Social Studies

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

Kindergarten - 12

2025

Access Points to Florida's State

Academic Standards for Social Studies –

2023

Kindergarten Social Studies AP-AAAS

American instory		
SS.K.A.1 Historical Inquiry and Analysis		
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.	
SS.K.A.2 Historica		
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.	
SS.K.A.3 Chronolo		
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.	
	55.12.1.5.1 ii .2 recognize a carendar.	

Geography		
SS.K.G.1 The World in Spatial Terms		
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.		
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.		
Identify cardinal directions (north, south, east, west).		
Access Point		
SS.K.G.1.AP.3 Track movement in different directions on a map.		
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.		
Regions		
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.		
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.		
estem		
Identify basic landforms.		
Access Point		
SS.K.G.3.AP.1 Recognize basic landforms.		
Identify basic bodies of water.		
Access Point		
SS.K.G.3.AP.2 Recognize basic bodies of water.		
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.		

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.
	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	
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.	
	• 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.	
	SS.K.CG.2 Civic and Political Participation	
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.	

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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

SS. 1. A. 1 Histori	SS.1.A.1 Historical Inquiry and Analysis	
SS.1.A.1.1	Develop an understanding of a primary source.	
55.1.71.1.1	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	
22.1.1.1.2	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.	
SS.1.A.2 Histori		
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.	
	ological Thinking	
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
SS.1.G.1 The World	in Spatial Terms
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.

SS.1.E.1 Beginning Economics	
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	
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.
	Students will explain the role that rules and laws play in their daily life. Students will explain the difference between rules and laws.
	• 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.
SS.1.CG.2 Civic and	Political Participation
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 (Pascua 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.
SS.1.CG.3 Structure	and Functions of Government
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

CC 2 A 1 Histori	cal Inquiry and Analysis
SS.2.A.1 HISTORY SS.2.A.1.1	
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
GG 2 A 1 2	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.
SS.2.A.2 Histori	<u> </u>
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.
SS.2.A.3 Chronolog	gical Thinking
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
d in Spatial Terms
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.
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.
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.
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.

SS.2.E.1 Beginning Economics	
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.

SS.2.CG.1 Foundat	SS.2.CG.1 Foundations of Government, Law and the American Political System	
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.	
SS.2.CG.2 Civic and	d Political Participation	
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.
99.2.66.2.5	Access Point SS.2.CG.2.AP.5 Identify symbols and individuals that represent Florida. 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

SS.3.A.1 Historical Inquiry and Analysis	
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
SS.3.G.1 The Wo	rld in Spatial Terms
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.
CC 2 C 2 Dlagge	
SS.3.G.2 Places SS.3.G.2.1	
55.3.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
99.2.9.2	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
GG 2 G 2 2	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
002024	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
CC 2 C 2 5	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
55.5.U.2.0	
	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 Physica	
SS.3.G.3.1	Describe the climate and vegetation in the United States, Canada,
33.3.0.3.1	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,
33.3.U.3.2	Mexico, and the Caribbean.
	Access Point
	SS.3.G.3.AP.2 Recognize major natural resources in the United
	States, Canada, and Mexico.
CC 3 C 1 Human	
SS.3.G.4 Human	a 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.

Economics

	Economics	
SS.3.E.1 Beginning Economics		
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 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. • 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	community.
55.5.00.1.2	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.
SS.3.CG.2 Civic and	Political Participation
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.
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.
	 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 mistory
SS.4.A.1 Historic	cal Inquiry and Analysis
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.
SS.4.A.2 Pre-Co.	
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.
SS.4.A.3 Explore	ation and Settlement of Florida
SS.4.A.3.1	Identify explorers who came to Florida and the motivations for their
2211111011	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
55.1.11.5.7	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
55.4.71.5.0	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-Onis Treaty) became a U.S. territory.
55.111.5.5	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.
SS.4.A.4 Growth	
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.
SS.4.A.5 Crisis of	f 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.
	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.
	ialization and Emergence of Modern Florida
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.
SS.4.A.7 Roarin	g 20's, the Great Depression, and WWII in Florida
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
55.1.7.2	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.
33.4.A./.3	Access Point
	SS.4.A.7.AP.3 Recognize that Florida played a role in World War
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	nporary Florida into the 21st Century
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.
SS.4.A.9 Chrono	ological Thinking
SS.4.A.9.1	Utilize timelines to sequence key events in Florida history.
, , <u>, , -</u>	Access Point
	SS.4.A.9.AP.1 Complete a timeline to sequence major events in
	Florida history.
	I Tollies Misself.

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

	2001011105
SS.4.E.1 Beginning Economics	
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.

SS.4.CG.1 Foundate	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.	
	• 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.	
SS.4.CG.2 Civic an	d Political Participation	

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. 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. 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.
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Access Point SS.4.CG.2.AP.3 Recognize that Florida has a representative government. SS.4.CG.3 Structure and Functions of Government
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00.4.00.2.1
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

SS.4.FL.1 Earning Income		
SS.4.FL.1 Eurnin		
33.4.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		
55.4.FL.1.5	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.
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.
	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
55.4.1 L.2.4	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
33.4.FL.2.3	
	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
CC 4 FL 2 C	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.

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	Access Point
	SS.4.FL.2.AP.6 Identify ways people's spending choices are
~~ 4 = 7	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
55.111 2.5.1	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
55.4.1 2.5.5	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	
SS.4.FL.4.1	Discuss that interest is the price the borrower pays for using
55.T.I [*] L.T.1	someone else's money.
	Access Point
	SS.4.FL.4.AP.1 Recognize that interest is added when you borrow
SS.4.FL.4.2	Identify instances when people use gradit, that they receive
33.4.FL.4.Z	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
00 / 51 # 51	SS.4.FL.4.AP.2 Identify an instance when people use a loan.
SS.4.FL.5 Finan	cial 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.
SS.4.FL.6 Protecting	ng and Insuring
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

CC 5 A 1 Historical	Inquiry and Analysis
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.
SS.5.A.2 Pre-Colum	nbian North America
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.
SS.5.A.3 Exploration	on and Settlement of North America
SS.5.A.3.1	Describe technological developments that shaped European
55.5.71.5.1	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
55.J.A.J.2	routes of travel, accomplishments) the European explorers.
	Access Point
	SS.5.A.3.AP.2 Identify a European explorer with their sponsoring
SS 5 A 2 2	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.
SS.5.A.4 Coloni	zation of North America
SS.5.A.4.1	Identify the economic, political and socio-cultural motivation for
55.5.71. 1.1	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
55.5.71.1.2	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
55.5.A. 4 .5	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
55.J.A.T.T	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
33.3.A.4.3	West Indies, the British Colonies, and Europe.
	Access Point
SS.5.A.4.6	SS.5.A.4.AP.5 Identify the Triangular Trade with slavery. Describe the introduction, impact, and role of slavery in the
33.3.A.4.0	colonies.
	Access Point
	SS.5.A.4.AP.6 Recognize that Southern Colonies had large farms
	with slaves.
CC 5 A 5 Amari	
SS.5.A.5.1	can Revolution & Birth of a New Nation
\$5.3.A.3.1	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	
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
QQ 5 A 5 2	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.

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	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
55.5.11.5.7	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
33.J.A.J.0	American Revolution.
	Access Point
	SS.5.A.5.AP.8 Recognize that the colonists needed more money
CC 5 A 5 O	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.
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	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		
SS.5.G.1 The World	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.	
	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.	

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	Access Point
	SS.5.G.1.AP.3 Recognize major physical features on a map of the
CC 5 C 1 4	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
SS.5.G.1.5	geographic information.
55.3.G.1.3	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
SS.5.G.1.6	States. Leasts and identify states, comitals, and United States Tomitonics on
55.3.G.1.0	Locate and identify states, capitals, and United States Territories on
	a map. Access Point
CC 5 C 2 Diagram a	SS.5.G.1.AP.6 Identify selected states and their capitals on a map.
SS.5.G.2 Places a SS.5.G.2.1	
55.3.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.
SS.5.G.3 Environ	
SS.5.G.3.1	Describe the impact that past natural events have had on human and
33.3.U.3.1	± ±
	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.
SS.5.G.4 Uses of	
SS.5.G.4.1	Use geographic knowledge and skills when discussing current
55.J.G. T .1	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,
55.5.3.1.2	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.

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.

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

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.
	 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.
	Political Participation
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 identify duties (a.g. chaying the law paying)
	 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.

00.5.00.2.6	
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.
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.
	 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 a more departs to the U.S. Constitution.
	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 Eduction

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.
	 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.

Grade 6 Social Studies AP-AAAS

Geography

CC 6 C 1 Undan	CC 6 C 1 Understand how to use mans and other geographic representations, tools and	
	SS.6.G.1 Understand how to use maps and other geographic representations, tools and technology to report information.	
SS.6.G.1.1	Use latitude and longitude coordinates to understand the relationship	
33.0.U.1.1		
	between people and places on the Earth. Access Point	
	SS.6.G.1.AP.1 Select the correct latitude and longitude coordinates	
99 6 9 1 2	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	
55.0.0.1./	civilizations that have shaped the world today.	
	Access Point	
	SS.6.G.1.AP.7 Use maps to identify landforms and boundaries of	
CC (C) II J	ancient civilizations that still shape the world today.	
SS.0.G.2 Unders	stand 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.
	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.
SS.6.G.3 Understa	and the relationships between the Earth's ecosystems and the
populations that d	
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
99 (0 2 2	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.
	stand the characteristics, distribution, and migration of human
populations.	
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
22 (2 4 2	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.
SS.6.G.5 Under	stand 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.
	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.
SS.6.G.6 Understar	nd 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.
	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.

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 (new resources, increased productivity,
221012111	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.
	nd the fundamental concepts relevant to the institutions, structure,
and functions of a	
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.

SS.6.E.3 Understa	and the fundamental concepts and interrelationships of the United
States economoy 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.
	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

	SS.6.CG.1 Demonstrate an understanding of the origins and purposes of government,	
law and the Americ	ean 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.	
	• 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

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.
	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
55.0. W.1.0	models of human character.
	Access Point
	SS.6.W.1.AP.6 Identify how history transmits culture and heritage.
CC (W 2 Degarib	
	e the emergence of early civilizations (Nile, Tigris-Euphrates, Indus, S, Meso and South American).
SS.6.W.2.1	Compare the lifestyles of hunter-gatherers with those of settlers of
22.02.1	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
55.0. ** .2.2	to settlement, population growth, and the emergence of civilization.
	Access Point
	SS.6.W.2.AP.2 Identify ways that agriculture and metallurgy
CC (W 2 2	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
	55.0. w.2.Ai .o identity 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.
SS.6.W.3 Recogn	nize significant events, figures, and contributions of classical
_	oenicia, 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).
	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
00 (111 2 7	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
00 (W 2 (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
22.0. ***.2.10	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
55.0. 11.5.11	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
55.0. 77.5.12	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
33.0. W.3.13	how these beliefs impacted the Roman Empire.
	Access Point
	SS.6.W.3.AP.13 Identify key figures and the basic beliefs of early
CC 6 W 2 14	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
22.22	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.
SS.6.W.4 Recogniz	e significant events, figures, and contributions of classical Asian
civilizations (China	
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
55.0. 11. 1.5	Indian civilization.
	Access Point
	Access I vilit

	SS 6 W 1 AD 5 Identify the important achievements and
	SS.6.W.4.AP.5 Identify the important achievements and
	contributions of ancient Indian civilization, in written language,
CCCWAC	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.
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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

	Geography
	nd how to use maps and other geographic representations, tools, and
technology to repor	
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.CG.4.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.CG.4.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.CG.4.AP.3 Identify the divisions and boundaries of places in
	North America, including the United States, Canada, Mexico and
	Central America.
	nd physical and cultural characteristics of places.
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.
	nd the relationships between the Earth's ecosystems and the
populations that dv	vell within them.

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.
SS.7.G.4 Unders	stand 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.
	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.
SS.7.G.5 Unders	stand 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.
	Access Point
	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 Unders	stand 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.
	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

SS.7.E.1 Understand economy.	nd the fundamental concepts relevant to the development of a market
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,
SS.7.E.1.4	scarcity, and opportunity cost. 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
SS.7.E.2 Understa	budget process to the personal budget process. nd the fundamental concepts relevant to the institutions, structure,
and functions of a	•
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.

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.
	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

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.
	• 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.
CC 7 CC 2 Evaluat	o the roles rights and responsibilities of U.S. citizens, and determine

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.

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 14 th 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 14 th 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.

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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., 13 th , 14 th , 15 th , 19 th , 24 th , 26 th) 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.

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.

- Students will apply their understanding of various forms of government (e.g., republic, democracy, monarchy, oligarchy, theocracy, autocracy).
- 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 10 th 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 10 th 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 13 th , 14 th , 15 th , 19 th , 24 th and 26 th 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 13 th , 14 th , 15 th , 19 th , 24 th and 26 th 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.	
SS.7.CG.4 Demonstrate an understanding of contemporary issues in world affairs, and evaluate the role and impact of U.S. foreign policy.		
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.

Holocaust Education

SS.68.HE.1 Foundations of Holocaust Education

SS.68.HE.1.1

Examine the Holocaust as the planned and systematic statesponsored 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

	American History
	arch and inquiry skills to analyze American History using primary
and secondary so	
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,
55.0.11.1.5	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.
SS.8.A.2 Examina	e the causes, course, and consequences of British settlement in the
American colonie	
SS.8.A.2.1	Compare the relationships among the British, French, Spanish, and
	Dutch in their struggle for colonization of North America.
	Button in their struggie for colonization of rectal randition.

	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
55.6.A.2.2	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
33.6.A.2.3	i e e e e e e e e e e e e e e e e e e e
	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,
00.0.4.0.4	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.
SS.8.A.3 Demonstr	ate an understanding of the causes, course, and consequences of the
American Revoluti	on and the founding principle of our nation.
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,
55.0.74.5.5	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
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SS.8.A.3.4	during American Revolutionary efforts.
55.8.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,
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	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,
55.0.11.5.15	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,
33.0.A.3.14	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
33.0.A.3.13	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	
55.8.A.3.10	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.
	rate an understanding of the domestic and international causes,
	quences of westward expansion.
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-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).
	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
55.0.A.T.5	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 19 th 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
	19 th 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,
33.6.A.4./	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
GG 0 4 4 0	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
22.01.1.1.1	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
55.0.71.7.15	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.
55.0.A.T.10	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.
SS.8.A.5 Examin	ne 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
	(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.
55.0.11.5.5	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
33.6.A.J.0	
	civilian populations. Access Point
	SS.8.A.5.AP.6 Identify significant Civil War battles and events and
GG 0 A 5 7	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 13 th , 14 th , and 15 th 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

SS.8.G.1 Unders	tand 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.	
	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.	
SS.8.G.2 Unders	tand 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.	
	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.	

	stand the relationships between the Earth's ecosystems and the t dwell within them.
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.
SS.8.G.4 Under	stand the characteristics, distribution, and migration of human
populations.	and the contraction of manual manual of manual
SS.8.G.4.1	Interpret population growth and other demographic data for any
35.0.G. 4 .1	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
33.6.U.4.2	
	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
00.0.0.4.2	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.
CC 0 C 5 Un dow	stand how human actions can impact the environment.
SS.8.G.5.1	
55.8.G.3.1	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.
SS.8.G.6 Unders	stand 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.
	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**

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.  Access Point
	SS.8.E.1.AP.1 Identify factors that influenced the development of the United States economy over time.
	rstand the fundamental concepts relevant to the institutions, structure, 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.		
	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.		
SS.8.E.3 Understan	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.		
	Access Point		
	SS.8.E.3.AP.1 Identify examples of domestic and international		
	interdependence, such as regional exchange of resources.		

# **Civics and Government**

SS.8.CG.1 Demons	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	Compare the views of Patriots, Loyalists and other colonists on limits of government authority, inalienable rights and resistance to tyranny.	
	<ul> <li>Students will describe colonial forms of government prior to the American Revolution.</li> </ul>	
	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.
	<ul> <li>Students will identify how the rule of law protects citizens from arbitrary and abusive government.</li> <li>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).</li> </ul>
	Access Point SS.8.CG.1.AP.3 Identify the importance of the rule of law in the United States' constitutional republic.
	e the roles, rights and responsibilities of U.S. citizens, and determine
	articipation in society, government ant he political system.
SS.8.CG.2.1	<ul> <li>Identify the constitutional provisions for establishing citizenship.</li> <li>Students will explain how the 14th Amendment establishes citizenship.</li> </ul>
	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 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.

	<u>,                                      </u>
	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.
	<ul> <li>Students will explain the meaning and purpose of each amendment in the Bill of Rights.</li> <li>Students will describe how the Bill of Rights affects citizens and government.</li> </ul>
	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.
	<ul> <li>Students will identify constitutional amendments that address voting rights.</li> <li>Students will describe how specific constitutional amendments expanded access to the political process for</li> </ul>
	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.
SS.8.G.3 Demonstr of government.	rate an understanding of the principles, functions and organization
SS.8.CG.3.1	<ul> <li>Trace the foundational ideals and principles related to the U.S. government expressed in primary sources from the colonial period to Reconstruction.</li> <li>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)).</li> </ul>
	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.

SS.8.FL.1 Earnin	g 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.
	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
55.6.1 L.1.2	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
	1
SS.8.FL.1.3	opportunities are affected by education, in a career or profession.
55.6.FL.1.5	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
GG 0 FL 1 4	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
GG 0 FY 1 #	of experience.
SS.8.FL1.5	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.
SS.8.FL.2 Buying	
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.
CC 0 FL 2 Carrie	SS.8FL.2.AP.5b Identify ways a family budget can be impacted by unplanned expenses.
SS.8.FL.3 Saving	Explain that hanks and other financial institutions 1 C 1-
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.

	A D ' /
	Access Point
	SS.8.FL.3.AP.1 Identify how financial institutions use deposited
CC O FL 2.2	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
2.5.0.1	failures, federal agencies guarantee depositors' savings in most
	commercial banks, savings banks, and savings associations up to a
	set limit.
L	

	Access Point
	SS.8.FL.3.AP.8 Identify how the FDIC and NCUA protect your
	investments and savings in financial institutions.
SS.8.FL.4 Using (	
SS.8.FL.4.1	Explain that people who apply for loans are told what the interest
55.0.1 L.4.1	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
33.6.FL.4.2	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
33.0.FL.4.3	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
55.6.1 L.T.T	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.
SS.8.FL.5 Finance	
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.
	1

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.
SS.8.FL.6 Protection	ng and Insuring
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.
[	pay a ree now to transfer the costs of a potential loss to a till 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**

SS.68.HE.1 Found	ations 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.
	<ul> <li>Students will analyze how antisemitism led to and contributed to the Holocaust.</li> <li>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).</li> </ul>

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

	earch and inquiry skills to analyze American history using primary
and secondary sour	
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.
55.712.11.1.5	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,
33.712.A.1. <del>T</del>	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
SS.912.A.1.5	information about a time period and events from the past.
55.912.A.1.3	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
00.010 + 1.6	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.
SS.912.A.2 Underst	tand the causes, course, and consequences of the Civil War and
	tits effects on the American people.

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
22 242 4 2 C	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
SS.912.A.2.7	system that was practiced in the United States.
SS.912.A.2./	Review the Native American experience.  Access Point
	SS.912.A.2.AP.7 Identify one of the Native American
CC 012 A 3 Analyza the	experiences during the westward expansion.  extransformation of the American economy and the changing
	e transformation of the American economy and the changing additions in response to the Industrial Revolution.
SS.912.A.3.1	Analyze the economic challenges to American farmers and
00.712.11.3.1	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.
	14004 by farmers in the find to late 10005.

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
55.712.A.3.3	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
GC 012 A 2 0	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
GG 012 A 2 0	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.
55.712.11.5.110	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
55.712.71.5.11	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
55.712.71.5.12	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
55.712.A.5.15	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.
SS 012 A A Domonstra	ate an understanding of the changing role of the United States in
	the end of World War I.
SS.912.A.4.1	Analyze the major factors that drove United States imperialism.
55.712.71.1.1	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
55.912.11.1.2	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
55.712.71.4.5	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
55.712.A.T.T	United States to complete the Panama Canal as well as major
	obstacles involved in its construction.
	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
55.712.71.111	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.
SS 912 A 5 Analyze	the effects of the changing social, political, and economic
_	oaring Twenties and the Great Depression.
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
~~ 0.1.2	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
33.912.A.3.9	
	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
55.512.11.5.12	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.
CC 012 A 6 Undaystand	
	the causes and course of World War II, the character of the war
SS.912.A.6.1	d its reshaping of the United States role in the post-war world.
55.912.A.0.1	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
55.712.A.0.5	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
33.912.A.0.0	policy.
	<del>1                                    </del>
	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).
SC 012 A 6 11	
SS.912.A.6.11	Examine the controversy surrounding the proliferation of
	nuclear technology in the United States and the world.

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	Access Point
	SS.912.A.6.AP.11 Identify the various viewpoints about the
GG 012 A C 12	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.
22.712.110.11	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
55.712.71.0.15	to United States history.
	Access Point
	SS.912.A.6.AP.15 Identify a key event or person in Florida
	55.912.A.U.Ar.13 Identity a key event of person in Florida
	· · · · · · · · · · · · · · · · · · ·
CC 012 A 7 Undayed	history related to United States history.
	history related to United States history.  fand the rise and continuing international influence of the United
States as a world led	history related to United States history.
States as a world led on American life.	history related to United States history.  and the rise and continuing international influence of the United ader and the impact of contemporary social and political movements
States as a world led on American life.	history related to United States history.  and the rise and continuing international influence of the United ader and the impact of contemporary social and political movements  Identify causes for Post-World War II prosperity and its effects
States as a world led on American life.	history related to United States history.  and the rise and continuing international influence of the United ader and the impact of contemporary social and political movements  Identify causes for Post-World War II prosperity and its effects on American society.
States as a world led on American life.	history related to United States history.  and the rise and continuing international influence of the United ader and the impact of contemporary social and political movements  Identify causes for Post-World War II prosperity and its effects on American society.  Access Point
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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.
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# Geography

SS.912.G.1 Understand how to use maps and other geographic representations, tools,		
and technology to 1	and technology to report information.	
SS.912.G.1.4	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
55.712.0.1.5	simple locational problems using maps and globes.
	Access Point
	SS.912.G.1.AP.3 Utilize units of measurement and scale to
~~ 0.1.0 ~ 1.1	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.
SS.912.G.2 Understan	nd physical and cultural characteristics of places.
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
55.712.5.2.2	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
33.912.0.2.3	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
SS.912.G.2.4	Use geographic terms and tools to analyze case studies of how selected regions change over time.
SS.912.G.2.4	Use geographic terms and tools to analyze case studies of how
SS.912.G.2.4	Use geographic terms and tools to analyze case studies of how selected regions change over time.

SS.912.G.3.5  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.  SS.912.G.3 Understand the relationships between the Earth's ecosystems and the populations that dwell within them.  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.  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.  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.  Use geographic terms and tools to explain how the Earth's internal changes and external changes such as volcanoes and earthquakes and external 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.  SS.912.G.4. Understand the characteristics, distribution, and migration of human populations.		
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.    SS.912.G.3 Understand the relationships between the Earth's ecosystems and the populations that dwell within them.    SS.912.G.3.1	SS.912.G.2.5	
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	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
55.712.U.4.2	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
33.912.0.4.3	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
22.912.0	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,
GG 012 G 4 0	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.
SS.912.G.5 Unders	tand how human actions can impact the environment.
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
55.712.3.5.2	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	
55.912.U.J.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
SS.912.G.5.4	the environment of places in case studies.
SS.912.U.J.4	Analyze case studies of how humans impact the diversity and
	productivity of ecosystems.
	Access Point SS 012 C 5 AP 4 Identify heavy hymnone immed the diversity and
	SS.912.G.5.AP.4 Identify how humans impact the diversity and
NO 012 C 5 5	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.

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**

SS.912.E.1 Underst	tand the fundamental concepts relevant to the development of the
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?

	A agong Doint
	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.
33.912.E.1.3	Access Point
CC 012 F 1 (	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
SS.912.E.1.10	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
55.91 <b>2</b> .E.1111	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
GG 012 F 1 12	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	
33.912.E.1.13	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.
SS.912.E.2 Understand	the fundamental concepts relevant to the institutions, structure,
and functions of a natio	
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.
	die 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
GG 012 F 2 2	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
55.712.L.2.3	economic growth.
	Access Point
	SS.912.E.2.AP.5 Identify how capital investments may impact
CC 012 F 2 (	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
55.712.2.7	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	
33.912.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.
SS.912.E.3 Understan	nd the fundamental concepts and interrelationships of the United
	international marketplace.
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.
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## **Civics and Government**

SS.912.CG.1 Demonstr	ate 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.  • 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.
	<ul> <li>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.</li> <li>Students will recognize that national sovereignty, due</li> </ul>
	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.

	<ul> <li>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.</li> <li>Students will analyze Federalist and Anti-Federalist arguments concerning ratification of the U.S. Constitution and inclusion of a bill of rights.</li> </ul>
	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.
	<ul> <li>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.</li> <li>Students will identify key individuals who contributed to the founding documents (e.g., Thomas Jefferson, Alexander Hamilton, John Jay, James Madison, George Mason).</li> </ul>
	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.
	<ul> <li>Students will differentiate between republicanism and democracy, and discuss how the United States reflects both.</li> </ul>
	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.  The the roles, rights and responsibilities of U.S. citizens and determine ticipation in society, government and the political system.
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).
	<ul> <li>Students will compare birthright citizenship, permanent residency and naturalization in the United States.</li> <li>Students will differentiate the rights held by native-born citizens, permanent residents and naturalized citizens (e.g., running for public office).</li> </ul>
	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.
	<ul> <li>Students will identify historical examples of political and civic participation (e.g., Civil Rights Movement, Women's Suffrage Movement).</li> <li>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).</li> </ul>
	Access Point SS.912.CG.2.AP.2 Recognize the importance of political and civic participation to the success of the United States' constitutional
SS.912.CG.2.3	republic.  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).
	<ul> <li>Students will discuss appropriate methods of communication with public officials (e.g., corresponding, attending public meetings, requesting a meeting and providing information).</li> <li>Students will participate in classroom activities that simulate exercising the responsibilities of citizenship.</li> </ul> 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).
	<ul> <li>Students will analyze how environmental and financial policies place limitations on citizens and private industry for the public good.</li> <li>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).</li> </ul>
	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.
	<ul> <li>Students will identify historical examples of government-imposed restrictions on rights (e.g., suspension of habeas corpus, rationing during wartime and limitations on speech).</li> <li>Students will examine the rationale for government-imposed restrictions on rights (e.g., inciting a crime, campaign contributions, defamation, military secrets).</li> </ul>

	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.
	<ul> <li>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).</li> <li>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.</li> <li>Access Point</li> <li>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.</li> </ul>
SS.912.CG.2.7	Analyze the impact of civic engagement as a means of preserving or reforming institutions.
	<ul> <li>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).</li> <li>Students will identify historical examples of citizens achieving or preventing political and social change through civic engagement (e.g., the Abolitionist Movement).</li> </ul>
	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.
	<ul> <li>Students will explain the origins of the Republican and Democratic political parties and evaluate their roles in shaping public policy.</li> </ul>
	<ul> <li>Students will identify historical examples of interest groups, media and individuals influencing public policy.</li> <li>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).</li> </ul>

	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.
	<ul> <li>Students will identify the different primary formats and how political parties nominate candidates using primaries.</li> </ul>
	<ul> <li>Students will compare and contrast the different ways in which elections are decided (e.g., Electoral College, proportional representation, popular vote, winner-take- all).</li> </ul>
	<ul> <li>Students will explain the process by which candidates register to be part of state and national elections.</li> </ul>
	<ul> <li>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).</li> <li>Students will evaluate the role of debates in elections.</li> </ul>
	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.
	<ul> <li>Students will explain trends in voter turnout.</li> </ul>
	<ul> <li>Students will discuss attempts to increase voter turnout (e.g., get out the vote campaigns, social movements).</li> <li>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).</li> </ul>
	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.
	<ul> <li>Students will identify various forms of propaganda (e.g., plain folks, glittering generalities, testimonial, fear, logical fallacies).</li> </ul>
	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.
	<ul> <li>Students will examine the relationship and responsibilities of both the state and national governments regarding these public issues.</li> <li>Students will analyze public policy solutions related to local, state and national issues.</li> </ul>
	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).
	<ul> <li>Students will describe how the methods used by political officials to communicate with the public has changed over time.</li> <li>Students will discuss the strengths and weaknesses of different methods of political communication.</li> </ul>
	Access Point SS.912.CG.2.AP.13 Recognize the influence and effects of various forms of media and the internet in political communication.
	ate 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.

	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.
	<ul> <li>Students will identify the individual rights protected by the U.S. Constitution, the Bill of Rights and other constitutional amendments.</li> <li>Students will describe the role of the Supreme Court in further defining the safeguards and limits of constitutional rights.</li> </ul>
	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.
	<ul> <li>Students will identify the methods for determining the number of members in the House of Representatives and the Senate.</li> </ul>
	• Students will identify and describe the "enumerated powers" delegated to Congress (e.g., assess taxes, borrow money, declare war, make laws).
	<ul> <li>Students will analyze the role of the legislative branch in terms of its relationship with the judicial and executive branch of the government.</li> <li>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.,</li> </ul>

	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.
	<ul> <li>Students will explain the qualifications one must have to seek the office of president and the process of presidential elections.</li> </ul>
	• 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).
	<ul> <li>Students will examine the role of the executive branch in terms of its relationship with the judicial and legislative branches of the government.</li> </ul>
	<ul> <li>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.</li> <li>Students will describe the impeachment process.</li> </ul>
	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.
	<ul> <li>Students will identify independent regulatory agencies (e.g., Federal Communications Commission, Federal Election Commission, National Labor Relations Board) and explain their purpose and effect.</li> <li>Students will describe the advantages and disadvantages of delegating power to independent regulatory agencies.</li> </ul>
	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).
	<ul> <li>Students will explain how reserved powers define issues as matters for the people or the state governments.</li> <li>Students will compare the roles of expressed, implied, concurrent and reserved powers in United States' federalism.</li> </ul>
	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.
	<ul> <li>Students will explain what Article III says about judicial tenure, appointment and salaries.</li> <li>Students will describe the powers delegated to the courts by Article III including, but not limited to, treason, jurisdiction and trial by jury.</li> </ul>
	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.
	<ul> <li>Students will examine the role of district courts, the courts of appeals and the Supreme Court in the judicial review process.</li> <li>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.</li> </ul>
	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.
	<ul> <li>Students will distinguish the qualifications needed for a judge at the state or federal level versus other elected officials.</li> <li>Students will compare the decision-making process of judges compared to other political figures.</li> </ul>
	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.
	<ul> <li>Students will describe what Article III of the U.S.         Constitution states about the relationship between state and federal courts.     </li> </ul>
	<ul> <li>Students will recognize the role of the Federal Judiciary Act of 1789 in establishing the structure and jurisdiction of the federal court system.</li> </ul>
	<ul> <li>Students will contrast the differences among civil trials and criminal trials at the state level.</li> <li>Students will describe the relationship among the Supreme Court, federal appellate courts and federal district courts (e.g., Erie Doctrine, Rooker-Feldman Doctrine).</li> </ul>
	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.
	<ul> <li>Students will identify examples of the powers reserved and shared among state and the national governments in the American federal system of government.</li> </ul>
	<ul> <li>Students will examine the role the Great Compromise had on the eventual establishment of a federal system of fifty equal states.</li> </ul>
	• 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.
	<ul> <li>Students will explain the concept of federalism as it applies to each issue.</li> <li>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).</li> </ul>
	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.
	<ul> <li>Students will explain the process used by judges at the state and national levels when making a decision or writing summary opinions.</li> <li>Students will incorporate language from the U.S.</li> </ul>
	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.
	<ul> <li>Students will identify local government officials and employees who affect the daily lives of citizens.</li> </ul>
	<ul> <li>Students will identify the role of state governmental officials and employees who affect the daily lives of citizens.</li> </ul>
	<ul> <li>Students will identify the role of national governmental officials and employees who affect the daily lives of citizens.</li> </ul>
	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.
SS.912.CG.4 Demonstro	tte an understanding of contemporary issues in world affairs and
	pact of U.S. foreign policy.
SS.912.CG.4.1	Analyze how liberty and economic freedom generate broadbased opportunity and prosperity in the United States.
	• Students will differentiate between government systems (e.g., autocracy, democracy, monarchy, oligarchy republic, theocracy).
	<ul> <li>Students will differentiate between economic systems (e.g., capitalism, communism, mixed market, socialism).</li> <li>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.</li> </ul>
	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).
	<ul> <li>Students will explain how the use of embargos and economic sanctions by the United States has affected other nations (e.g., Cuba, Iran, Syria).</li> <li>Students will explain the U.S. response to international conflicts.</li> </ul>
	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

## **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.

	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.
33.912.W.1.2	Access Point
	SS.912.W.1.AP.2 Identify terms of time sequence such as
CC 012 W 1 2	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
GG 010 W 1 4	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
~~ ^1 ~ *** 1 ~	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.
	significant events, figures, and contributions of medieval
	e Empire, Western Europe, Japan).
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.
55.712. W.2.4	Access Point
	SS.912.W.2.AP.4 Identify key figures associated with the
GG 012 W 2.5	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
55.712. ** .2.0	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
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CC 012 W 2 0	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
GG 010 W 0 10	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.
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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-
33.912.W.2.14	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.
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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.
SS.912.W.3 Recogni	ze significant events, figures, and contributions of Islamic, Meso and
	d Sub-Saharan African civilizations.
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
55.712.11.3.3	expansion through Central Asia, North Africa, and the Iberian
	Peninsula.
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	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
55.912.77.5.5	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	
55.912.W.3.0	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
55.512.77.5.5	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 012 W 2 10	Identify key significant economic, political, and social
SS.912.W.3.10	
	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.

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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
55.512.77.5110	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
55.512.77	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
55.712. 11.5.10	characteristics of the major civilizations of Meso and South
	America.
	/ micrica.

	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.
SS.912.W.4 Analyze the	causes, events, and effects of the Renaissance, Reformation,
Scientific Revolution, a	
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
55.712. W.T.5	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
GG 010 XX 4 4	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
22.3.12	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
CC 012 W 4 12	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,
İ	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.
SS.912.W.5 Analyze th	e causes, events, and effects of the Enlightenment and its impact
	ch, 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.
	Access Point
	SS.912.W.5.AP.1 Compare the causes and effects of the
	development of constitutional monarchy in England with those
	afthe development of absolute managery in France Casin and
	of the development of absolute monarchy in France, Spain, and
	Russia.
SS.912.W.5.2	Russia.  Identify major causes of the Enlightenment.
SS.912.W.5.2	Russia.  Identify major causes of the Enlightenment.  Access Point
SS.912.W.5.2	Russia.  Identify major causes of the Enlightenment.  Access Point  SS.912.W.5.AP.2 Compare influences of the Enlightenment,
SS.912.W.5.2	Russia.  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
	Russia.  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.5.2 SS.912.W.5.3	Russia.  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.  Summarize the major ideas of Enlightenment philosophers.
	Russia.  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.  Summarize the major ideas of Enlightenment philosophers.  Access Point
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	Russia.  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.  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
SS.912.W.5.3	Russia.  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.  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.
	Russia.  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.  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.  Evaluate the impact of Enlightenment ideals on the development
SS.912.W.5.3	Russia.  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.  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.

	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	
33.912.W.J./	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
CC 012 W. / Un dans	movements led by people including Bolivar, de San Martin, and L' Ouverture.
	movements led by people including Bolivar, de San Martin, and
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industrialization an each. SS.912.W.6.1	movements led by people including Bolivar, de San Martin, and L' Ouverture.  tand the development of Western and non-Western nationalism, and imperialism, and the significant processes and consequences of  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.  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.  Compare the philosophies of capitalism, socialism, and
industrialization an each. SS.912.W.6.1	movements led by people including Bolivar, de San Martin, and L' Ouverture.  tand the development of Western and non-Western nationalism, and imperialism, and the significant processes and consequences of  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.  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.  Compare the philosophies of capitalism, socialism, and communism as described by Adam Smith, Robert Owen, and
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industrialization an each. SS.912.W.6.1	movements led by people including Bolivar, de San Martin, and L' Ouverture.  tand the development of Western and non-Western nationalism, and imperialism, and the significant processes and consequences of  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.  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.  Compare the philosophies of capitalism, socialism, and communism as described by Adam Smith, Robert Owen, and Karl Marx.  Access Point

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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	
55.912. W.0.0	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
22312000	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.
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.
	Access Point
	SS.912.W.7.AP.1 Recognize major causes of World War I, such
	as imperialism, nationalism, and militarism, and the formation
GG 010 XX 7.0	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.
~~.,,12.11.11.0	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.

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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-
55.712.W.7.0	1945) including its roots in the long tradition of antisemitism,
	1945) including its roots in the long tradition of antiscrimism,  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.
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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.
22.012	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.
CC 012 W Q Dagage	ize significant events and people from the post World War II and
Cold War eras.	ize significant events and people from the post worth war 11 and
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.
2219121111012	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.
55.712. 11.0.5	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
33.912. W.0.4	
	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,
CC 012 W 0.7	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
55.712. W.0.0	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.
CC 012 W 0 Identify m	ajor economic, political, social, and technological trends
beginning in the 20 th c	
SS.912.W.9.1	Identify major scientific figures and breakthroughs of the 20th
55.712. W.7.1	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
GG 012 W 0 2	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.
	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.
	of international terrorism.

## Humanities

SS.912.H.1 Identify and analyze the historical, social, and cultural contexts of the arts.	
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.
	d critically and aesthetically to various works in the arts.
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,
CC 012 H 2.2	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.
SS.912.H.3 Understa	und how transportation, trade, communication, science, and
	the progression and regression of cultures.
	Analyze the effects of transportation, trade, communication,
55.712.11.5.1	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
00.712.11.3.2	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.
	and then 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** 

SS.912.P.1 Scientific Inquiry Domain/Perspectives in Psychological Science		
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.	
SS.912.P.6 Development and Learning Domain/Life Span Development		
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.
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	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.
55.712.1.0.11	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
SS 012 D 6 12	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
GG 012 D 6 12	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
CC 012 D 7 Dayslaws as	development in childhood.
	t and Learning Domain/Learning
SS.912.P.7.1	Describe the principles of classical conditioning.
	Access Point SS 012 P.7 AP 1 Pagagnize a principle of classical conditioning
	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,
GG 01 <b>2 D 7</b> 0	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
GC 012 D 0 D 1	cognitive learning in everyday life.
	oment 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.
55.712.1.0.5	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.
22.712.11.010	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 Cognit	ive 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.
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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
CC 012 D 11 0	
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.
55.912.P.11.10	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 Cogniti	ve 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
SS 012 D 12 2	and decision making.  Discuss non human problem solving shilities
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.
	uomues,

SS.912.P.12.4  Describe obstacles to problem solving.  Access Point SS.912.P.12.AP.4 Identify an obstacle to problem solving.  Describe obstacles to decision making.  Access Point SS.912.P.12.AP.5 Identify an obstacle to decision making.  Describe obstacles to making good judgments.  Access Point SS.912.P.12.AP.6 Identify an obstacle to making good judgments.  Access Point SS.912.P.16.1   Evaluate psychodynamic theories.  Access Point SS.912.P.16.AP.1 Recognize a psychodynamic theory.  SS.912.P.16.3   Evaluate trait theories.  Access Point SS.912.P.16.3   Evaluate humanistic theories.  Access Point SS.912.P.16.4   Evaluate by a possible problem of the proble
SS.912.P.12.AP.4 Identify an obstacle to problem solving.  Describe obstacles to decision making.  Access Point SS.912.P.12.AP.5 Identify an obstacle to decision making.  Describe obstacles to making good judgments.  Access Point SS.912.P.12.AP.6 Identify an obstacle to making good judgments.  SS.912.P.16.Individual Variations Domain/Personality  SS.912.P.16.1  Evaluate psychodynamic theories.  Access Point SS.912.P.16.AP.1 Recognize a psychodynamic theory.  SS.912.P.16.3  Evaluate trait theories.  Access Point 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.  Differentiate personality assessment techniques.  Access Point SS.912.P.16.AP.5 Recognize a personality assessment technique.
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SS.912.P.16.3  Evaluate humanistic theories.  Access Point SS.912.P.16.4  Evaluate social-cognitive theories.  Access Point SS.912.P.16.5  Point SS.912.P.16.5  Differentiate personality assessment techniques.  Access Point SS.912.P.16.AP.5 Recognize a personality assessment technique.
Access Point SS.912.P.16.AP.3 Recognize a humanistic theory.  Evaluate social-cognitive theories.  Access Point SS.912.P.16.AP.4 Recognize a social-cognitive theory.  Differentiate personality assessment techniques.  Access Point SS.912.P.16.AP.5 Recognize a personality assessment technique.
SS.912.P.16.AP.3 Recognize a humanistic theory.  Evaluate social-cognitive theories.  Access Point SS.912.P.16.AP.4 Recognize a social-cognitive theory.  Differentiate personality assessment techniques.  Access Point SS.912.P.16.AP.5 Recognize a personality assessment technique.
SS.912.P.16.4  Evaluate social-cognitive theories.  Access Point SS.912.P.16.AP.4 Recognize a social-cognitive theory.  Differentiate personality assessment techniques.  Access Point SS.912.P.16.AP.5 Recognize a personality assessment technique.
Access Point SS.912.P.16.AP.4 Recognize a social-cognitive theory.  Differentiate personality assessment techniques.  Access Point SS.912.P.16.AP.5 Recognize a personality assessment technique.
SS.912.P.16.AP.4 Recognize a social-cognitive theory.  Differentiate personality assessment techniques.  Access Point SS.912.P.16.AP.5 Recognize a personality assessment technique.
SS.912.P.16.5  Differentiate personality assessment techniques.  Access Point  SS.912.P.16.AP.5 Recognize a personality assessment technique.
Access Point SS.912.P.16.AP.5 Recognize a personality assessment technique.
SS.912.P.16.AP.5 Recognize a personality assessment technique.
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.7h Identify a biological influence.
SS.912.P.16.AP.7b Identify a situational influence.
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SS.912.P.16.8 Discuss stability and change.
Access Point
Access Point SS.912.P.16.AP.8a Identify a characteristic of stability.
Access Point

	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.
55.712.11.10.10	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.
SS.912.P.17 Individual	Variations Domain/Psychological Disorders
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
CC 012 D 17 5	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
55.912.11.17.5	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.
SS.912.P.18 Applica	ations of Psychological Science Domain/Treatment of Psychological
Disorders	
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	
33.912.1.10.0	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
33.912.1.10.9	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.
	ations of Psychological Science Domain/Health
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.
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	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

	Sociology
SS.912.S.1 Founda	ations of Sociology as a Social Science/Identify methods and
strategies of resear	ch 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.
	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
33.912.3.1.9	application.
	Access Point
	SS.912.S.1.AP.9 Recognize a working definition of sociology
~~~~~~	through a personal application.
SS.912.S.2 Culture transmission is acc	Examine the influence on the individual and the way cultural
SS.912.S.2.1	Define the key components of a culture, such as knowledge,
33.912.3.2.1	language and communication, customs, values, norms, and
	physical objects.
	Access Point
GG 012 G 2 2	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.
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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.12a Recognize an idea about citizenship and
	cultural participation from the past.
CC 012 C 3 Cocial C	tatus/Identify how social status influences individual and group

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.

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
55.712.5.5.5	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.
SS.912.S.4 Social Grov	ups/Explore the impacts of social groups on individual and group
behavior.	sps Exprove the impacts of social groups on marriana and group
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
İ	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.
SS.912.S.5 Social Inst	itutions/Identify the effects of the social institutions on individual
and group behavior.	
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.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	SS.912.S.5.AP.2b Recognize a factor that influences political power.
SS.912.S.5.3	SS.912.S.5.AP.2b Recognize a factor that influences political power.  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
	SS.912.S.5.AP.2b Recognize a factor that influences political power.  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.5.3 SS.912.S.5.4	SS.912.S.5.AP.2b Recognize a factor that influences political power.  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.  Investigate stereotypes of the various United States subcultures,
	SS.912.S.5.AP.2b Recognize a factor that influences political power.  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.  Investigate stereotypes of the various United States subcultures, such as "American Indian," "American cowboys," teenagers,"
	SS.912.S.5.AP.2b Recognize a factor that influences political power.  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.  Investigate stereotypes of the various United States subcultures, such as "American Indian," "American cowboys," teenagers," "Americans," "gangs," and "hippies," from a world perspective.
	SS.912.S.5.AP.2b Recognize a factor that influences political power.  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.  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.2b Recognize a factor that influences political power.  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.  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
SS.912.S.5.4	SS.912.S.5.AP.2b Recognize a factor that influences political power.  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.  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.AP.2b Recognize a factor that influences political power.  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.  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.  Define ethnocentrism and explain how it can be beneficial or
SS.912.S.5.4	SS.912.S.5.AP.2b Recognize a factor that influences political power.  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.  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.  Define ethnocentrism and explain how it can be beneficial or destructive to a culture.
SS.912.S.5.4	SS.912.S.5.AP.2b Recognize a factor that influences political power.  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.  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.  Define ethnocentrism and explain how it can be beneficial or destructive to a culture.  Access Point
SS.912.S.5.4	SS.912.S.5.AP.2b Recognize a factor that influences political power.  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.  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.  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.5.4	SS.912.S.5.AP.2b Recognize a factor that influences political power.  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.  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.  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
SS.912.S.5.4 SS.912.S.5.5	SS.912.S.5.AP.2b Recognize a factor that influences political power.  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.  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.  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.5.4	SS.912.S.5.AP.2b Recognize a factor that influences political power.  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.  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.  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

	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
22.312.201,	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
GG 012 G 5 11	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.
33.714.3.3.14	Access Point
	SS.912.S.5.AP.12 Recognize a potential conflict related to a role
	and its role expectations.
CC 012 C 4 Cocial C	1
33.912.3.0 Social C	hange/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
55.712.5.0.1	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
33.712.3.0.3	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
55.712.5.0.0	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
22312.2.0.7	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.
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	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
55.712.5.0.7	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
55.712.5.0.10	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.
33.712.3.0.11	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
33.912.3.0.12	
	discoveries and/or technological innovations.  Access Point
	SS.912.S.6.AP.12 Recognize a current issue that has resulted from
CC 012 C 7 C . I D . I	scientific discoveries and/or technological innovations.
	plems/Analyze a range of social problems in today's world.
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"
CC 012 C 7 2	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
GG 012 G 7 2	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
GG 012 G 7 4	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	
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
55.712.5.7.0	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
33.912.3.7.7	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
00.012.0.7.0	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
CC 012 C 0 I I'''	projects to address a local aspect of a social problem.
	ual and Community/Examine the role of the individual as a member
	explore both individual and collective behavior.
SS.912.S.8.1	Describe traditions, roles, and expectations necessary for a
<u> </u>	Describe traditions, roles, and expectations necessary for a community to continue.
<u> </u>	Describe traditions, roles, and expectations necessary for a community to continue.  Access Point
<u> </u>	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
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	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
<u> </u>	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.
	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
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.
	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.  Describe how collective behavior (working in groups) can
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. Describe how collective behavior (working in groups) can influence and change society. Use historical and contemporary
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.  Describe how collective behavior (working in groups) can influence and change society. Use historical and contemporary examples to define collective behavior.
SS.912.S.8.1	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.  Describe how collective behavior (working in groups) can influence and change society. Use historical and contemporary examples to define collective behavior.  Access Point
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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.  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.8.1	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.  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
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. 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.8.1	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.  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

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
221,712.21010	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.
55.712.5.0.0	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
33.912.3.6.7	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.76 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
33.712.3.6.6	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
SS.912.S.8.9	in society.  Identify a community social problem and discuss appropriate
33.912.3.0.9	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
SS.912.S.8.10	given problem.
33.712.3.8.10	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**

SS.912.FL.1 Earning 1	Income
SS.912.FL.1.1	
<del>55.912.FL.1.1</del>	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
	<del>choices.</del>
	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
55.712.1 E.1.4	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
	, , , , , , , , , , , , , , , , , , ,
CC 012 FL 1 7	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
55.712.1 E.1.7	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.
SS.912.FL.2 Buying Go	1
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
55.712.1 2.2.2	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
55.712.1 E.2.5	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
55.712.1 2.2.1	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
55.712.1 L.2.5	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
55.712.12.17	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	monument to provide consumition
SS.912.FL.3.1	Discuss the reasons why some people have a tendency to be
55.712.1 L.J.1	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,
<del>33.712.F L.3.2</del>	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
	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
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

SS.912.FL.3.6	Describe government policies that create incentives and
55.712.1 D.J.0	disincentives for people to save.
	Access Point
	SS.912.FL.3.AP.6 Compare government policies that create
GG 012 Ft 2.7	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 Cre	
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.
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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
	<del>years.</del>
	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
33.712.FL.4.12	
	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
	eredit.
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.
SS.912.FL.5 Financial	Investing
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.
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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
55.712.112.5.7	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
<del>55.912.FL.3.10</del>	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
CC 012 EL 5 11	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
<del>55.712.112.3.12</del>	Federal Reserve, and other government agencies that regulate
	financial markets.
	Access Point
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	SS.912.FL.5.AP.12 Compare the roles of government agencies that regulate financial markets.
SS.912.FL.6 Protecting	
SS.912.FL.6.1	Describe how individuals vary with respect to their willingness to
<del>33.912.FL.0.1</del>	
	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
55.712.112.0.5	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.

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### 9-12 Financial Literacy Strand

### 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-maki

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:**

<u>Clarification 1:</u> 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:**

<u>Clarification 1: Instruction includes students working in collaborative groups to discuss various scenarios in which information may have been influential to financial decision-making.</u>

<u>Clarification 2:</u> 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 <u>Identify that when making personal financial decisions, people focus on research that confirms their spending preferences.</u>

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:

<u>Clarification 1:</u> Instruction includes the identification of non-income factors and the importance of these factors as compared to potential income.

<u>Clarification 2:</u> 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 <u>Identify how people choose jobs or careers based on income and</u> 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:

<u>Clarification 1:</u> 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

<u>Identify that taxes are paid to federal, state, and local governments to fund</u> 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:

<u>Clarification 1:</u> Instruction includes understanding the differences between interest, dividends, and capital gains.

### SS.912.FL.2.AP.7

<u>Identify interest, dividends, and capital gains as forms of income from financial investments.</u>

### 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.

<u>Clarification 2:</u> 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.

<u>Clarification 3:</u> Instruction includes types of goods that are subject to sales taxes and those that are <u>exempt.</u>

### 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.

<u>Clarification 2:</u> Instruction includes identifying the roles and characteristics of an entrepreneur and understanding that taking on risk is an implicit part of being an entrepreneur.

<u>Clarification 3:</u> Instruction includes understanding how owning a small business can be a person's primary career or can supplement income from other sources.

<u>Clarification 4:</u> Instruction includes the tax implications of being an entrepreneur such as the selfemployment tax.

### SS.912.FL.2.AP.9 <u>Identify the reasons some people choose to become entrepreneurs as a career choice.</u>

SS.912.FL.2.10 Evaluate the benefits and costs of "gig" employment.

#### Benchmark Clarifications:

<u>Clarification 1:</u> Instruction includes understanding the motivating factors for being self-employed or working as an independent contractor in the "gig" economy.

### $\frac{\text{SS.912.FL.2.AP.1}}{0} \quad \underline{\text{Identify the benefits and costs of self-employment or "gig" employment.}}$

### SS.912.FL.2.11 Describe how Social Security is funded and the benefit it provides to retirees.

<u>Example</u>: Create a promotional flyer that communicates the benefits provided by <u>Social Security for people of different income levels at different ages of</u> retirement.

### SS.912.FL.2.AP.1 Identify how Social Security is funded and that it provides benefits to retirees.

### SS.912.FL.2.12 <u>Identify and complete appropriate tax forms to calculate the amount of</u> federal income tax owed.

<u>Example</u>: 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).

<u>Clarification 1:</u> Instruction includes the identification of various payroll taxes and withholdings (e.g., Social Security, Medicare, federal withholding, etc.).

<u>Clarification 2:</u> Instruction includes formally (using tax tables) and informally (estimating) calculating taxes.

<u>Clarification 3:</u> Instruction includes understanding why calculating one's taxes may differ from the government's calculations.

### SS.912.FL.2.AP.1 <u>Identify the appropriate tax form to calculate the amount of taxes owed.</u>

### SS.912.FL.2.13 Describe the types and sources of taxes at the local level.

<u>Example</u>: 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:

<u>Clarification 1:</u> Instruction includes understanding that states, counties, and municipalities may have different tax rates and taxes.

<u>Clarification 2:</u> Instruction includes understanding that local taxes are dedicated to a particular use, such as schools or local infrastructure projects.

### $\underline{SS.912.FL.2.AP.1}$ 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.)

<u>Example:</u> 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.

<u>Clarification 1:</u> 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.

<u>Example</u>: Given a scenario that includes various features of automobiles, determine which automobile to purchase.

### Benchmark Clarifications:

<u>Clarification 1:</u> 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:

<u>Clarification 1:</u> 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:**

<u>Clarification 1:</u> 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.

<u>Clarification 1:</u> 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.

<u>Clarification 2:</u> 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:

<u>Clarification 1:</u> Instruction includes developing budgets with fixed and variable expenses, unexpected expenses (including emergency funds) and savings.

<u>Clarification 2:</u> 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:

<u>Clarification 1:</u> 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.

<u>Clarification 1:</u> 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.

<u>Clarification 2:</u> 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:**

<u>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)).</u>

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:

<u>Clarification 1:</u> Instruction includes the functions of each account (checking, savings, money markets, and certificates of deposit (CDs)), and the advantages and disadvantages of each.

<u>Clarification 2:</u> Instruction includes credit unions, commercial banks, traditional banks, and online banks.

SS.912.FL.4.AP.1	Identify banking		s of a	ccour	its and	<u>financia</u>	l produc	ts offered	l throug	<u>gh</u>
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SS.912.FL.4.2 Compare and contrast the characteristics of the various accounts and services offered by depository institutions.

<u>Clarification 1:</u> Instruction includes online banking, minimum balance requirements, monthly fees, overdraft penalties, and interest rates.

<u>Clarification 2:</u> Instruction includes understanding the process for opening and managing a bank account.

<u>Clarification 3:</u> 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:**

<u>Clarification 1:</u> Instruction includes the benefits and drawbacks of saving and spending in various <u>situations.</u>

#### 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:

<u>Clarification 1: Instruction includes understanding that the real interest rate is calculated as the nominal interest rate minus the rate of inflation.</u>

<u>Clarification 2:</u> 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 Clarifica	tions:

<u>Clarification 1:</u> 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.

<u>Clarification 2:</u> 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.

<u>Clarification 1:</u> Instruction includes understanding how traditional IRAs (individual retirement accounts), Roth IRAs, and educational savings accounts provide incentives for people to save.

<u>Clarification 2:</u> Instruction includes understanding the difference when taxes are paid with a traditional IRA versus a Roth IRA.

<u>Clarification 3: Instruction includes understanding how taxes on interest reduce the incentive for people</u> 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:

<u>Clarification 1:</u> Instruction includes understanding how matches of retirement savings by employers may change the incentives for employees to save.

<u>Clarification 2:</u> 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.

### $\frac{\text{SS.912.FL.4.AP.1}}{0} \quad \underline{\text{Identify various employer benefit programs that create incentives to save.}}$

### 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:

<u>Clarification 1:</u> 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.

#### Benchmark Clarifications:

<u>Clarification 1:</u> Instruction includes the motivating factors for a bank offering low-rate introductory credit offers.

<u>Clarification 2: Instruction includes understanding the possible negative impacts of low-rate introductory credit offers on consumers.</u>

## 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:

<u>Clarification 1:</u> 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:

<u>Clarification 1:</u> 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.

<u>Clarification 2:</u> Instruction includes understanding why a borrower who has made a down payment has an incentive to repay a loan or make payments on time.

<u>Clarification 3:</u> 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.

<u>Example:</u> List factors from an individual's credit history or credit application that may cause a lender to deny credit.

#### Benchmark Clarifications:

<u>Clarification 1:</u> 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.

<u>Clarification 1:</u> Instruction includes the different aspects of a loan application, which include its basic requirements, limits, and credit check.

<u>Clarification 2:</u> 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 <u>Discuss that lenders can pay to receive a borrower's credit score from a credit bureau.</u>

<u>Example</u>: 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:

<u>Clarification 1:</u> 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.

<u>Clarification 2:</u> 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.1

<u>Discuss</u> 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:

<u>Clarification 1:</u> 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.

<u>Example:</u> Investigate the costs of filing for bankruptcy by examining the bankruptcy laws in Florida.

#### Benchmark Clarifications:

<u>Clarification 1:</u> 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.

<u>Clarification 1: Instruction includes understanding factors related to mortgage lending: down payment, fixed vs. variable rates, and insurance requirements.</u>

SS.912.FL.5.AP.1	Recognize why people apply for a mortgage to purchase a home.
3	

## 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:

<u>Clarification 1: Instruction includes understanding lending laws: provision of full disclosure of credit terms, discriminatory lending practices, abusive marketing practices and debt collection.</u>

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:

<u>Clarification 1:</u> 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.

<u>Clarification 2:</u> Instruction includes understanding that credit report errors may increase the cost of credit.

SS.912.FL.5.AP.1 5	Recognize that consumers are entitled to a free copy of their credit report annually.
SS.912.FL.5.AP.1 5	

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:

<u>Clarification 1:</u> Instruction includes understanding the process and importance of completing the Free Application for Federal Student Aid (FAFSA).

<u>Clarification 2:</u> Instruction includes identifying scholarships and grants for which an individual student may be eligible.

SS.912.FL.5.AP.1	
(	Identify different options to finance postsecondary education.
<u>6</u>	*

SS.912.FL.5.17 Compare different types of student loans and understand how to complete a student loan application.

#### Benchmark Clarifications:

<u>Clarification 1: Instruction includes understanding Parent Loan for Undergraduate Students (PLUS)</u>
<u>loans, private student loans, direct subsidized loans, and direct unsubsidized loans.</u>
<u>Clarification 2: Instruction includes understanding the long-term costs of student loans such as accrued interest during periods of deferment or forbearance.</u>

SS.912.FL.5.AP.1 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:

<u>Clarification 1:</u> 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:

<u>Clarification 1: Instruction includes understanding the after-tax rate of return of an investment.</u>

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:**

<u>Clarification 1:</u> 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

#### Benchmark Clarifications:

<u>Clarification 1:</u> 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.

to be lower than that of an Internet start-up company.

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

<u>Describe how diversifying investments in different types of financial</u> 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:

<u>Clarification 1:</u> 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

<u>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.</u>

#### Benchmark Clarifications:

<u>Clarification 1:</u> 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:**

<u>Clarification 1:</u> Instruction includes understanding how the portfolio of a retiree might differ from that of a young, single person.

### SS.912.FL.6.AP.1 <u>Identify different factors to taking financial risks.</u>

#### 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:

<u>Clarification 1:</u> 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.

<u>Example:</u> Conduct research to learn about the SEC or the Federal Reserve and identify their roles in regulating financial markets.

### SS.912.FL.6.AP.1

<u>Identify the Securities and Exchange Commission (SEC), the Federal</u>
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:

<u>Clarification 1:</u> 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.

<u>Clarification 2:</u> Instruction includes analyzing the advantages and disadvantages of each account that holds an investment.

<u>Clarification 3: Instruction includes understanding various investment applications (mobile applications)</u> that may be used to hold investment accounts.

### SS.912.FL.6.AP.1

<u>Identify</u> the purpose of taxable investment brokerage accounts.

### SS.912.FL.6.14

Evaluate the motives for using a digital currency.

#### Benchmark Clarifications:

<u>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.</u>

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.

<u>Clarification 3:</u> Instruction includes understanding reasons for the use of digital currency: financial privacy concerns, international payments, the ability to execute smart contracts, and speculation.

### 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:**

<u>Clarification 1:</u> Instruction includes understanding self-insurance and the practice of having an emergency fund.

<u>Clarification 2:</u> 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

<u>Understand that insurance companies charge premiums to create a pool of money from which the company uses to pay for losses incurred by policyholders.</u>

#### Benchmark Clarifications:

<u>Clarification 1:</u> 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
55.912.1 ⁻ L.7.A1.2	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.

<u>Clarification 1:</u> Instruction includes understanding why homeowners' insurance is required by a lender when a homeowner takes out a mortgage.

SS.912.FL.7.AP.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:**

<u>Clarification 1: Instruction includes understanding that having insurance may result in the policyholder taking more risks.</u>

<u>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.</u>

SS.912.FL.7.AP.6	<u>Identify how the amount of an insurance deductible affects monthly</u>
	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:

<u>Clarification 1:</u> Instruction includes factors that potentially lower insurance rates such as taking a safedriving 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 <u>Identify the purposes of various types of insurance.</u>

#### Benchmark Clarifications:

<u>Clarification 1: Instruction includes understanding multiple types of insurance: health, disability, long-term care, travel, auto, renter, life, homeowner, and property and casualty.</u>

<u>Clarification 2:</u> 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.

<u>Example:</u> Describe examples of government transfer programs that compensate for unexpected losses, including Social Security Disability benefits, Medicare, Medicaid, and unemployment insurance.

#### **Benchmark Clarifications:**

<u>Clarification 1:</u> Instruction includes understanding that workers' compensation is a governmentmandated 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.

<u>Clarification 1:</u> Instruction includes describing problems that can occur when an individual is a victim of identity theft.

<u>Clarification 2:</u> Instruction includes giving specific examples of how online transactions, online banking, email frauds, and telemarketing calls can make consumers vulnerable to identity theft. <u>Clarification 3:</u> 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.1 0	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:**

<u>Clarification 1:</u> 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:

<u>Clarification 1:</u> Instruction includes understanding that employers may check a prospective employee's <u>digital footprint as part of the hiring process.</u>

SS.912.FL.7.AP.1 2	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:

<u>Clarification 1: Instruction includes estate planning: preparing wills and living wills, power of attorney documents and trusts, and estate tax planning for larger estates.</u>

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:

<u>Clarification 1: Instruction includes understanding that an inheritance is money or assets a person has</u> been bequeathed when someone passes.

Clarification 2: Instruction includes creating a detailed plan for an inheritance.

<u>Clarification 3:</u> Instruction includes understanding the impact to one's taxes from receiving an inheritance.

## SS.912.FL.7.AP.1 <u>Identify the implications of receiving an inheritance.</u>

#### 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:

<u>Clarification 1:</u> Instruction includes understanding state and federal laws concerning personal finance. <u>Clarification 2:</u> Instruction includes identifying state and federal agencies regulating personal finance.

SS.912.FL.7.AP.1 <u>Identify laws and regulations concerning personal finance.</u> 5

#### **Holocaust Eduction**

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.  • 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

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	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).
	<ul> <li>Students will explain the political, social and economic applications of antisemitism that led to the organized pogroms against Jewish people.</li> <li>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.</li> </ul>
	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.
	<ul> <li>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.</li> </ul>
	<ul> <li>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).</li> <li>Students will recognize German culpability, reparations and military downsizing as effects of the Treaty of Versailles.</li> </ul>
	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.

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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.
	<ul> <li>Students will compare Germany's political parties and their system of proportional representation in national elections from 1920 to 1932.</li> </ul>
	<ul> <li>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.</li> <li>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.</li> </ul>
	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.
	<ul> <li>Students will explain how opposing views were eliminated (e.g., book burnings, censorship, state control over the media).</li> <li>Students will explain how identification, legal status,</li> </ul>
	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).
	<ul> <li>Students will examine how the Nazis used the public education system to indoctrinate youth and children.</li> <li>Students will explain how Nazi ideology supplanted prior beliefs.</li> </ul>

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	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.
	<ul> <li>Students will explain how the Nazis used propaganda, pseudoscience and the law to transform Judaism from a religion to a race.</li> </ul>
	<ul> <li>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.</li> <li>Students will explain how eugenics, scientific racism and</li> </ul>
	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.
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.
	<ul> <li>Students will analyze the Nuremberg Laws and describe their effects.</li> <li>Students will explain how the Nazis used birth records, religious symbols and practices to identify and target Jews.</li> </ul>
	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.

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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 Nazicontrolled 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.
	<ul> <li>Students will describe the different types of persecution that were utilized during Kristallnacht, both inside and outside Germany.</li> </ul>
	<ul> <li>Students will analyze the effects of Kristallnacht on European and world Jewry using primary sources (e.g., newspapers, images, video, survivor testimony).</li> <li>Students will analyze the effects of Kristallnacht on the international community using primary sources (e.g., newspapers, images, video, survivor testimony).</li> </ul>
	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.
	<ul> <li>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.</li> <li>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.</li> </ul>
	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.
	<ul> <li>Students will examine why immigration was difficult for Jewish people (e.g., MS St. Louis, the Evian Conference, immigration quota systems).</li> <li>Students will explain how the Kindertransport saved the lives of Jewish children.</li> </ul>

	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.
	<ul> <li>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.</li> <li>Students will discuss resistance and uprisings in the ghettos using primary sources (e.g., newspapers, images, video, survivor testimony).</li> </ul>
	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
SS.912.HE.2.9	corporate decisions (1930–1945).  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.
	<ul> <li>Students will describe the psychological and physical impact on the Einsatzgruppen and how it led to the implementation of the Final Solution.</li> <li>Students will explain the purpose of the Wannsee Conference and how it impacted the Final Solution.</li> </ul>
	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.
	<ul> <li>Students will explain the methods used for the identification, displacement and deportation of Jews to ghettos.</li> <li>Students will explain what ghettos were in context of World War II and Nazi ideology.</li> </ul>
	Access Point SS.912.HE.2.AP.10 Recognize the origins and purpose of ghettos in Europe.

SS.912.HE.2.11	
33.912.11D.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.
	<ul> <li>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.</li> <li>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.</li> </ul>
	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.
	<ul> <li>Students will explain the warfare tactics utilized by the resistance movements against the Nazis.</li> <li>Students will recognize that not all resistance movements accepted Jews.</li> </ul>
	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.
	<ul> <li>Students will describe various attempts at escape and forms of resistance within the camps.</li> </ul>
	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."
	<ul> <li>Students will identify and examine the 6 death camps (e.g., Auschwitz-Birkenau, Belzec, Chelmno, Majdanek, Sobibor, Treblinka) and their locations.</li> </ul>
	<ul> <li>Students will explain why the 6 death camps were only in Nazi-occupied Poland.</li> <li>Students will describe the significance of Auschwitz-Birkenau as the most prolific site of mass murder in the history of mankind.</li> </ul>
	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.

#### 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.

- 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	<ul> <li>Explain the effects of Holocaust denial on contemporary society.</li> <li>Students will explain how Holocaust denial has helped contribute to the creation of contemporary propaganda and the facile denial of political and social realities.</li> <li>Access Point</li> <li>SS.912.HE.3.AP.3 Identify the effects of Holocaust denial on contemporary society.</li> </ul>
SS.912.HE.3.4	<ul> <li>Explain why it is important for current and future generations to learn from the Holocaust.</li> <li>Students will explain the significance of learning from Holocaust era primary sources created by Jews who perished and those who survived.</li> <li>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).</li> <li>Students will describe the contributions of the Jews (e.g., arts, culture, medicine, sciences) to the United States and the world.</li> <li>Students will explain the significance of "Never Again."</li> <li>Access Point</li> <li>SS.912.HE.3.AP.4 Explain why it is important for current and future generations to learn from the Holocaust.</li> </ul>
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.