912.S.4.AP.5b Identify a consequence for unacceptable behavior.

SS.912.S.4.6	Identify the various types of norms (folkways, mores, laws, and taboos) and explain why these rules of behavior are considered important to society.
	Access Point SS.912.S.4.AP.6a Recognize a type of norm.
	SS.912.S.4.AP.6b Recognize a reason these rules of behavior are considered important to society.
SS.912.S.4.7	Discuss the concept of deviance and how society discourages deviant behavior using social control.
	Access Point SS.912.S.4.AP.7a Recognize a characteristic of deviance.
	SS.912.S.4.AP.7b Identify an example of how society discourages deviant behavior using social control.
SS.912.S.4.8	Explain how students are members of primary and secondary groups and how those group memberships influence students' behavior.
	Access Point SS.912.S.4.AP.8a Identify an example of a student's primary group.
	SS.912.S.4.AP.8b Identify an example of a student's secondary group.
	SS.912.S.4.AP.8c Recognize a way in which group membership can influence a student's behavior.
SS.912.S.4.9	Discuss how formal organizations influence behavior of their members.
	Access Point SS.912.S.4.AP.9 Recognize a way formal organizations influence the behavior of their members.
SS.912.S.4.10	Distinguish the degree of assimilation that ethnic, cultural, and social groups achieve with the United States culture.
	Access Point SS.912.S.4.AP.10 Recognize an example of the level of assimilation that an ethnic, cultural, and social group achieve with the United States culture.
SS.912.S.4.11	Discuss how humans interact in a variety of social settings.
	Access Point SS.912.S.4.AP.11 Identify an example of how humans interact in a variety of social settings.
SS.912.S.4.12	Determine the cultural patterns of behavior within such social groups as rural/urban or rich/poor.
	Access Point SS.912.S.4.AP.12 Recognize the cultural pattern of behavior within a social group.

SS.912.S.4.13	Investigate and compare the ideas about citizenship and cultural participation of social groups from the past with those of the present community.
	Access Point SS.912.S.4.AP.13a Recognize an idea about citizenship and cultural participation of a social group from the past.
	SS.912.S.4.AP.13b Recognize an idea about citizenship and cultural participation of a social group of the present community.
<i>SS.912.S.5 Social Institutions/Identify the effects of the social institutions on individual and group behavior.</i>	
SS.912.S.5.1	Identify basic social institutions and explain their impact on individuals, groups and organizations within society and how they transmit the values of society.
	Access Point SS.912.S.5.AP.1a Recognize a basic social institution.
	SS.912.S.5.AP.1b Identify an impact of a social institution on individuals, groups, and organizations.
	SS.912.S.5.AP.1c Identify a way social institutions transmit the values of society.
SS.912.S.5.2	Discuss the concept of political power and factors that influence political power.
	Access Point SS.912.S.5.AP.2a Recognize a characteristic of political power.
	SS.912.S.5.AP.2b Recognize a factor that influences political power.
SS.912.S.5.3	Discuss how societies recognize rites of passage.
	Access Point SS.912.S.5.AP.3 Recognize an example of a rite of passage of a society.
SS.912.S.5.4	Investigate stereotypes of the various United States subcultures, such as “American Indian,” “American cowboys,” teenagers,” “Americans,” “gangs,” and “hippies,” from a world perspective.
	Access Point SS.912.S.5.AP.4 Recognize a stereotype of a United States subculture from a world perspective.
SS.912.S.5.5	Define ethnocentrism and explain how it can be beneficial or destructive to a culture.
	Access Point SS.912.S.5.AP.5a Recognize a characteristic of ethnocentrism.
	SS.912.S.5.AP.5b Recognize a cultural consequence of ethnocentrism.
SS.912.S.5.6	Identify the factors that influence change in social norms over time.

	Access Point SS.912.S.5.AP.6 Recognize a factor that influences change in social norms over time.
SS.912.S.5.7	Use various resources to interpret information about cultural life in the United States and other world cultures, both in the past and today. Access Point SS.912.S.5.AP.7a Identify a resource to interpret information about past cultural life in the United States and other world cultures. SS.912.S.5.AP.7b Identify a resource to interpret information about current cultural life in the United States and other world cultures.
SS.912.S.5.8	Analyze the primary and secondary groups common to different age groups in society. Access Point SS.912.S.5.AP.8 Recognize a primary and secondary group common to a different age group in society.
SS.912.S.5.9	Conduct research and analysis on an issue associated with social structure or social institutions. Access Point SS.912.S.5.AP.9 Using a resource, identify a characteristic of an issue associated with social structure or social institutions.
SS.912.S.5.10	Identify both rights and responsibilities the individual has to primary and secondary groups. Access Point SS.912.S.5.AP.10a Recognize a right the individual has to a primary group. SS.912.S.5.AP.10b Recognize a responsibility the individual has to a primary group. SS.912.S.5.AP.10c Recognize a right the individual has to a secondary group. SS.912.S.5.AP.10d Recognize a responsibility the individual has to secondary group.
SS.912.S.5.11	Demonstrate democratic approaches to managing disagreements and solving conflicts within a social institution. Access Point SS.912.S.5.AP.11 Participate in a democratic approach to managing disagreements and solving conflicts within a social institution.
SS.912.S.5.12	Explain how roles and role expectations can lead to role conflict. Access Point SS.912.S.5.AP.12 Recognize a potential conflict related to a role and its role expectations.
SS.912.S.6 Social Change/Examine the changing nature of society.	

SS.912.S.6.1	Describe how and why societies change over time.
	Access Point SS.912.S.6.AP.1a Recognize a way societies change over time.
	SS.912.S.6.AP.1b Recognize a reason societies change over time.
SS.912.S.6.2	Examine various social influences that can lead to immediate and long-term changes.
	Access Point SS.912.S.6.AP.2 Recognize a social influence that can lead to immediate and long-term changes.
SS.912.S.6.3	Describe how collective behavior can influence and change society.
	Access Point SS.912.S.6.AP.3 Recognize an example of how collective behavior can influence and change society.
SS.912.S.6.4	Examine how technological innovations and scientific discoveries have influenced major social institutions.
	Access Point SS.912.S.6.AP.4 Recognize an example of a technological innovation or scientific discovery that has influenced a major social institution.
SS.912.S.6.5	Discuss how social interactions and culture could be affected in the future due to innovations in science and technological change.
	Access Point SS.912.S.6.AP.5 Recognize a potential future effect of an innovation in science or technological change on social interaction and culture.
SS.912.S.6.6	Describe how the role of the mass media has changed over time and project what changes might occur in the future.
	Access Point SS.912.S.6.AP.6a Recognize a way the role of mass media has changed over time.
	SS.912.S.6.AP.6b Recognize an example of a potential change in the role of mass media in the future.
SS.912.S.6.7	Distinguish major differences between social movements and collective behavior with examples from history and the contemporary world.
	Access Point SS.912.S.6.AP.7a Recognize an example of a social movement and collective behavior from history.
	SS.912.S.6.AP.7b Recognize an example of a contemporary social movement and collective behavior.
SS.912.S.6.8	Investigate the consequences in society as result of changes.

	Access Point SS.912.S.6.AP.8 Recognize a consequence in society as a result of a change.
SS.912.S.6.9	Trace the development of the use of a specific type of technology in the community. Access Point SS.912.S.6.AP.9 Recognize the development of the use of a specific type of technology in the community.
SS.912.S.6.10	Propose a plan to improve a social structure, and design the means needed to implement the change. Access Point SS.912.S.6.AP.10a Recognize an issue with a social structure. SS.912.S.6.AP.10b Identify a way to effect change in a social structure.
SS.912.S.6.11	Cite examples of the use of technology in social research. Access Point SS.912.S.6.AP.11 Recognize an example of the use of technology in social research.
SS.912.S.6.12	Evaluate a current issue that has resulted from scientific discoveries and/or technological innovations. Access Point SS.912.S.6.AP.12 Recognize a current issue that has resulted from scientific discoveries and/or technological innovations.
<i>SS.912.S.7 Social Problems/Analyze a range of social problems in today's world.</i>	
SS.912.S.7.1	Identify characteristics of a "social" problem, as opposed to an "individual" problem. Access Point SS.912.S.7.AP.1a Recognize a characteristic of a "social" problem. SS.912.S.7.AP.1b Recognize a characteristic of an "individual" problem.
SS.912.S.7.2	Describe how social problems have changed over time. Access Point SS.912.S.7.AP.2 Recognize an example of a social problem that has changed over time.
SS.912.S.7.3	Explain how patterns of behavior are found with certain social problems. Access Point SS.912.S.7.AP.3 Identify an example of how patterns of behavior are found with a social problem.
SS.912.S.7.4	Discuss the implications of social problems for society. Access Point SS.912.S.7.AP.4 Recognize an implication of a social problem for society.

SS.912.S.7.5	Examine how individual and group responses are often associated with social problems.
	Access Point SS.912.S.7.AP.5 Recognize an example of how an individual or group response is often associated with a social problem.
SS.912.S.7.6	Evaluate possible solutions to resolving social problems and the consequences that might result from those solutions.
	Access Point SS.912.S.7.AP.6a Identify a possible solution to resolving a social problem.
	SS.912.S.7.AP.6b Recognize a possible consequence that might result from that possible solution.
SS.912.S.7.7	Survey local agencies involved in addressing social problems to determine the extent of the problems in the local community.
	Access Point SS.912.S.7.AP.7a Recognize a social problem in a local community.
	SS.912.S.7.AP.7b Identify a local agency involved in addressing a social problem.
SS.912.S.7.8	Design and carry out school- and community-based projects to address a local aspect of a social problem.
	Access Point SS.912.S.7.AP.8 Participate in school- and community-based projects to address a local aspect of a social problem.
<i>SS.912.S.8 Individual and Community/Examine the role of the individual as a member of the community; explore both individual and collective behavior.</i>	
SS.912.S.8.1	Describe traditions, roles, and expectations necessary for a community to continue.
	Access Point SS.912.S.8.AP.1a Recognize a tradition necessary for a community to continue.
	SS.912.S.8.AP.1b Recognize a role necessary for a community to continue.
	SS.912.S.8.AP.1c Recognize an expectation necessary for a community to continue.
SS.912.S.8.2	Describe how collective behavior (working in groups) can influence and change society. Use historical and contemporary examples to define collective behavior.
	Access Point SS.912.S.8.AP.2a Recognize an example of how collective behavior (working in groups) can influence and change society.
	SS.912.S.8.AP.2b Identify an historical example to define collective behavior.
	SS.912.S.8.AP.2c Identify a contemporary example to define collective behavior.

SS.912.S.8.3	Discuss theories that attempt to explain collective behavior.
	Access Point SS.912.S.8.AP.3 Recognize a theory that attempts to explain collective behavior.
SS.912.S.8.4	Define a social issue to be analyzed.
	Access Point SS.912.S.8.AP.4 Recognize a social issue that could be analyzed.
SS.912.S.8.5	Examine factors that could lead to the breakdown and disruption of an existing community.
	Access Point SS.912.S.8.AP.5 Recognize a factor that could lead to the breakdown and disruption of an existing community.
SS.912.S.8.6	Discuss the impact of leaders of different social movements.
	Access Point SS.912.S.8.AP.6 Identify a way that a leader impacted a social movement.
SS.912.S.8.7	Define propaganda and discuss the methods of propaganda and discuss the methods of propaganda used to influence social behavior.
	Access Point SS.912.S.8.AP.7a Recognize a characteristic of propaganda.
	SS.912.S.8.AP.7b Recognize a method of propaganda.
	SS.912.S.8.AP.7c Identify a way propaganda is used to influence social behavior.
SS.912.S.8.8	Discuss both the benefits and social costs of collective behavior in society.
	Access Point SS.912.S.8.AP.8a Recognize a benefit of collective behavior in society.
	SS.912.S.8.AP.8b Recognize a social cost of collective behavior in society.
SS.912.S.8.9	Identify a community social problem and discuss appropriate actions to address the problem.
	Access Point SS.912.S.8.AP.9a Recognize an example of a community social problem.
	SS.912.S.8.AP.9b Identify an appropriate action to address a given problem.
SS.912.S.8.10	Investigate how incorrect communications, such as rumors or gossip, can influence group behavior.
	Access Point SS.912.S.8.AP.10 Using a source, identify an example of how incorrect communications can influence group behavior.

Financial Literacy

<i>SS.912.FL.1 Earning Income</i>	
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, risk, family, or location.
	Access Point SS.912.FL.1.AP.1 Discuss why people choose jobs other than income factors.
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 possible future benefits. Describe how discounting the future benefits of education and training may lead some people to pass up potentially high rates of return that more education and training may offer.
	Access Point SS.912.FL.1.AP.2 Explain why people choose to obtain education or training as it relates to immediate and future costs.
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.
	Access Point SS.912.FL.1.AP.3 Identify ways people make informed decisions about options by comparing the benefits and costs.
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 willing to pay more productive workers higher wages or salaries than less productive workers.
	Access Point SS.912.FL.1.AP.4 Describe the reasons why the job market pays workers differently.
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.
	Access Point SS.912.FL.1.AP.5 Explain the reasons why changes in the economy can cause changes in a worker's job status or income.
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 government to individuals and that the major types of taxes are income taxes, payroll (Social Security) taxes, property taxes, and sales taxes.
	Access Point SS.912.FL.1.AP.6 Identify that various taxes are paid to three levels of government to provide goods and services 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 paid
	Access Point SS.912.FL.1.AP.7 Describe how income earned and income spent affect the amount of taxes paid.
<i>SS.912.FL.2 Buying Goods and Services</i>	
SS.912.FL.2.1	Compare consumer decisions as they are influenced by the price of a good or service, the price of alternatives, and the consumer's income as well as his or her preferences.
	Access Point SS.912.FL.2.AP.1 Compare consumer decisions based on the price of goods or services, price of alternatives and consumer's income.
SS.912.FL.2.2	Analyze situations in which when people consume goods and services, their consumption can have positive and negative effects on others.
	Access Point SS.912.FL.2.AP.2 Explain how the consumption of goods and services can have positive and negative effects on others.
SS.912.FL.2.3	Discuss that when buying a good, consumers may consider various aspects of the product including the product's features. Explain why for goods that last for a longer period of time, the consumer should consider the product's durability and maintenance costs.
	Access Point SS.912.FL.2.AP.3 Explain why consumers choose products based on factors such as product features, durability, maintenance cost and length of use.
SS.912.FL.2.4	Describe ways that consumers may be influenced by how the price of a good is expressed.
	Access Point SS.912.FL.2.AP.4 Explain a way that a consumer may be influenced by how the price of a good is expressed.
SS.912.FL.2.5	Discuss ways people incur costs and realize benefits when searching for information related to their purchases of goods and services and describe how the amount of information people should gather depends on the benefits and costs of the information.
	Access Point SS.912.FL.2.AP.5 Describe how the information gathered affects decision making when researching costs and benefits related to purchasing goods and services.
SS.912.FL.2.6	Explain that people may choose to donate money to charitable organizations and other not-for-profits because they gain satisfaction from donating.

	Access Point SS.912.FL.2.AP.6 Recognize that people may choose to donate to charitable organizations because they gain satisfaction from donating.
SS.912.FL.2.7	Examine governments establishing laws and institutions to provide consumers with information about goods or services being purchased and to protect consumers from fraud. Access Point SS.912.FL.2.AP.7 Explain why governments establish laws and institutions to protect consumers.
SS.912.FL.3 Saving	
SS.912.FL.3.1	Discuss the reasons why some people have a tendency to be impatient and choose immediate spending over saving for the future. Access Point SS.912.FL.3.AP.1 Discuss reasons why some people choose spending over saving.
SS.912.FL.3.2	Examine the ideas that inflation reduces the value of money, including savings, that the real interest rate expresses the rate of return on savings, taking into account the effect of inflation and that the real interest rate is calculated as the nominal interest rate minus the rate of inflation. Access Point SS.912.FL.3.AP.2 Explain the impact of inflation on the value of money.
SS.912.FL.3.3	Compare the difference between the nominal interest rate which tells savers how the dollar value of their savings or investments will grow, and the real interest rate which tells savers how the purchasing power of their savings or investments will grow. Access Point SS.912.FL.3.AP.3 Compare the difference between the nominal interest rate and the real interest rate.
SS.912.FL.3.4	Describe ways that money received (or paid) in the future can be compared to money held today by discounting the future value based on the rate of interest. Access Point SS.912.FL.3.AP.4 Compare the value of money today to the value of money in the future.
SS.912.FL.3.5	Explain ways that government agencies supervise and regulate financial institutions to help protect the safety, soundness, and legal compliance of the nation's banking and financial system. Access Point SS.912.FL.3.AP.5 Explain how government agencies regulate financial institutions to protect the banking system.

SS.912.FL.3.6	Describe government policies that create incentives and disincentives for people to save.
	Access Point SS.912.FL.3.AP.6 Compare government policies that create incentives and disincentives for people to save.
SS.912.FL.3.7	Explain how employer benefit programs create incentives and disincentives to save and how an employee's decision to save can depend on how the alternatives are presented by the employer.
	Access Point SS.912.FL.3.AP.7 Explain how employer benefit programs create incentives and disincentives to save.
SS.912.FL.4 Using Credit	
SS.912.FL.4.1	Discuss ways that consumers can compare the cost of credit by using the annual percentage rate (APR), initial fees charged, and fees charged for late payment or missed payments.
	Access Point SS.912.FL.4.AP.1 Compare the cost of credit by using the annual percentage rate (APR), initial fees charged, and fees charged for late payment or missed payments.
SS.912.FL.4.2	Discuss that banks and financial institutions sometimes compete by offering credit at low introductory rates, which increase after a set period of time or when the borrower misses a payment or makes a late payment.
	Access Point SS.912.FL.4.AP.2 Compare how banks compete to offer low introductory credit rates, which increase over time or when a payment is missed or late.
SS.912.FL.4.3	Explain that loans can be unsecured or secured with collateral; that collateral is a piece of property that can be sold by the lender to recover all or part of a loan if the borrower fails to repay. Explain why secured loans are viewed as having less risk and why lenders charge a lower interest rate than they charge for unsecured loans.
	Access Point SS.912.FL.4.AP.3 Explain the difference between secured and unsecured loans as they relate to collateral, risks and interest rates.
SS.912.FL.4.4	Describe why people often make a cash payment to the seller of a good—called a down payment—in order to reduce the amount they need to borrow. Describe why lenders may consider loans made with a down payment to have less risk because the down payment gives the borrower some equity or ownership right away and why these loans may carry a lower interest rate.

	Access Point SS.912.FL.4.AP.4 Describe the benefits of making a down payment on a loan.
SS.912.FL.4.5	Explain that lenders make credit decisions based in part on consumer payment history. Credit bureaus record borrowers' credit and payment histories and provide that information to lenders in credit reports. Access Point SS.912.FL.4.AP.5 Explain how credit bureau reports help lenders make credit decisions.
SS.912.FL.4.6	Discuss that lenders can pay to receive a borrower's credit score from a credit bureau and that a credit score is a number based on information in a credit report and assesses a person's credit risk. Access Point SS.912.FL.4.AP.6 Discuss the concept of a credit score as it applies to obtaining a loan.
SS.912.FL.4.7	Describe that, in addition to assessing a person's credit risk, credit reports and scores may be requested and used by employers in hiring decisions, landlords in deciding whether to rent apartments, and insurance companies in charging premiums. Access Point SS.912.FL.4.AP.7 Describe how employers, landlords and insurance companies use credit scores.
SS.912.FL.4.8	Examine the fact that failure to repay a loan has significant consequences for borrowers such as negative entries on their credit report, repossession of property (collateral), garnishment of wages, and the inability to obtain loans in the future. Access Point SS.912.FL.4.AP.8 Explain the consequences of failure to repay a loan.
SS.912.FL.4.9	Explain that consumers who have difficulty repaying debt can seek assistance through credit counseling services and by negotiating directly with creditors. Access Point SS.912.FL.4.AP.9 Discuss that consumers who have difficulty repaying debt can seek assistance through credit counseling services and by negotiating directly with creditors.
SS.912.FL.4.10	Analyze the fact that, in extreme cases, bankruptcy may be an option for consumers who are unable to repay debt, and although bankruptcy provides some benefits, filing for bankruptcy also entails considerable costs, including having notice of the bankruptcy appear on a consumer's credit report for up to 10 years.

	Access Point SS.912.FL.4.AP.10 Discuss bankruptcy options, benefits and consequences for consumers who are unable to repay debt.
SS.912.FL.4.11	Explain that people often apply for a mortgage to purchase a home and identify a mortgage is a type of loan that is secured by real estate property as collateral. Access Point SS.912.FL.4.AP.11 Explain why people apply for a mortgage to purchase a home and the consequences of not making payments.
SS.912.FL.4.12	Discuss that consumers who use credit should be aware of laws that are in place to protect them and that these include requirements to provide full disclosure of credit terms such as APR and fees, as well as protection against discrimination and abusive marketing or collection practices. Access Point SS.912.FL.4.AP.12 Discuss the laws that protect consumers who use credit.
SS.912.FL.4.13	Explain that consumers are entitled to a free copy of their credit report annually so that they can verify that no errors were made that might increase their cost of credit. Access Point SS.912.FL.4.AP.13 Explain that consumers are entitled to a free copy of their credit report annually to check for errors.
<i>SS.912.FL.5 Financial Investing</i>	
SS.912.FL.5.1	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. Access Point SS.912.FL.5.AP.1 Compare the ways that federal, state and local tax rates vary on different types of investments.
SS.912.FL.5.2	Explain how the expenses of buying, selling, and holding financial assets decrease the rate of return from an investment. Access Point SS.912.FL.5.AP.2 Discuss how the expenses of buying and selling of financial assets decrease the rate of return from an investment.
SS.912.FL.5.3	Discuss that buyers and sellers in financial markets determine prices of financial assets and therefore influence the rates of return on those assets. Access Point SS.912.FL.5.AP.3 Discuss that in financial markets, buyers and sellers have influence on the rates of return on financial assets.
SS.912.FL.5.4	Explain that an investment with greater risk than another investment will commonly have a lower market price, and therefore a higher rate of return, than the other investment.

	Access Point SS.912.FL.5.AP.4 Discuss that an investment with greater risk will commonly have a lower market price, and therefore a higher rate of return.
SS.912.FL.5.5	Explain that shorter-term investments will likely have lower rates of return than longer-term investments. Access Point SS.912.FL.5.AP.5 Discuss that shorter-term investments will likely have lower rates of return than longer-term investments.
SS.912.FL.5.6	Describe how diversifying investments in different types of financial assets can lower investment risk. Access Point SS.912.FL.5.AP.6 Discuss how diversifying investments in different types of financial assets can lower investment risk.
SS.912.FL.5.7	Describe how financial markets adjust to new financial news and that prices in those markets reflect what is known about those financial assets. Access Point SS.912.FL.5.AP.7 Discuss how financial markets adjust prices while considering current financial news.
SS.912.FL.5.8	Discuss ways that the prices of financial assets are affected by interest rates and explain that the prices of financial assets are also affected by changes in domestic and international economic conditions, monetary policy, and fiscal policy. Access Point SS.912.FL.5.AP.8 Discuss ways that the prices of financial assets are affected by interest rates and other economic conditions both domestically and internationally.
SS.912.FL.5.9	Examine why investors should be aware of tendencies that people have that may result in poor choices, which may include avoiding selling assets at a loss because they weigh losses more than they weigh gains and investing in financial assets with which they are familiar, such as their own employer's stock or domestic rather than international stocks. Access Point SS.912.FL.5.AP.9 Discuss why investors should be aware that people may make poor choices when investing.
SS.912.FL.5.10	Explain that people vary in their willingness to take risks because the willingness to take risks depends on factors such as personality, income, and family situation. Access Point SS.912.FL.5.AP.10 Discuss that people vary in their willingness to take risks due to factors such as personality, income and family situation.

SS.912.FL.5.11	Describe why an economic role for a government may exist if individuals do not have complete information about the nature of alternative investments or access to competitive financial markets.
	Access Point SS.912.FL.5.AP.11 Identify government roles to inform individuals seeking alternative investment information.
SS.912.FL.5.12	Compare the Securities and Exchange Commission (SEC), the Federal Reserve, and other government agencies that regulate financial markets.
	Access Point SS.912.FL.5.AP.12 Compare the roles of government agencies that regulate financial markets.
<i>SS.912.FL.6 Protecting and Insuring</i>	
SS.912.FL.6.1	Describe how individuals vary with respect to their willingness to accept risk and why most people are willing to pay a small cost now if it means they can avoid a possible larger loss later.
	Access Point SS.912.FL.6.AP.1 Discuss small costs now as it relates to avoiding larger losses later.
SS.912.FL.6.2	Analyze how judgment regarding risky events is subject to errors because people tend to overestimate the probability of infrequent events, often because they've heard of or seen a recent example.
	Access Point SS.912.FL.6.AP.2 Discuss how judgment regarding risky events is often influenced by information from others.
SS.912.FL.6.3	Describe why people choose different amounts of insurance coverage based on their willingness to accept risk, as well as their occupation, lifestyle, age, financial profile, and the price of insurance.
	Access Point SS.912.FL.6.AP.3 Discuss why people choose different amounts of insurance coverage.
SS.912.FL.6.4	Explain that people may be required by governments or by certain types of contracts (e.g., home mortgages) to purchase some types of insurance.
	Access Point SS.912.FL.6.AP.4 Discuss governmental and contract requirements for purchasing some types of insurance.

SS.912.FL.6.5	Describe how an insurance contract can increase the probability or size of a potential loss because having the insurance results in the person taking more risks, and that policy features such as deductibles and copayments are cost-sharing features that encourage the policyholder to take steps to reduce the potential size of a loss (claim).
	Access Point SS.912.FL.6.AP.5 Discuss costs involved in using an insurance policy as it relates to risks, deductibles and copayments.
SS.912.FL.6.6	Explain that people can lower insurance premiums by behaving in ways that show they pose a lower risk.
	Access Point SS.912.FL.6.AP.6 Discuss that people can lower insurance premiums by behaving in ways that show they pose a lower risk.
SS.912.FL.6.7	Compare the purposes of various types of insurance, including that health insurance provides for funds to pay for health care in the event of illness and may also pay for the cost of preventative care; disability insurance is income insurance that provides funds to replace income lost while an individual is ill or injured and unable to work; property and casualty insurance pays for damage or loss to the insured's property; life insurance benefits are paid to the insured's beneficiaries in the event of the policyholder's death.
	Access Point SS.912.FL.6.AP.7 Compare the purposes of various types of insurance.
SS.912.FL.6.8	Discuss the fact that, in addition to privately purchased insurance, some government benefit programs provide a social safety net to protect individuals from economic hardship created by unexpected events.
	Access Point SS.912.FL.6.AP.8 Discuss that government benefit programs provide a social safety net.
SS.912.FL.6.9	Explain that loss of assets, wealth, and future opportunities can occur if an individual's personal information is obtained by others through identity theft and then used fraudulently, and that by managing their personal information and choosing the environment in which it is revealed, individuals can accept, reduce, and insure against the risk of loss due to identity theft.
	Access Point SS.912.FL.6.AP.9 Discuss ways to manage personal information to prevent identity theft.
SS.912.FL.6.10	Compare federal and state regulations that provide some remedies and assistance for victims of identity theft.

	Access Point SS.912.FL.6.AP.10 Compare federal and state regulations that provide assistance for victims of identity theft.
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Holocaust Education

<i>SS.912.HE.1 Analyze the origins of antisemitism and its use by the National Socialist German Workers' Party (Nazi) regime.</i>	
SS.912.HE.1.1	Define the Holocaust as the planned and systematic state-sponsored persecution and murder of European Jews by Nazi Germany and its collaborators between 1933 and 1945. Students will explain why the Holocaust is history's most extreme example of antisemitism.
	Access Point SS.912.HE.1.AP.1 Recognize the Holocaust is history's most extreme example of antisemitism, persecution, and murder on the European Jews by Nazi Germany and its collaborators between 1933 and 1945.
SS.912.HE.1.2	Analyze how the Nazi regime utilized and built on historical antisemitism to create a common enemy of the Jews. - Students will explain the origins of antisemitism and trace it from the Ancient World through the twenty-first century (e.g., Pagan, Christian, Muslim, Middle Ages, Modern era). - Students will explain the political, social and economic applications of antisemitism that led to the organized pogroms against Jewish people. - Students will examine propaganda (e.g., the Protocols of the Elders of Zion; The Poisonous Mushroom) that was and still is utilized against Jewish people both in Europe and around the world.
	Access Point SS.912.HE.1.AP.2 Identify how the Nazi regime utilized and built on historical antisemitism including propaganda to create a common enemy of the Jews.

SS.912.HE.1.3	Analyze how the Treaty of Versailles was a causal factor leading the rise of the Nazis, and how the increasing spread of antisemitism was manipulated to the Nazis' advantage. • Students will explain how the Nazis used antisemitism to foment hate and create a shared enemy in order to gain power prior to World War II. • Students will explain how events during the Weimar Republic led to the rise of Nazism (e.g., Dolchstoß, Ruhr Crisis, hyperinflation, the Great Depression, unemployment, the 1920's Nazi platform, the Dawes Plan, the Golden Age, the failure of the Weimar Republic). • Students will recognize German culpability, reparations and military downsizing as effects of the Treaty of Versailles. Access Point SS.912.HE.1.AP.3a Describe how the Treaty of Versailles was a causal factor leading the rise of the Nazis, and how the increasing spread of antisemitism was manipulated to the Nazis' advantages. SS.912.HE.1.AP.3b Recognize German culpability, reparations, and military downsizing as effects of the Treaty of Versailles.
SS.912.HE.1.4	Explain how the National Socialist German Workers' Party, or Nazi Party, grew into a mass movement and gained and maintained power in Germany through totalitarian means from 1933 to 1945 under the leadership of Adolf Hitler. • Students will compare Germany's political parties and their system of proportional representation in national elections from 1920 to 1932. • Students will explain how the Sturmabteilung (SA), the Schutzstaffel (SS), the Wehrmacht, the Gestapo and Hitler's inner circle helped him gain and maintain power after 1933. • Students will explain how the following contributed to Hitler's rise to power: Adolf Hitler's Munich Beer Hall Putsch, Hitler's arrest and trial, Mein Kampf, the Reichstag fire, the Enabling Act, the Concordat of 1933, the Night of the Long Knives (the Rohm Purge), Hindenburg's death and Hitler as Fuhrer. Access Point SS.912.HE.1.AP.4 Explain how the National Socialist German Workers' Party, or Nazi Party, grew into a mass movement and gained and maintained power in Germany through totalitarian means from 1933 to 1945 under the leadership of Adolf Hitler.

SS.912.HE.1.5	Describe how the Nazis utilized various forms of propaganda to indoctrinate the German population: • Students will explain how opposing views were eliminated (e.g., book burnings, censorship, state control over the media). • Students will explain how identification, legal status, economic status and pseudoscience supported propaganda that was used to perpetuate the Nazi ideology of the “Master Race.” Access Point SS.912.HE.1.AP.5 Recognize the Nazis utilized various forms of propaganda to indoctrinate the German population.
SS.912.HE.1.6	Examine how the Nazis used education and youth programs to indoctrinate young people into the Nazi ideology: • Students will explain the impact of the Hitler Youth Program and Band of German Maidens (German: Bund Deutscher Mädel). • Students will examine how the Nazis used the public education system to indoctrinate youth and children. • Students will explain how Nazi ideology supplanted prior beliefs. Access Point SS.912.HE.1.AP.6 Identify how the Nazis used education and youth programs to indoctrinate young people into the Nazi ideology.
SS.912.HE.1.7	Explain what is meant by “the Aryan Race” and why this terminology was used: • Students will compare the meaning of Aryan to the Nazi meaning of Aryan Race. • Students will explain how the Nazis used propaganda, pseudoscience and the law to transform Judaism from a religion to a race. • Students will examine the manipulation of the international community to obtain the votes to host the 1936 Olympics and how the Berlin Games were utilized as propaganda for Nazi ideology to bolster the “superiority” of the Aryan race. • Students will explain how eugenics, scientific racism and Social Darwinism provided a foundation for Nazi racial beliefs. Access Point SS.912.HE.1.AP.7a Define “the Aryan Race” and why this terminology was used.

	SS.912.HE.1.AP.7b Identify how the Nazis used propaganda, pseudoscience and the law to transform Judaism from a religion to a race. SS.912.HE.1.AP.7c Explain how eugenics, scientific racism and Social Darwinism provided a foundation for Nazi racial beliefs.
<i>SS.912.HE.2 Explain the significant events, public policies and experiences of the Holocaust.</i>	
SS.912.HE.2.1	Describe how the life of Jews deteriorated under the Third Reich and the Nuremberg Laws in Germany and its annexed territories (e.g., the Rhineland, Sudetenland, Austria) from 1933 to 1938. • Students will analyze the Nuremberg Laws and describe their effects. • Students will explain how the Nazis used birth records, religious symbols and practices to identify and target Jews. Access Point SS.912.HE.2.AP.1 Describe how the life of Jews deteriorated under the Third Reich and the Nuremberg Laws in Germany and its annexed territories (e.g., the Rhineland, Sudetenland, Austria) from 1933 to 1938.
SS.912.HE.2.2	Analyze the causes and effects of Kristallnacht and how it became a watershed event in the transition from targeted persecution and anti-Jewish policy to open, public violence against Jews in Nazi-controlled Europe. • Students will understand the reasons for Herschel Grynszpan's actions at the German embassy in Paris and how the assassination of Ernst vom Rath was a pretext used by the Nazis for Kristallnacht. • Students will describe the different types of persecution that were utilized during Kristallnacht, both inside and outside Germany. • Students will analyze the effects of Kristallnacht on European and world Jewry using primary sources (e.g., newspapers, images, video, survivor testimony). • Students will analyze the effects of Kristallnacht on the international community using primary sources (e.g., newspapers, images, video, survivor testimony). Access Point SS.912.HE.2.AP.2 Identify the causes and effects of Kristallnacht and how it became a watershed event in the transition from targeted persecution and anti-Jewish policy to open, public violence against Jews in Nazi-controlled Europe.

SS.912.HE.2.3	Analyze Hitler's motivations for the annexations of Austria and the Sudetenland, and the invasion of Poland. - Students will define the term lebensraum, or living space, as an essential piece of Nazi ideology and explain how it led to territorial expansion and invasion. - Students will analyze Hitler's use of the Munich Pact to expand German territory and the Molotov-Ribbentrop Pact to keep the Soviet Union out of the war. Access Point SS.912.HE.2.AP.3 Identify Hitler's motivations for the annexations of Austria and the Sudetenland, and the invasion of Poland.
SS.912.HE.2.4	Describe how Jewish immigration was perceived and restricted by various nations from 1933 to 1939. - Students will examine why immigration was difficult for Jewish people (e.g., MS St. Louis, the Evian Conference, immigration quota systems). - Students will explain how the Kindertransport saved the lives of Jewish children. Access Point SS.912.HE.2.AP.4 Describe why immigration was difficult for Jewish people (e.g., MS St. Louis, the Evian Conference, immigration quota systems) from 1933 to 1939.
SS.912.HE.2.5	Explain the effect Nazi policies had on other groups targeted by the government of Nazi Germany. Students will explain the effects of Nazi "racial hygiene" policies on various groups including, but not limited to, ethnic (e.g., Roma-Sinti, Slavs) and religious groups (e.g., Jehovah's Witnesses), political opposition, the physically and mentally disabled and homosexuals. Access Point SS.912.HE.2.AP.5 Identify the effect Nazi policies had on other groups targeted by the government of Nazi Germany including, but not limited to, ethnic and religious groups, the individuals with physical and intellectual disabilities and homosexuals.

SS.912.HE.2.6	Identify the various armed and unarmed resistance efforts in Europe from 1933 to 1945: • Students will recognize resistance efforts including, but not limited to, the White Rose, the Rosenstrasse Protest, Bishop Clemens von Galen, the Swing Movement, Reverend Niemöller, Dietrich Bonhoeffer, the Bielski Brothers and the Partisans in Eastern and Western Europe. • Students will discuss resistance and uprisings in the ghettos using primary sources (e.g., newspapers, images, video, survivor testimony). Access Point SS.912.HE.2.AP.6 Identify the various armed and unarmed resistance efforts in Europe from 1933 to 1945.
SS.912.HE.2.7	Examine the role that bystanders, collaborators and perpetrators played in the implementation of Nazi policies against Jewish people and other targeted groups, as well as the role of rescuers in opposing the Nazis and their policies. • Students will discuss the choices and actions of heroes and heroines in defying Nazi policy at great personal risk, to help rescue Jews (e.g., the Righteous Among the Nations designation). Access Point SS.912.HE.2.AP.7 Recognize the role that individuals played in the implementation of Nazi policies against Jewish people and other targeted groups, as well as the role of rescuers in opposing the Nazis and their policies.
SS.912.HE.2.8	Analyze how corporate complicity aided Nazi goals: • Students will analyze corporate complicity as including, but not limited to, supporting methods of identification and record keeping, continuing trade relationships, financial resources, the use of slave labor, production for the war effort and moral and ethical corporate decisions (1930–1945). Access Point SS.912.HE.2.AP.8 Describe corporate complicity as including, but not limited to, supporting methods of identification and record keeping, continuing trade relationships, financial resources, the use of slave labor, production for the war effort and moral and ethical corporate decisions (1930–1945).

SS.912.HE.2.9	Explain how killing squads, including the Einsatzgruppen, conducted mass shooting operations in Eastern Europe with the assistance of the Schutzstaffel (SS), police units, the army and local collaborators. • Students will discuss major events of the killing squads to include, but not be limited to, Babi Yar, Vilnius, Rumbula, Kovno, Ponar and the Palmiry Forest. • Students will describe the psychological and physical impact on the Einsatzgruppen and how it led to the implementation of the Final Solution. • Students will explain the purpose of the Wannsee Conference and how it impacted the Final Solution. Access Point SS.912.HE.2.AP.9 Identify how killing squads, including the Einsatzgruppen, conducted mass shooting operations in Eastern Europe with the assistance of the Schutzstaffel (SS), police units, the army and local collaborators.
SS.912.HE.2.10	Explain the origins and purpose of ghettos in Europe. • Students will trace the use of ghettos in Europe prior to World War II. • Students will explain the methods used for the identification, displacement and deportation of Jews to ghettos. • Students will explain what ghettos were in context of World War II and Nazi ideology. Access Point SS.912.HE.2.AP.10 Recognize the origins and purpose of ghettos in Europe.

SS.912.HE.2.11	Discuss life in the various ghettos: • Students will explain the origins and purpose of the Judenrat. • Students will explain the effects of the Judenrat on daily life in ghettos, specifically students should recognize Adam Czerniakow (Warsaw) and Mordechai Chaim Rumkowski (Lodz) and how these men differed in their approach to leading the Judenrat in their respective ghettos. • Students will discuss the difference between open ghettos and closed ghettos and how that impacted life within those ghettos. • Students will describe various attempts at escape and forms of armed and unarmed resistance (before liquidation and liberation) including, but not limited to, the Warsaw Ghetto Uprising. • Students will explain how and why the Nazis liquidated the ghettos, including the forced decisions of the Judenrat to select individuals for deportation transports to the camps. Access Point SS.912.HE.2.AP.11 Describe life in the various ghettos.
SS.912.HE.2.12	Define “partisan” and explain the role partisans played in World War II. • Students will identify countries that had partisan groups who fought the Nazis. • Students will explain the warfare tactics utilized by the resistance movements against the Nazis. • Students will recognize that not all resistance movements accepted Jews. Access Point SS.912.HE.2.AP.12 Define “partisan” and explain the role partisans played in World War II.
SS.912.HE.2.13	Examine the origins, purpose and conditions associated with various types of camps: • Students will explain the differences between forced labor camps, concentration camps, transit camps and death camps, including the geographic location, physical structure, camp commandants and SS leadership and mechanics of murder. • Students will describe the daily routines within the camps to include food intake, showers, bathrooms, sleeping arrangements, roll call, work details, illness,

	environmental conditions, clothing, selection process, torture, medical experiments, public executions, suicides and other aspects of daily life. • Students will describe various attempts at escape and forms of resistance within the camps. • Students will discuss how the use of existing transportation infrastructure facilitated the deportation of Jewish people to the camps, including the non-Aryan management of the transportation system that collaborated with the Nazis. • Students will describe life in Terezin, including its function as a transit camp, its unique culture that generated art, music, literature, poetry, opera (notably Brundibar) and the production of Vedem Magazine as a form of resistance; its use by the Nazis as propaganda to fool the International Red Cross; and the creation of the film “Terezin: A Documentary Film of Jewish Resettlement.” • Students will identify and examine the 6 death camps (e.g., Auschwitz-Birkenau, Belzec, Chelmno, Majdanek, Sobibor, Treblinka) and their locations. • Students will explain why the 6 death camps were only in Nazi-occupied Poland. • Students will describe the significance of Auschwitz-Birkenau as the most prolific site of mass murder in the history of mankind. Access Point SS.912.HE.2.AP.13 Describe the origins, purpose and conditions associated with various types of camps.
SS.912.HE.2.14	Explain the purpose of the death marches. • Students will recognize death marches as the forcible movement of prisoners by Nazis with the dual purpose of removing evidence and murdering as many people as possible (toward the end of World War II and the Holocaust) from Eastern Europe to Germany proper. Access Point SS.912.HE.2.AP.14 Recognize death marches as the forcible movement of prisoners by Nazis with the dual purpose of removing evidence and murdering as many people as possible (toward the end of World War II and the Holocaust) from Eastern Europe to Germany proper.

SS.912.HE.2.15	Describe the experience of Holocaust survivors following World War II. • Students will explain how Allied Forces liberated camps, including the relocation and treatment of the survivors. • Students will discuss the experiences of survivors after liberation (e.g., repatriations, displaced persons camps, pogroms, relocation). • Students will explain the various ways that Holocaust survivors lived through the state-sponsored persecution and murder of European Jews by Nazi Germany and its collaborators (e.g., became partisans, escaped from Nazi controlled territory, went into hiding). • Students will describe the psychological and physical struggles of Holocaust survivors. • Students will examine the settlement patterns of Holocaust survivors after World War II, including immigration to the United States and other countries, and the establishment of the modern state of Israel. Access Point SS.912.HE.2.AP.15 Explain the experience of Holocaust survivors following World War II.
<i>SS.912.HE.3 Discuss the impact and aftermath of the Holocaust.</i>	
SS.912.HE.3.1	Analyze the international community's efforts to hold perpetrators responsible for their involvement in the Holocaust. • Students will discuss the purpose and outcomes of the Nuremberg Trials and other subsequent trials related to the Holocaust. • Students will compare arguments by the prosecution and recognize the falsehoods offered by the defense during the Nuremberg Trials (e.g., Justice Robert Jackson's opening statement, Prosecutor Ben Ferencz's opening statement, ex post facto laws, non-existent terminology, crimes against humanity, genocide, statute of limitations, jurisdictional issues). • Students will discuss how members of the international community were complicit in assisting perpetrators' escape from both Germany and justice following World War II. Access Point SS.912.HE.3.AP.1 Describe the international community's efforts to hold perpetrators responsible for their involvement in the Holocaust.

SS.912.HE.3.2	Explain the impact of the Eichmann Trial on policy concerning crimes against humanity, capital punishment, accountability, the testimony of survivors and acknowledgment of the international community. Students will recognize the Eichmann Trial as the first time that Israel held a Nazi war criminal accountable. Access Point SS.912.HE.3.AP.2 Identify the impact of the Eichmann Trial on policy concerning crimes against humanity, capital punishment, accountability, the testimony of survivors and acknowledgment of the international community.
SS.912.HE.3.3	Explain the effects of Holocaust denial on contemporary society. Students will explain how Holocaust denial has helped contribute to the creation of contemporary propaganda and the facile denial of political and social realities. Access Point SS.912.HE.3.AP.3 Identify the effects of Holocaust denial on contemporary society.
SS.912.HE.3.4	Explain why it is important for current and future generations to learn from the Holocaust. - Students will explain the significance of learning from Holocaust era primary sources created by Jews who perished and those who survived. - Students will explain the significance of listening to the testimony of Holocaust survivors (e.g., live and through organizations that offer pre-recorded digital testimony). - Students will describe the contributions of the Jews (e.g., arts, culture, medicine, sciences) to the United States and the world. - Students will explain the significance of “Never Again.” Access Point SS.912.HE.3.AP.4 Explain why it is important for current and future generations to learn from the Holocaust.
SS.912.HE.3.5	Recognize that antisemitism includes a certain perception of the Jewish people, which may be expressed as hatred toward Jewish people, rhetorical and physical manifestations of antisemitism directed toward a person or his or her property or toward Jewish community institutions or religious facilities. Students will analyze examples of antisemitism (e.g., calling for, aiding, or justifying the killing or harming of Jews, often in the name of a radical ideology or an extremist view of religion; making mendacious, dehumanizing, demonizing or stereotypical allegations

	about Jews as such or the power of Jews as a collective; especially, but not exclusively, the myth about a world Jewish conspiracy or of Jews controlling the media; economy, government or other societal institutions; accusing Jews as a people of being responsible for real or imagined wrongdoing committed by a single Jewish person or group, the State of Israel, or even for acts committed by non-Jews; accusing Jews as a people or the State of Israel of inventing or exaggerating the Holocaust; accusing Jewish citizens of being more loyal to Israel, or the alleged priorities of Jews worldwide, than to the interest of their own nations): • Students will analyze examples of antisemitism related to Israel (e.g., demonizing Israel by using the symbols and images associated with classic antisemitism to characterize Israel or Israelis, drawing comparisons of contemporary Israeli policy to that of the Nazis, or blaming Israel for all inter-religious or political tensions; applying a double standard to Israel by requiring behavior of Israel that is not expected or demanded of any other democratic nation or focusing peace or human rights investigations only on Israel; delegitimizing Israel by denying the Jewish people their right to self-determination and denying Israel the right to exist). Access Point SS.912.HE.3.AP.5 Recognize that antisemitism includes a certain perception of the Jewish people, which may be expressed as hatred toward Jewish people, rhetorical and physical manifestations of antisemitism directed toward a person or his or her property or toward Jewish community institutions or religious facilities.
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