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## Social Studies Standards

### GRADE: K

<b>Strand: AMERICAN HISTORY</b>		
Standard 1: Historical Inquiry and Analysis		
<b>BENCHMARK CODE</b>	<b>BENCHMARK</b>	
SS.K.A.1.1	Develop an understanding of how to use and create a timeline.  <i>Remarks/Examples:</i> May include, but are not limited to: Put in order three things that happened during the school day.	
SS.K.A.1.2	Develop an awareness of a primary source.  <i>Remarks/Examples:</i> Examples may include, but are not limited to, photographs, a letter from a grandparent, or other artifacts.	
<b>Access Point for Students with Significant Cognitive Disabilities</b>		
	<b>Independent</b>	<b>Supported</b>
	<b>Participatory</b>	
SS.K.A.1.In.a	SS.K.A.1.Su.a	SS.K.A.1.Pa.a
Sequence three events using a simple timeline, such as events in the school day and at home. <i>Date Adopted or Revised:</i> 12/08	Sequence two events in the school day to show which comes first. <i>Date Adopted or Revised:</i> 12/08	Recognize the next step in a sequenced activity. <i>Date Adopted or Revised:</i> 12/08
SS.K.A.1.In.b	SS.K.A.1.Su.b	SS.K.A.1.Pa.b
Examine primary sources, such as photographs or paintings of a famous person. <i>Date Adopted or Revised:</i> 12/08	Examine a primary source, such as a photograph. <i>Date Adopted or Revised:</i> 12/08	Associate a photograph or object with a person or event. <i>Date Adopted or Revised:</i> 12/08
Standard 2: Historical Knowledge		
<b>BENCHMARK CODE</b>	<b>BENCHMARK</b>	
SS.K.A.2.1	Compare children and families of today with those in the past.  <i>Remarks/Examples:</i>	

	Examples may include, but are not limited to, family life now versus family life when grandparents were young.		
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.  <i>Remarks/Examples:</i> Examples may include, but are not limited to, federal holidays and ethnic celebrations..		
SS.K.A.2.3	Compare our nation's holidays with holidays of other cultures.  <i>Remarks/Examples:</i> Examples may include, but are not limited to, National holidays are different in other countries.		
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.  <i>Remarks/Examples:</i> Examples may include, but are not limited to, Presidents, war veterans, community members, and leaders.		
SS.K.A.2.5	Recognize the importance of U.S. symbols.  <i>Remarks/Examples:</i> Examples may include, but are not limited to, the Statue of Liberty, the bald eagle, the Star Spangled Banner, and national and state flags, the pledge of allegiance, and the national anthem.		
	<b>Access Point for Students with Significant Cognitive Disabilities</b>		
	<b>Independent</b>	<b>Supported</b>	<b>Participatory</b>
	SS.K.A.2.In.a Recognize items from the present and the past, such as clothing and transportation. <u>Date Adopted or Revised:</u> 12/08	SS.K.A.2.Su.a Recognize clothing from the present and the past. <u>Date Adopted or Revised:</u> 12/08	SS.K.A.2.Pa.a Recognize a family member. <u>Date Adopted or Revised:</u> 12/08
	SS.K.A.2.In.b Recognize that national holidays and celebrations honor people or events, such as Thanksgiving, Memorial Day, or birthdays. <u>Date Adopted or Revised:</u> 12/08	SS.K.A.2.Su.b Recognize a national holiday or celebration, such as Thanksgiving or birthdays. <u>Date Adopted or Revised:</u> 12/08	SS.K.A.2.Pa.b Associate a celebration with an event, such as a birthday or holiday. <u>Date Adopted or Revised:</u> 12/08
	SS.K.A.2.In.c Recognize that national holidays and celebrations honor people or events, such as Thanksgiving, Memorial Day, or birthdays. <u>Date Adopted or Revised:</u> 12/08	SS.K.A.2.Su.c Recognize a national holiday or celebration, such as Thanksgiving or birthdays. <u>Date Adopted or Revised:</u> 12/08	SS.K.A.2.Pa.c Associate a celebration with an event, such as a birthday or holiday. <u>Date Adopted or Revised:</u> 12/08
	SS.K.A.2.In.d Identify an act of bravery or honesty in stories about someone from the past, such as George Washington. <u>Date Adopted or Revised:</u> 12/08	SS.K.A.2.Su.d Recognize a person who showed bravery in stories about the past. <u>Date Adopted or Revised:</u> 12/08	SS.K.A.2.Pa.d Recognize a person in a story. <u>Date Adopted or Revised:</u> 12/08
	SS.K.A.2.In.e	SS.K.A.2.Su.e Recognize a United States symbol, such as the American flag or bald eagle.	SS.K.A.2.Pa.e Recognize a patriotic song. <u>Date Adopted or Revised:</u> 12/08

	<p>Recognize United States symbols, such as the American flag and bald eagle. <u>Date Adopted or Revised:</u> 12/08</p>	<p><u>Date Adopted or Revised:</u> 12/08</p>									
<b>Standard 3: Chronological Thinking</b>											
<b>BENCHMARK CODE   BENCHMARK</b>											
SS.K.A.3.1	<p>Use words and phrases related to chronology and time to explain how things change and to sequentially order events that have occurred in school.</p> <p><u>Remarks/Examples:</u> Examples may include, but are not limited to, before, after; morning, afternoon, evening; today, tomorrow, yesterday; past, present, future; last week, this week, next week; day, week, month, year.</p>										
SS.K.A.3.2	<p>Explain that calendars represent days of the week and months of the year.</p> <p style="text-align: center;"><b>Access Point for Students with Significant Cognitive Disabilities</b></p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="text-align: center;"><i>Independent</i></th> <th style="text-align: center;"><i>Supported</i></th> <th style="text-align: center;"><i>Participatory</i></th> </tr> </thead> <tbody> <tr> <td> <p>SS.K.A.3.In.a Identify concepts of time using words, such as before, after, morning, afternoon, day, and night. <u>Date Adopted or Revised:</u> 12/08</p> </td> <td> <p>SS.K.A.3.Su.a Recognize events that occur in the day and the night, such as going to school in the day or sleeping at night. <u>Date Adopted or Revised:</u> 12/08</p> </td> <td> <p>SS.K.A.3.Pa.a Associate daytime with a common activity, such as getting dressed. <u>Date Adopted or Revised:</u> 12/08</p> </td> </tr> <tr> <td> <p>SS.K.A.3.In.b Identify that the numbers on a calendar represent the date of the month. <u>Date Adopted or Revised:</u> 12/08</p> </td> <td> <p>SS.K.A.3.Su.b Recognize a calendar. <u>Date Adopted or Revised:</u> 12/08</p> </td> <td> <p>SS.K.A.3.Pa.b Associate an object or picture with a daily event, such as story time. <u>Date Adopted or Revised:</u> 12/08</p> </td> </tr> </tbody> </table>		<i>Independent</i>	<i>Supported</i>	<i>Participatory</i>	<p>SS.K.A.3.In.a Identify concepts of time using words, such as before, after, morning, afternoon, day, and night. <u>Date Adopted or Revised:</u> 12/08</p>	<p>SS.K.A.3.Su.a Recognize events that occur in the day and the night, such as going to school in the day or sleeping at night. <u>Date Adopted or Revised:</u> 12/08</p>	<p>SS.K.A.3.Pa.a Associate daytime with a common activity, such as getting dressed. <u>Date Adopted or Revised:</u> 12/08</p>	<p>SS.K.A.3.In.b Identify that the numbers on a calendar represent the date of the month. <u>Date Adopted or Revised:</u> 12/08</p>	<p>SS.K.A.3.Su.b Recognize a calendar. <u>Date Adopted or Revised:</u> 12/08</p>	<p>SS.K.A.3.Pa.b Associate an object or picture with a daily event, such as story time. <u>Date Adopted or Revised:</u> 12/08</p>
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<b>Strand: GEOGRAPHY</b>											
<b>Standard 1: The World in Spatial Terms</b>											
<b>BENCHMARK CODE   BENCHMARK</b>											
SS.K.G.1.1	<p>Describe the relative location of people, places, and things by using positional words.</p> <p><u>Remarks/Examples:</u> Examples are near/far; above/below, left/right and behind/front.</p>										
SS.K.G.1.2	<p>Explain that maps and globes help to locate different places and that globes are a model of the Earth.</p>										
SS.K.G.1.3	<p>Identify cardinal directions (north, south, east, west).</p>										
SS.K.G.1.4	<p>Differentiate land and water features on simple maps and globes.</p> <p><u>Remarks/Examples:</u> Examples are blue is water and green/brown is land.</p>										

<b>Access Point for Students with Significant Cognitive Disabilities</b>		
<b>Independent</b>	<b>Supported</b>	<b>Participatory</b>
SS.K.G.1.In.a Identify the relative location of an object by using positional words, such as up/down and top/bottom. <u>Date Adopted or Revised:</u> 12/08	SS.K.G.1.Su.a Identify the relative location of an object as up or down. <u>Date Adopted or Revised:</u> 12/08	SS.K.G.1.Pa.a Recognize the location of an object or person. <u>Date Adopted or Revised:</u> 12/08
SS.K.G.1.In.b Recognize a map as a drawing of a place. <u>Date Adopted or Revised:</u> 12/08	SS.K.G.1.Su.b Recognize a picture of a location. <u>Date Adopted or Revised:</u> 12/08	SS.K.G.1.Pa.b Associate a picture with a place. <u>Date Adopted or Revised:</u> 12/08
SS.K.G.1.In.c Recognize selected cardinal directions on a map. <u>Date Adopted or Revised:</u> 12/08	SS.K.G.1.Su.c Recognize directions in which objects and people move. <u>Date Adopted or Revised:</u> 12/08	SS.K.G.1.Pa.c Track movement in different directions. <u>Date Adopted or Revised:</u> 12/08
SS.K.G.1.In.d Recognize a water feature on a map or globe. <u>Date Adopted or Revised:</u> 12/08	SS.K.G.1.Su.d Recognize a water feature in a picture of a location. <u>Date Adopted or Revised:</u> 12/08	SS.K.G.1.Pa.d Associate a picture with a place. <u>Date Adopted or Revised:</u> 12/08
<b>Standard 2: Places and Regions</b>		
<b>BENCHMARK CODE</b>	<b>BENCHMARK</b>	
SS.K.G.2.1	Locate and describe places in the school and community.  <u>Remarks/Examples:</u> Examples are the cafeteria, library, office, restrooms, and classroom.	
SS.K.G.2.2	Know one's own phone number, street address, city or town and that Florida is the state in which the student lives.	
<b>Access Point for Students with Significant Cognitive Disabilities</b>		
<b>Independent</b>	<b>Supported</b>	<b>Participatory</b>
SS.K.G.2.In.a Identify a place in the classroom or school. <u>Date Adopted or Revised:</u> 12/08	SS.K.G.2.Su.a Recognize a place in the classroom or school. <u>Date Adopted or Revised:</u> 12/08	SS.K.G.2.Pa.a Associate a place with a person or activity in the classroom or school. <u>Date Adopted or Revised:</u> 12/08
SS.K.G.2.In.b Identify features of own home, such as home is where I live and it is on a street. <u>Date Adopted or Revised:</u> 12/08	SS.K.G.2.Su.b Recognize a feature of own home, such as home is where I live. <u>Date Adopted or Revised:</u> 12/08	SS.K.G.2.Pa.b Associate own home with a person or object. <u>Date Adopted or Revised:</u> 12/08

Standard 3: Physical System		
BENCHMARK CODE	BENCHMARK	
SS.K.G.3.1	Identify basic landforms.  <i>Remarks/Examples:</i> Examples are hills, forests, wetlands, and coasts.	
SS.K.G.3.2	Identify basic bodies of water.  <i>Remarks/Examples:</i> Examples are rivers, lakes, oceans, and gulfs.	
SS.K.G.3.3	Describe and give examples of seasonal weather changes, and illustrate how weather affects people and the environment.	
<b>Access Point for Students with Significant Cognitive Disabilities</b>		
<b>Independent</b>	<b>Supported</b>	
<b>Participatory</b>		
SS.K.G.3.In.a Recognize basic landforms, such as hills and forests. <i>Date Adopted or Revised:</i> 12/08	SS.K.G.3.Su.a Recognize a basic landform, such as hills or forests. <i>Date Adopted or Revised:</i> 12/08	SS.K.G.3.Pa.a Associate land with grass, dirt, or trees. <i>Date Adopted or Revised:</i> 12/08
SS.K.G.3.In.b Recognize basic bodies of water in the local environment, such as a river and lake. <i>Date Adopted or Revised:</i> 12/08	SS.K.G.3.Su.b Recognize a basic body of water in the local environment. <i>Date Adopted or Revised:</i> 12/08	SS.K.G.3.Pa.b Recognize water in the environment. <i>Date Adopted or Revised:</i> 12/08
SS.K.G.3.In.c Recognize types of weather and a way weather affects people. <i>Date Adopted or Revised:</i> 12/08	SS.K.G.3.Su.c Recognize a type of weather and a way weather affects people. <i>Date Adopted or Revised:</i> 12/08	SS.K.G.3.Pa.c Associate a type of weather with its effect on people. <i>Date Adopted or Revised:</i> 12/08
<b>Strand: ECONOMICS</b>		
Standard 1: Beginning Economics		
BENCHMARK CODE	BENCHMARK	
SS.K.E.1.1	Describe different kinds of jobs that people do and the tools or equipment used.  <i>Remarks/Examples:</i> Examples are community helpers, firefighter and fire truck).	
SS.K.E.1.2	Recognize that United States currency comes in different forms.  <i>Remarks/Examples:</i> Examples are coins and bills.	
SS.K.E.1.3	Recognize that people work to earn money to buy things they need or want.	

SS.K.E.1.4

Identify the difference between basic needs and wants.

*Remarks/Examples:*

Examples of needs are clothing and shelter and examples of wants are video games and toys.

**Access Point for Students with Significant Cognitive Disabilities**

<b>Independent</b>	<b>Supported</b>	<b>Participatory</b>
SS.K.E.1.In.a Identify school and community workers, such as teachers, police, and firefighters. <u>Date Adopted or Revised:</u> 12/08	SS.K.E.1.Su.a Recognize a community worker, such as a police officer or firefighter. <u>Date Adopted or Revised:</u> 12/08	SS.K.E.1.Pa.a Recognize a school worker, such as a teacher or bus driver. <u>Date Adopted or Revised:</u> 12/08
SS.K.E.1.In.b Recognize forms of money, such as coins and bills. <u>Date Adopted or Revised:</u> 12/08	SS.K.E.1.Su.b Recognize an example of money, such as a coin or bill. <u>Date Adopted or Revised:</u> 12/08	SS.K.E.1.Pa.b Recognize differences in the appearance of coins. <u>Date Adopted or Revised:</u> 12/08
SS.K.E.1.In.c Recognize that people use money to buy things they need in stores. <u>Date Adopted or Revised:</u> 12/08	SS.K.E.1.Su.c Recognize an example of a place to buy food, such as a grocery store or restaurant. <u>Date Adopted or Revised:</u> 12/08	SS.K.E.1.Pa.c Recognize a desired item or activity. <u>Date Adopted or Revised:</u> 12/08
SS.K.E.1.In.d Identify basic needs, such as food and clothing. <u>Date Adopted or Revised:</u> 12/08	SS.K.E.1.Su.d Recognize basic needs, such as food and clothing. <u>Date Adopted or Revised:</u> 12/08	SS.K.E.1.Pa.d Recognize a basic need, such as food or clothing. <u>Date Adopted or Revised:</u> 12/08

**Strand: CIVICS AND GOVERNMENT**

**Standard 1: Foundations of Government, Law, and the American Political System**

**BENCHMARK CODE**

**BENCHMARK**

SS.K.C.1.1

Define and give examples of rules and laws, and why they are important.

*Remarks/Examples:*

Examples are standing in line at school and wearing a bike helmet.

SS.K.C.1.2

Explain the purpose and necessity of rules and laws at home, school, and community.

*Remarks/Examples:*

Examples are attending school and wearing a seat belt.

**Access Point for Students with Significant Cognitive Disabilities**

<b>Independent</b>	<b>Supported</b>	<b>Participatory</b>
SS.K.C.1.In.a Identify a classroom rule. <u>Date Adopted or Revised:</u> 12/08	SS.K.C.1.Su.a Recognize a classroom rule. <u>Date Adopted or Revised:</u> 12/08	SS.K.C.1.Pa.a Associate a simple rule with a behavior in the classroom. <u>Date Adopted or Revised:</u>

SS.K.C.1.In.b Identify reasons for having rules at home and in the classroom. <u>Date Adopted or Revised:</u> 12/08	SS.K.C.1.Su.b Recognize reasons for having rules at home and in the classroom. <u>Date Adopted or Revised:</u> 12/08	12/08  SS.K.C.1.Pa.b Associate a simple rule with a behavior in the classroom. <u>Date Adopted or Revised:</u> 12/08
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**Standard 2: Civic and Political Participation**

BENCHMARK CODE	BENCHMARK
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SS.K.C.2.1	Demonstrate the characteristics of being a good citizen.  <u>Remarks/Examples:</u> Examples are taking turns, sharing, taking responsibility, following rules, understanding the consequences of breaking rules, practicing honesty, self-control, and participating in classroom decision making.
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SS.K.C.2.2	Demonstrate that conflicts among friends can be resolved in ways that are consistent with being a good citizen.
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SS.K.C.2.3	Describe fair ways for groups to make decisions.  <u>Remarks/Examples:</u> Examples are voting, taking turns, and coming to an agreement.
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<b>Access Point for Students with Significant Cognitive Disabilities</b>		
<b>Independent</b>	<b>Supported</b>	<b>Participatory</b>
SS.K.C.2.In.a Demonstrate characteristics of being a good citizen in the classroom, such as taking turns, sharing, and following rules. <u>Date Adopted or Revised:</u> 12/08	SS.K.C.2.Su.a Demonstrate selected characteristics of being a good citizen in the classroom, such as taking turns and sharing. <u>Date Adopted or Revised:</u> 12/08	SS.K.C.2.Pa.a Demonstrate a characteristic of being a good citizen, such as cooperating in the classroom. <u>Date Adopted or Revised:</u> 12/08
SS.K.C.2.In.b Identify ways that friends avoid conflicts by being good citizens, such as by sharing and taking turns. <u>Date Adopted or Revised:</u> 12/08	SS.K.C.2.Su.b Recognize a way to avoid conflicts with friends, such as by sharing. <u>Date Adopted or Revised:</u> 12/08	SS.K.C.2.Pa.b Demonstrate a characteristic of being a good citizen, such as cooperating in the classroom. <u>Date Adopted or Revised:</u> 12/08
SS.K.C.2.In.c Identify fair ways to make a decision, such as listening to other opinions or voting. <u>Date Adopted or Revised:</u> 12/08	SS.K.C.2.Su.c Recognize a fair way to make a decision, such as raising hands or taking turns. <u>Date Adopted or Revised:</u> 12/08	SS.K.C.2.Pa.c Associate making decisions with choices. <u>Date Adopted or Revised:</u> 12/08

**GRADE: 1**

<b>Strand: AMERICAN HISTORY</b>													
Standard 1: Historical Inquiry and Analysis													
<b>BENCHMARK CODE</b>	<b>BENCHMARK</b>												
SS.1.A.1.1	<p>Develop an understanding of a primary source.</p> <p><i>Remarks/Examples:</i> Examples may include, but are not limited to, pictures, letters, audio/video recordings, and other artifacts.</p>												
SS.1.A.1.2	<p>Understand how to use the media center/other sources to find answers to questions about a historical topic.</p> <p><i>Remarks/Examples:</i> Examples may include, but are not limited to, databases, audio or video recordings, and books.</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th colspan="3" style="text-align: center;"><b>Access Point for Students with Significant Cognitive Disabilities</b></th> </tr> <tr> <th style="text-align: center;"><i><b>Independent</b></i></th> <th style="text-align: center;"><i><b>Supported</b></i></th> <th style="text-align: center;"><i><b>Participatory</b></i></th> </tr> </thead> <tbody> <tr> <td style="vertical-align: top;"> <p>SS.1.A.1.In.a</p> <p style="text-align: center;">Identify a primary source, such as pictures or artifacts.</p> <p><u><i>Date Adopted or Revised:</i></u> 12/08</p> </td> <td style="vertical-align: top;"> <p>SS.1.A.1.Su.a</p> <p style="text-align: center;">Recognize a primary source, such as pictures or artifacts.</p> <p><u><i>Date Adopted or Revised:</i></u> 12/08</p> </td> <td style="vertical-align: top;"> <p>SS.1.A.1.Pa.a</p> <p style="text-align: center;">Recognize an object or photograph related to a person or event.</p> <p><u><i>Date Adopted or Revised:</i></u> 12/08</p> </td> </tr> <tr> <td style="vertical-align: top;"> <p>SS.1.A.1.In.b</p> <p style="text-align: center;">Locate information in pictures or print about a historical topic.</p> <p><u><i>Date Adopted or Revised:</i></u> 12/08</p> </td> <td style="vertical-align: top;"> <p>SS.1.A.1.Su.b</p> <p style="text-align: center;">Use pictures to answer a question about a historical topic.</p> <p><u><i>Date Adopted or Revised:</i></u> 12/08</p> </td> <td style="vertical-align: top;"> <p>SS.1.A.1.Pa.b</p> <p style="text-align: center;">Recognize a person as a source of information.</p> <p><u><i>Date Adopted or Revised:</i></u> 12/08</p> </td> </tr> </tbody> </table>	<b>Access Point for Students with Significant Cognitive Disabilities</b>			<i><b>Independent</b></i>	<i><b>Supported</b></i>	<i><b>Participatory</b></i>	<p>SS.1.A.1.In.a</p> <p style="text-align: center;">Identify a primary source, such as pictures or artifacts.</p> <p><u><i>Date Adopted or Revised:</i></u> 12/08</p>	<p>SS.1.A.1.Su.a</p> <p style="text-align: center;">Recognize a primary source, such as pictures or artifacts.</p> <p><u><i>Date Adopted or Revised:</i></u> 12/08</p>	<p>SS.1.A.1.Pa.a</p> <p style="text-align: center;">Recognize an object or photograph related to a person or event.</p> <p><u><i>Date Adopted or Revised:</i></u> 12/08</p>	<p>SS.1.A.1.In.b</p> <p style="text-align: center;">Locate information in pictures or print about a historical topic.</p> <p><u><i>Date Adopted or Revised:</i></u> 12/08</p>	<p>SS.1.A.1.Su.b</p> <p style="text-align: center;">Use pictures to answer a question about a historical topic.</p> <p><u><i>Date Adopted or Revised:</i></u> 12/08</p>	<p>SS.1.A.1.Pa.b</p> <p style="text-align: center;">Recognize a person as a source of information.</p> <p><u><i>Date Adopted or Revised:</i></u> 12/08</p>
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Standard 2: Historical Knowledge													
<b>BENCHMARK CODE</b>	<b>BENCHMARK</b>												
SS.1.A.2.1	Understand history tells the story of people and events of other times and places.												
SS.1.A.2.2	<p>Compare life now with life in the past.</p> <p><i>Remarks/Examples:</i> Examples may include, but are not limited to, comparing school, families, work, and community life.</p>												
SS.1.A.2.3	<p>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.</p> <p><i>Remarks/Examples:</i> Examples may include, but are not limited to, federal holidays and ethnic celebrations.</p>												
SS.1.A.2.4	<p>Identify people from the past who have shown character ideals and principles including honesty, courage, and responsibility.</p> <p><i>Remarks/Examples:</i> Examples may include, but are not limited to, Presidents, war veterans, community members, and leaders.</p>												
SS.1.A.2.5	<p>Distinguish between historical fact and fiction using various materials.</p> <p><i>Remarks/Examples:</i> Examples may include, but are not limited to, tall tales, fables and non-fiction (expository) text.</p>												

**Access Point for Students with Significant Cognitive Disabilities**

<b>Independent</b>	<b>Supported</b>	<b>Participatory</b>
SS.1.A.2.In.a Recognize examples of people and events from other times in stories. <u>Date Adopted or Revised:</u> 12/08	SS.1.A.2.Su.a Recognize a story about someone living in a different time. <u>Date Adopted or Revised:</u> 12/08	SS.1.A.2.Pa.a Recognize a past event. <u>Date Adopted or Revised:</u> 12/08
SS.1.A.2.In.b Recognize examples of daily life that are different from long ago. <u>Date Adopted or Revised:</u> 12/08	SS.1.A.2.Su.b Recognize items that did not exist long ago. <u>Date Adopted or Revised:</u> 12/08	SS.1.A.2.Pa.b Recognize family members of older generations. <u>Date Adopted or Revised:</u> 12/08
SS.1.A.2.In.c Identify national holidays as a way of remembering and honoring people and events, such as Thanksgiving, Independence Day, and Memorial Day. <u>Date Adopted or Revised:</u> 12/08	SS.1.A.2.Su.c Recognize a national holiday as a way of remembering and honoring people and events, such as Thanksgiving or Independence Day. <u>Date Adopted or Revised:</u> 12/08	SS.1.A.2.Pa.c Recognize an activity associated with a national celebration, such as a family dinner on Thanksgiving. <u>Date Adopted or Revised:</u> 12/08
SS.1.A.2.In.d Identify a person from the past who showed bravery, honesty, or responsibility. <u>Date Adopted or Revised:</u> 12/08	SS.1.A.2.Su.d Recognize a person who showed honesty, bravery, or responsibility. <u>Date Adopted or Revised:</u> 12/08	SS.1.A.2.Pa.d Recognize a school leader, such as the principal. <u>Date Adopted or Revised:</u> 12/08
SS.1.A.2.In.e Identify events or characters in a story that are not real (fiction), such as Pecos Bill riding a tornado. <u>Date Adopted or Revised:</u> 12/08	SS.1.A.2.Su.e Recognize a character in a story that is not real (fiction), such as Babe the Blue Ox. <u>Date Adopted or Revised:</u> 12/08	SS.1.A.2.Pa.e Recognize a character in a story that is not real. <u>Date Adopted or Revised:</u> 12/08

**Standard 3: Chronological Thinking**

<b>BENCHMARK CODE</b>	<b>BENCHMARK</b>
SS.1.A.3.1	Use terms related to time to sequentially order events that have occurred in school, home, or community.  <u>Remarks/Examples:</u> Examples may include, but are not limited to, days, weeks, months, and years.
SS.1.A.3.2	Create a timeline based on the student's life or school events, using primary sources.  <u>Remarks/Examples:</u> Examples of sources may include, but are not limited to, photographs, birth certificates, report cards, and diaries.

**Access Point for Students with Significant Cognitive Disabilities**

<b>Independent</b>		<b>Supported</b>		<b>Participatory</b>	
SS.1.A.3.In.a Identify concepts of time, including yesterday, today, and tomorrow. <u>Date Adopted or Revised:</u> 12/08		SS.1.A.3.Su.a Recognize concepts of time, including morning and afternoon, related to school activities. <u>Date Adopted or Revised:</u> 12/08		SS.1.A.3.Pa.a Associate morning with a common school activity, such as circle time. <u>Date Adopted or Revised:</u> 12/08	
SS.1.A.3.In.b Sequence three events in a student's life using photographs or pictures on a timeline. <u>Date Adopted or Revised:</u> 12/08		SS.1.A.3.Su.b Sequence two events in a student's life using photographs or pictures. <u>Date Adopted or Revised:</u> 12/08		SS.1.A.3.Pa.b Recognize one activity that comes next on a classroom daily schedule. <u>Date Adopted or Revised:</u> 12/08	
<b>Strand: GEOGRAPHY</b>					
<b>Standard 1: The World in Spatial Terms</b>					
<b>BENCHMARK CODE</b>		<b>BENCHMARK</b>			
SS.1.G.1.1		Use physical and political/cultural maps to locate places in Florida.  <u>Remarks/Examples:</u> Examples are Tallahassee, student's hometown, Lake Okeechobee, Florida Keys, and the Everglades.			
SS.1.G.1.2		Identify key elements (compass rose, cardinal directions, title, key/legend with symbols) of maps and globes .			
SS.1.G.1.3		Construct a basic map using key elements including cardinal directions and map symbols.  <u>Remarks/Examples:</u> Examples are map of bedroom, classroom, or route to school			
SS.1.G.1.4		Identify a variety of physical features using a map and globe.  <u>Remarks/Examples:</u> Examples are oceans, peninsulas, lakes, rivers, swamps, and gulfs.			
SS.1.G.1.5		Locate on maps and globes the student's local community, Florida, the Atlantic Ocean, and the Gulf of Mexico.			
SS.1.G.1.6		Describe how location, weather, and physical environment affect the way people live in our community.  <u>Remarks/Examples:</u> Examples are effects on their food, clothing, shelter, transportation, and recreation			
<b>Access Point for Students with Significant Cognitive Disabilities</b>					
<b>Independent</b>		<b>Supported</b>		<b>Participatory</b>	
SS.1.G.1.In.a Identify a map of the local community or Florida. <u>Date Adopted or Revised:</u> 12/08		SS.1.G.1.Su.a Recognize a pictorial map of the local community or Florida. <u>Date Adopted or Revised:</u> 12/08		SS.1.G.1.Pa.a Recognize a drawing of home or school. <u>Date Adopted or Revised:</u> 12/08	
SS.1.G.1.In.b Recognize elements in a key/legend on a simple map or drawing of a		SS.1.G.1.Su.b Recognize an element in a key/legend on a pictorial map or drawing of a		SS.1.G.1.Pa.b Associate an object, picture, or symbol with a location. <u>Date Adopted or Revised:</u>	

	<p>location, such as pictures and symbols. <u>Date Adopted or Revised:</u> 12/08</p> <p>SS.1.G.1.In.c Construct a simple map using map symbols. <u>Date Adopted or Revised:</u> 12/08</p> <p>SS.1.G.1.In.d Identify land and water on a map and globe, such as by using the color key—blue is water, and green/brown is land. <u>Date Adopted or Revised:</u> 12/08</p> <p>SS.1.G.1.In.e Locate Florida and a major body of water on maps or globes, such as the Atlantic Ocean or the Gulf of Mexico. <u>Date Adopted or Revised:</u> 12/08</p> <p>SS.1.G.1.In.f Recognize selected ways location, weather, and physical environment affect people in the student’s community, such as their food, clothing, shelter, transportation, and recreation. <u>Date Adopted or Revised:</u> 12/08</p>	<p>location, such as pictures or symbols. <u>Date Adopted or Revised:</u> 12/08</p> <p>SS.1.G.1.Su.c Complete a pictorial map using pictures or symbols for designated areas. <u>Date Adopted or Revised:</u> 12/08</p> <p>SS.1.G.1.Su.d Recognize land and water on a map and globe, such as by using the color key—blue is water and green/brown is land. <u>Date Adopted or Revised:</u> 12/08</p> <p>SS.1.G.1.Su.e Recognize land and water on a map and globe, such as by using the color key—blue is water and green/brown is land. <u>Date Adopted or Revised:</u> 12/08</p> <p>SS.1.G.1.Su.f Recognize a way location, weather, or physical environment affects people in the student’s community, such as their food, clothing, shelter, transportation, or recreation. <u>Date Adopted or Revised:</u> 12/08</p>	<p>12/08</p> <p>SS.1.G.1.Pa.c Associate an object, picture, or symbol with a location. <u>Date Adopted or Revised:</u> 12/08</p> <p>SS.1.G.1.Pa.d Recognize a picture of land or water. <u>Date Adopted or Revised:</u> 12/08</p> <p>SS.1.G.1.Pa.e Recognize a picture of land or water. <u>Date Adopted or Revised:</u> 12/08</p> <p>SS.1.G.1.Pa.f Associate a selected characteristic of the student’s environment, such as food, clothing, or shelter, with its personal effect on the student. <u>Date Adopted or Revised:</u> 12/08</p>		
<b>Strand: ECONOMICS</b>					
Standard 1: Beginning Economics					
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SS.1.E.1.2	<p>Define opportunity costs as giving up one thing for another.</p> <p><u>Remarks/Examples:</u> Examples are giving up television to do homework and buying candy versus saving for later purchase.</p>				
SS.1.E.1.3					

	Distinguish between examples of goods and services. <i>Remarks/Examples:</i> Examples are goods: hamburger; services: sweeping the floor.																					
SS.1.E.1.4	Distinguish people as buyers, sellers, and producers of goods and services.																					
SS.1.E.1.5	Recognize the importance of saving money for future purchases.																					
SS.1.E.1.6	Identify that people need to make choices because of scarce resources. <i>Remarks/Examples:</i> Examples are not enough time to do all activities or not enough red crayons.																					
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<b>Strand: CIVICS AND GOVERNMENT</b>													
Standard 1: Foundations of Government, Law, and the American Political System													
<b>BENCHMARK CODE</b>	<b>BENCHMARK</b>												
SS.1.C.1.1	<p>Explain the purpose of rules and laws in the school and community.</p> <p><i>Remarks/Examples:</i> Examples are keeping order and ensuring safety.</p>												
SS.1.C.1.2	<p>Give examples of people who have the power and authority to make and enforce rules and laws in the school and community.</p> <p><i>Remarks/Examples:</i> Examples are principals, teachers, parents, government leaders, and police.</p>												
SS.1.C.1.3	<p>Give examples of the use of power without authority in the school and community.</p> <p><i>Remarks/Examples:</i> Examples are bullying, stealing, and peer pressure.</p> <p style="text-align: center;"><b>Access Point for Students with Significant Cognitive Disabilities</b></p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="text-align: center;"><i><b>Independent</b></i></th> <th style="text-align: center;"><i><b>Supported</b></i></th> <th style="text-align: center;"><i><b>Participatory</b></i></th> </tr> </thead> <tbody> <tr> <td style="vertical-align: top;"> <p>SS.1.C.1.In.a</p> <p style="text-align: center;">Identify reasons for rules that keep students safe in the classroom and school, such as keeping order.</p> <p><u><i>Date Adopted or Revised:</i></u> 12/08</p> </td> <td style="vertical-align: top;"> <p>SS.1.C.1.Su.a</p> <p style="text-align: center;">Recognize reasons for rules that keep students safe in the classroom and school, such as keeping order.</p> <p><u><i>Date Adopted or Revised:</i></u> 12/08</p> </td> <td style="vertical-align: top;"> <p>SS.1.C.1.Pa.a</p> <p style="text-align: center;">Associate a classroom rule with a consequence.</p> <p><u><i>Date Adopted or Revised:</i></u> 12/08</p> </td> </tr> <tr> <td style="vertical-align: top;"> <p>SS.1.C.1.In.b</p> <p style="text-align: center;">Identify authority figures in the school, such as the teacher, principal, and cafeteria manager.</p> <p><u><i>Date Adopted or Revised:</i></u> 12/08</p> </td> <td style="vertical-align: top;"> <p>SS.1.C.1.Su.b</p> <p style="text-align: center;">Recognize an authority figure in the school, such as the teacher or principal.</p> <p><u><i>Date Adopted or Revised:</i></u> 12/08</p> </td> <td style="vertical-align: top;"> <p>SS.1.C.1.Pa.b</p> <p style="text-align: center;">Recognize the teacher as the classroom leader.</p> <p><u><i>Date Adopted or Revised:</i></u> 12/08</p> </td> </tr> <tr> <td style="vertical-align: top;"> <p>SS.1.C.1.In.c</p> <p style="text-align: center;">Identify an example of the use of power without authority in the classroom or school, such as bullying and stealing.</p> <p><u><i>Date Adopted or Revised:</i></u> 12/08</p> </td> <td style="vertical-align: top;"> <p>SS.1.C.1.Su.c</p> <p style="text-align: center;">Recognize an example of the use of power without authority in the classroom or school, such as bullying or stealing.</p> <p><u><i>Date Adopted or Revised:</i></u> 12/08</p> </td> <td style="vertical-align: top;"> <p>SS.1.C.1.Pa.c</p> <p style="text-align: center;">Recognize ownership of personal belongings.</p> <p><u><i>Date Adopted or Revised:</i></u> 12/08</p> </td> </tr> </tbody> </table>	<i><b>Independent</b></i>	<i><b>Supported</b></i>	<i><b>Participatory</b></i>	<p>SS.1.C.1.In.a</p> <p style="text-align: center;">Identify reasons for rules that keep students safe in the classroom and school, such as keeping order.</p> <p><u><i>Date Adopted or Revised:</i></u> 12/08</p>	<p>SS.1.C.1.Su.a</p> <p style="text-align: center;">Recognize reasons for rules that keep students safe in the classroom and school, such as keeping order.</p> <p><u><i>Date Adopted or Revised:</i></u> 12/08</p>	<p>SS.1.C.1.Pa.a</p> <p style="text-align: center;">Associate a classroom rule with a consequence.</p> <p><u><i>Date Adopted or Revised:</i></u> 12/08</p>	<p>SS.1.C.1.In.b</p> <p style="text-align: center;">Identify authority figures in the school, such as the teacher, principal, and cafeteria manager.</p> <p><u><i>Date Adopted or Revised:</i></u> 12/08</p>	<p>SS.1.C.1.Su.b</p> <p style="text-align: center;">Recognize an authority figure in the school, such as the teacher or principal.</p> <p><u><i>Date Adopted or Revised:</i></u> 12/08</p>	<p>SS.1.C.1.Pa.b</p> <p style="text-align: center;">Recognize the teacher as the classroom leader.</p> <p><u><i>Date Adopted or Revised:</i></u> 12/08</p>	<p>SS.1.C.1.In.c</p> <p style="text-align: center;">Identify an example of the use of power without authority in the classroom or school, such as bullying and stealing.</p> <p><u><i>Date Adopted or Revised:</i></u> 12/08</p>	<p>SS.1.C.1.Su.c</p> <p style="text-align: center;">Recognize an example of the use of power without authority in the classroom or school, such as bullying or stealing.</p> <p><u><i>Date Adopted or Revised:</i></u> 12/08</p>	<p>SS.1.C.1.Pa.c</p> <p style="text-align: center;">Recognize ownership of personal belongings.</p> <p><u><i>Date Adopted or Revised:</i></u> 12/08</p>
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<p>SS.1.C.1.In.b</p> <p style="text-align: center;">Identify authority figures in the school, such as the teacher, principal, and cafeteria manager.</p> <p><u><i>Date Adopted or Revised:</i></u> 12/08</p>	<p>SS.1.C.1.Su.b</p> <p style="text-align: center;">Recognize an authority figure in the school, such as the teacher or principal.</p> <p><u><i>Date Adopted or Revised:</i></u> 12/08</p>	<p>SS.1.C.1.Pa.b</p> <p style="text-align: center;">Recognize the teacher as the classroom leader.</p> <p><u><i>Date Adopted or Revised:</i></u> 12/08</p>											
<p>SS.1.C.1.In.c</p> <p style="text-align: center;">Identify an example of the use of power without authority in the classroom or school, such as bullying and stealing.</p> <p><u><i>Date Adopted or Revised:</i></u> 12/08</p>	<p>SS.1.C.1.Su.c</p> <p style="text-align: center;">Recognize an example of the use of power without authority in the classroom or school, such as bullying or stealing.</p> <p><u><i>Date Adopted or Revised:</i></u> 12/08</p>	<p>SS.1.C.1.Pa.c</p> <p style="text-align: center;">Recognize ownership of personal belongings.</p> <p><u><i>Date Adopted or Revised:</i></u> 12/08</p>											
Standard 2: Civic and Political Participation													
<b>BENCHMARK CODE</b>	<b>BENCHMARK</b>												
SS.1.C.2.1	<p>Explain the rights and responsibilities students have in the school community.</p>												

	<p><u>Remarks/Examples:</u> Examples are not littering, coming to school on time, and having a safe learning environment.</p>								
SS.1.C.2.2	<p>Describe the characteristics of responsible citizenship in the school community.</p> <p><u>Remarks/Examples:</u> Examples are follow rules, care about the environment, and respect others.</p>								
SS.1.C.2.3	<p>Identify ways students can participate in the betterment of their school and community.</p> <p><u>Remarks/Examples:</u> Examples are responsible decision making, classroom jobs, and school service projects.</p>								
SS.1.C.2.4	<p>Show respect and kindness to people and animals.</p> <p style="text-align: center;"><b>Access Point for Students with Significant Cognitive Disabilities</b></p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 33%; text-align: center;"><i><b>Independent</b></i></th> <th style="width: 33%; text-align: center;"><i><b>Supported</b></i></th> <th style="width: 33%; text-align: center;"><i><b>Participatory</b></i></th> </tr> </thead> <tbody> <tr> <td> <p>SS.1.C.2.In.a Identify student responsibilities in the classroom and school, such as completing tasks and following rules. <u>Date Adopted or Revised:</u> 12/08</p> <p>SS.1.C.2.In.b Identify ways to be good citizens in the school, such as by taking care of school property and following school rules. <u>Date Adopted or Revised:</u> 12/08</p> <p>SS.1.C.2.In.c Identify ways to be good citizens in the school, such as by taking care of school property and following school rules. <u>Date Adopted or Revised:</u> 12/08</p> </td> <td> <p>SS.1.C.2.Su.a Recognize ways to be responsible in the classroom, such as completing tasks. <u>Date Adopted or Revised:</u> 12/08</p> <p>SS.1.C.2.Su.b Recognize a way to be a good citizen in the school, such as by taking care of school property. <u>Date Adopted or Revised:</u> 12/08</p> <p>SS.1.C.2.Su.c Recognize a way to be a good citizen in the school, such as by taking care of school property. <u>Date Adopted or Revised:</u> 12/08</p> </td> <td> <p>SS.1.C.2.Pa.a Associate completing a task with a classroom responsibility. <u>Date Adopted or Revised:</u> 12/08</p> <p>SS.1.C.2.Pa.b Associate completing a task with responsible citizenship in the classroom. <u>Date Adopted or Revised:</u> 12/08</p> <p>SS.1.C.2.Pa.c Associate completing a task with responsible citizenship in the classroom. <u>Date Adopted or Revised:</u> 12/08</p> </td> </tr> </tbody> </table>			<i><b>Independent</b></i>	<i><b>Supported</b></i>	<i><b>Participatory</b></i>	<p>SS.1.C.2.In.a Identify student responsibilities in the classroom and school, such as completing tasks and following rules. <u>Date Adopted or Revised:</u> 12/08</p> <p>SS.1.C.2.In.b Identify ways to be good citizens in the school, such as by taking care of school property and following school rules. <u>Date Adopted or Revised:</u> 12/08</p> <p>SS.1.C.2.In.c Identify ways to be good citizens in the school, such as by taking care of school property and following school rules. <u>Date Adopted or Revised:</u> 12/08</p>	<p>SS.1.C.2.Su.a Recognize ways to be responsible in the classroom, such as completing tasks. <u>Date Adopted or Revised:</u> 12/08</p> <p>SS.1.C.2.Su.b Recognize a way to be a good citizen in the school, such as by taking care of school property. <u>Date Adopted or Revised:</u> 12/08</p> <p>SS.1.C.2.Su.c Recognize a way to be a good citizen in the school, such as by taking care of school property. <u>Date Adopted or Revised:</u> 12/08</p>	<p>SS.1.C.2.Pa.a Associate completing a task with a classroom responsibility. <u>Date Adopted or Revised:</u> 12/08</p> <p>SS.1.C.2.Pa.b Associate completing a task with responsible citizenship in the classroom. <u>Date Adopted or Revised:</u> 12/08</p> <p>SS.1.C.2.Pa.c Associate completing a task with responsible citizenship in the classroom. <u>Date Adopted or Revised:</u> 12/08</p>
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<b>Standard 3: Structure and Functions of Government</b>									
<b>BENCHMARK CODE</b>		<b>BENCHMARK</b>							
SS.1.C.3.1	<p>Explain how decisions can be made or how conflicts might be resolved in fair and just ways.</p> <p><u>Remarks/Examples:</u> Examples are talking about problems, role playing, listening, and sharing.</p>								
SS.1.C.3.2	<p>Recognize symbols and individuals that represent American constitutional democracy.</p> <p><u>Remarks/Examples:</u> Examples are United States flag, Pledge of Allegiance, National Anthem, Statue of Liberty, bald eagle, George Washington, Abraham Lincoln, and the current President.</p> <p style="text-align: center;"><b>Access Point for Students with Significant Cognitive Disabilities</b></p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 33%; text-align: center;"><i><b>Independent</b></i></th> <th style="width: 33%; text-align: center;"><i><b>Supported</b></i></th> <th style="width: 33%; text-align: center;"><i><b>Participatory</b></i></th> </tr> </thead> <tbody> <tr> <td> <p>SS.1.C.3.In.a Identify ways to make a decision or resolve a</p> </td> <td> <p>SS.1.C.3.Su.a Recognize ways to make a decision or</p> </td> <td> <p>SS.1.C.3.Pa.a Recognize a way to make a decision or</p> </td> </tr> </tbody> </table>			<i><b>Independent</b></i>	<i><b>Supported</b></i>	<i><b>Participatory</b></i>	<p>SS.1.C.3.In.a Identify ways to make a decision or resolve a</p>	<p>SS.1.C.3.Su.a Recognize ways to make a decision or</p>	<p>SS.1.C.3.Pa.a Recognize a way to make a decision or</p>
<i><b>Independent</b></i>	<i><b>Supported</b></i>	<i><b>Participatory</b></i>							
<p>SS.1.C.3.In.a Identify ways to make a decision or resolve a</p>	<p>SS.1.C.3.Su.a Recognize ways to make a decision or</p>	<p>SS.1.C.3.Pa.a Recognize a way to make a decision or</p>							

<p>conflict, such as talking about problems or listening to each other. <u>Date Adopted or Revised:</u> 12/08</p> <p>SS.1.C.3.In.b Recognize symbols and individuals that represent America, such as the American flag, Pledge of Allegiance, bald eagle, and current president. <u>Date Adopted or Revised:</u> 12/08</p>	<p>resolve a conflict, such as talking about problems or listening to each other. <u>Date Adopted or Revised:</u> 12/08</p> <p>SS.1.C.3.Su.b Recognize symbols that represent America, such as the American flag or Pledge of Allegiance. <u>Date Adopted or Revised:</u> 12/08</p>	<p>resolve a conflict, such as making a choice or taking turns. <u>Date Adopted or Revised:</u> 12/08</p> <p>SS.1.C.3.Pa.b Recognize the American flag. <u>Date Adopted or Revised:</u> 12/08</p>
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**GRADE: 2**

**Strand: AMERICAN HISTORY**

**Standard 1: Historical Inquiry and Analysis**

<b>BENCHMARK CODE</b>	<b>BENCHMARK</b>
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SS.2.A.1.1

Examine primary and secondary sources.

Remarks/Examples:

Examples may include, but are not limited to, artifacts, photographs, newspapers, audio/video recordings, documents, maps, coins, and stamps, textbooks and reference books.

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 for Students with Significant Cognitive Disabilities**

<b>Independent</b>	<b>Supported</b>	<b>Participatory</b>
<p>SS.2.A.1.In.a Use primary and secondary sources, such as artifacts, photographs, and videos, to obtain information. <u>Date Adopted or Revised:</u> 12/08</p>	<p>SS.2.A.1.Su.a Use a primary or secondary source, such as an artifact, photograph, or video, to obtain information. <u>Date Adopted or Revised:</u> 12/08</p>	<p>SS.2.A.1.Pa.a Recognize pictures or artifacts that relate to important people or events. <u>Date Adopted or Revised:</u> 12/08</p>
<p>SS.2.A.1.In.b Use technology and other informational sources to find answers to questions about a historical topic. <u>Date Adopted or Revised:</u> 12/08</p>	<p>SS.2.A.1.Su.b Use technology and other sources to obtain information about a historical topic. <u>Date Adopted or Revised:</u> 12/08</p>	<p>SS.2.A.1.Pa.b Recognize a book or picture as a source of information. <u>Date Adopted or Revised:</u> 12/08</p>

**Standard 2: Historical Knowledge**

<b>BENCHMARK CODE</b>	<b>BENCHMARK</b>
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SS.2.A.2.1	Recognize that Native Americans were the first inhabitants in North America.		
SS.2.A.2.2	Compare the cultures of Native American tribes from various geographic regions of the United States.  <i>Remarks/Examples:</i> Examples may include, but are not limited to, location, clothing, housing, food, major beliefs and practices, language, art, and music.		
SS.2.A.2.3	Describe the impact of immigrants on the Native Americans.  <i>Remarks/Examples:</i> Examples are location, clothing, housing, food, major beliefs and practices, art, and music.		
SS.2.A.2.4	Explore ways the daily life of people living in Colonial America changed over time.  <i>Remarks/Examples:</i> Examples may include, but are not limited to, food, shelter, clothing, education, and settlements.		
SS.2.A.2.5	Identify reasons people came to the United States throughout history.  <i>Remarks/Examples:</i> Examples may include, but are not limited to, war, hunger, natural disasters, voluntary and involuntary servitude, political or religious freedom, land, and jobs.		
SS.2.A.2.6	Discuss the importance of Ellis Island and the Statue of Liberty to immigration from 1892 - 1954.		
SS.2.A.2.7	Discuss why immigration continues today.  <i>Remarks/Examples:</i> Examples may include, but are not limited to, jobs, war, hunger, natural disasters, political or religious freedom, and jobs.		
SS.2.A.2.8	Explain the cultural influences and contributions of immigrants today.  <i>Remarks/Examples:</i> Examples may include, but are not limited to, food, language, music, art, beliefs and practices, literature, education, and clothing.		
	<b>Access Point for Students with Significant Cognitive Disabilities</b>		
	<b>Independent</b>	<b>Supported</b>	<b>Participatory</b>
	SS.2.A.2.In.a Identify early Native Americans. <u>Date Adopted or Revised:</u> 12/08	SS.2.A.2.Su.a Recognize early Native Americans. <u>Date Adopted or Revised:</u> 12/08	SS.2.A.2.Pa.a Recognize a characteristic of early Native Americans. <u>Date Adopted or Revised:</u> 12/08
	SS.2.A.2.In.b Identify practices of Native American tribes, such as clothing, housing, and food. <u>Date Adopted or Revised:</u> 12/08	SS.2.A.2.Su.b Recognize a practice associated with Native American tribes, such as clothing or housing. <u>Date Adopted or Revised:</u> 12/08	SS.2.A.2.Pa.b Recognize a characteristic of early Native Americans. <u>Date Adopted or Revised:</u> 12/08
	SS.2.A.2.In.c Recognize the impact of immigrants on the Native Americans, such loss of land and new diseases. <u>Date Adopted or Revised:</u> 12/08	SS.2.A.2.Su.c Recognize that some Native Americans lost their homes to immigrants. <u>Date Adopted or Revised:</u> 12/08	SS.2.A.2.Pa.c Recognize that people move to live in a new place. <u>Date Adopted or Revised:</u> 12/08
	SS.2.A.2.In.d Identify ways people living in colonial America changed their daily	SS.2.A.2.Su.d Recognize that people living in colonial America built homes. <u>Date Adopted or Revised:</u>	SS.2.A.2.Pa.d Recognize that people move to live in a new place. <u>Date Adopted or Revised:</u>

lives, such as food, clothing, and housing. <u>Date Adopted or Revised:</u> 12/08	12/08	12/08
SS.2.A.2.In.e Recognize reasons why people came to the United States, such as jobs or freedom. <u>Date Adopted or Revised:</u> 12/08	SS.2.A.2.Su.e Recognize a reason for moving to a different home, such as jobs. <u>Date Adopted or Revised:</u> 12/08	SS.2.A.2.Pa.e Recognize that people move to live in a new place. <u>Date Adopted or Revised:</u> 12/08
SS.2.A.2.In.f Identify that many immigrants saw the Statue of Liberty as they entered America. <u>Date Adopted or Revised:</u> 12/08	SS.2.A.2.Su.f Recognize that the Statue of Liberty is in America. <u>Date Adopted or Revised:</u> 12/08	SS.2.A.2.Pa.f Recognize the Statue of Liberty. <u>Date Adopted or Revised:</u> 12/08
SS.2.A.2.In.g Recognize reasons why people move to the United States, such as jobs or freedom. <u>Date Adopted or Revised:</u> 12/08	SS.2.A.2.Su.g Recognize a reason for moving to a different home, such as jobs. <u>Date Adopted or Revised:</u> 12/08	SS.2.A.2.Pa.g Recognize that people move to live in a new place. <u>Date Adopted or Revised:</u> 12/08
SS.2.A.2.In.h Identify the influences of immigrants today, such as music, art, and foods from various cultures. <u>Date Adopted or Revised:</u> 12/08	SS.2.A.2.Su.h Recognize food, clothing, and music from another culture. <u>Date Adopted or Revised:</u> 12/08	SS.2.A.2.Pa.h Recognize differences in food or clothing from other cultures. <u>Date Adopted or Revised:</u> 12/08

Standard 3: Chronological Thinking

BENCHMARK CODE	BENCHMARK
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SS.2.A.3.1

Identify terms and designations of time sequence.

Remarks/Examples:

Examples may include, but are not limited to, years, decades, centuries.

**Access Point for Students with Significant Cognitive Disabilities**

<b>Independent</b>	<b>Supported</b>	<b>Participatory</b>
SS.2.A.3.In.a Identify concepts of time, including days and weeks. <u>Date Adopted or Revised:</u> 12/08	SS.2.A.3.Su.a Recognize concepts of time, including yesterday, today, and tomorrow. <u>Date Adopted or Revised:</u> 12/08	SS.2.A.3.Pa.a Recognize concepts of time, such as now or later. <u>Date Adopted or Revised:</u> 12/08

<b>Strand: GEOGRAPHY</b>		
Standard 1: The World in Spatial Terms		
<b>BENCHMARK CODE</b>	<b>BENCHMARK</b>	
SS.2.G.1.1	Use different types of maps (political, physical, and thematic) to identify map elements.  <i>Remarks/Examples:</i> Examples are coordinate grids, title, compass rose, cardinal and intermediate directions, key/legend with symbols and scale.	
SS.2.G.1.2	Using maps and globes, locate the student's hometown, Florida, and North America, and locate the state capital and the national capital.	
SS.2.G.1.3	Label on a map or globe the continents, oceans, Equator, Prime Meridian, North and South Pole.	
SS.2.G.1.4	Use a map to locate the countries in North America (Canada, United States, Mexico, and the Caribbean Islands).	
<b>Access Point for Students with Significant Cognitive Disabilities</b>		
<b>Independent</b>	<b>Supported</b>	
<b>Participatory</b>		
SS.2.G.1.In.a Identify map elements, such as the title, cardinal directions, and key/legend. <u>Date Adopted or Revised:</u> 12/08	SS.2.G.1.Su.a Recognize map elements on a pictorial map, such as pictures and title. <u>Date Adopted or Revised:</u> 12/08	SS.2.G.1.Pa.a Recognize a picture or symbol on a drawing of a location. <u>Date Adopted or Revised:</u> 12/08
SS.2.G.1.In.b Identify the student's city and state. <u>Date Adopted or Revised:</u> 12/08	SS.2.G.1.Su.b Recognize the student's city and state. <u>Date Adopted or Revised:</u> 12/08	SS.2.G.1.Pa.b Associate the name of the student's city with home. <u>Date Adopted or Revised:</u> 12/08
SS.2.G.1.In.c Recognize continents and oceans on a map or globe. <u>Date Adopted or Revised:</u> 12/08	SS.2.G.1.Su.c Recognize land and water on a map or globe. <u>Date Adopted or Revised:</u> 12/08	SS.2.G.1.Pa.c Recognize land and water in a picture. <u>Date Adopted or Revised:</u> 12/08
SS.2.G.1.In.d Recognize the United States on a map of North America. <u>Date Adopted or Revised:</u> 12/08	SS.2.G.1.Su.d Recognize a map of the United States. <u>Date Adopted or Revised:</u> 12/08	SS.2.G.1.Pa.d Recognize land and water in a picture. <u>Date Adopted or Revised:</u> 12/08
<b>Strand: ECONOMICS</b>		
Standard 1: Beginning Economics		
<b>BENCHMARK CODE</b>	<b>BENCHMARK</b>	
SS.2.E.1.1	Recognize that people make choices because of limited resources.	
SS.2.E.1.2	Recognize that people supply goods and services based on consumer demands.	

	<u>Remarks/Examples:</u> Examples are housing and jobs.	
SS.2.E.1.3	Recognize that the United States trades with other nations to exchange goods and services.  <u>Remarks/Examples:</u> Examples are clothing, food, toys, cars.	
SS.2.E.1.4	Explain the personal benefits and costs involved in saving and spending.	
	<b>Access Point for Students with Significant Cognitive Disabilities</b>	
	<b>Independent</b>	<b>Supported</b>
	<b>Participatory</b>	
SS.2.E.1.In.a	SS.2.E.1.Su.a	SS.2.E.1.Pa.a
Recognize that people make choices when there is little or none left of a resource. <u>Date Adopted or Revised:</u> 12/08	Recognize when there is little or none left of a resource. <u>Date Adopted or Revised:</u> 12/08	Recognize when there is none left of a resource. <u>Date Adopted or Revised:</u> 12/08
SS.2.E.1.In.b	SS.2.E.1.Su.b	SS.2.E.1.Pa.b
Recognize that goods and services fill a need (demand), such as food with a grocery store and health care with a doctor. <u>Date Adopted or Revised:</u> 12/08	Recognize that goods fill a need, such as food from a grocery store or clothing from a department store. <u>Date Adopted or Revised:</u> 12/08	Associate a desired item (goods) with a need. <u>Date Adopted or Revised:</u> 12/08
SS.2.E.1.In.c	SS.2.E.1.Su.c	SS.2.E.1.Pa.c
Recognize that some goods come from other countries. <u>Date Adopted or Revised:</u> 12/08	Recognize that some goods come from far away. <u>Date Adopted or Revised:</u> 12/08	Associate a desired item (goods) with its source. <u>Date Adopted or Revised:</u> 12/08
SS.2.E.1.In.d	SS.2.E.1.Su.d	SS.2.E.1.Pa.d
Identify a benefit of saving, such as having more money for later; and a benefit of spending, such as getting what you want now. <u>Date Adopted or Revised:</u> 12/08	Recognize a benefit of saving, such as having more money for later. <u>Date Adopted or Revised:</u> 12/08	Recognize that a saved item can be used later. <u>Date Adopted or Revised:</u> 12/08
<b>Strand: CIVICS AND GOVERNMENT</b>		
Standard 1: Foundations of Government, Law, and the American Political System		
<b>BENCHMARK CODE</b>	<b>BENCHMARK</b>	
SS.2.C.1.1	Explain why people form governments.  <u>Remarks/Examples:</u> Examples are create laws, provide services and structure, safety.	
SS.2.C.1.2	Explain the consequences of an absence of rules and laws.  <u>Remarks/Examples:</u> Examples are lack of order and people get hurt.	

<b>Access Point for Students with Significant Cognitive Disabilities</b>		
<b>Independent</b>	<b>Supported</b>	<b>Participatory</b>
<p>SS.2.C.1.In.a Recognize the purpose of rules and laws (government) in the home, school, and community, such as to promote safety, order, and good citizenship. <u>Date Adopted or Revised:</u> 12/08</p> <p>SS.2.C.1.In.b Identify a consequence of not having rules and laws in the school and community, such as lack of order and people getting hurt. <u>Date Adopted or Revised:</u> 12/08</p>	<p>SS.2.C.1.Su.a Recognize the purpose of rules and laws in the home and school, such as to promote safety, order, and good citizenship. <u>Date Adopted or Revised:</u> 12/08</p> <p>SS.2.C.1.Su.b Recognize a consequence of not having classroom and school rules, such as people getting hurt. <u>Date Adopted or Revised:</u> 12/08</p>	<p>SS.2.C.1.Pa.a Recognize rules in the classroom, such as cooperating and respecting personal space. <u>Date Adopted or Revised:</u> 12/08</p> <p>SS.2.C.1.Pa.b Associate an action with a consequence, such as a push causing an object to break. <u>Date Adopted or Revised:</u> 12/08</p>
<b>Standard 2: Civic and Political Participation</b>		
<b>BENCHMARK CODE</b>	<b>BENCHMARK</b>	
SS.2.C.2.1	Identify what it means to be a United States citizen either by birth or by naturalization.	
SS.2.C.2.2	Define and apply the characteristics of responsible citizenship.  <u>Remarks/Examples:</u> Examples are respect, responsibility, participation, self-reliance, patriotism, and honesty.	
SS.2.C.2.3	Explain why United States citizens have guaranteed rights and identify rights.  <u>Remarks/Examples:</u> Examples are right to vote, freedom of speech, and freedom of religion.	
SS.2.C.2.4	Identify ways citizens can make a positive contribution in their community.  <u>Remarks/Examples:</u> Examples are volunteering and recycling.	
SS.2.C.2.5	Evaluate the contributions of various African Americans, Hispanics, Native Americans, veterans, and women.	
<b>Access Point for Students with Significant Cognitive Disabilities</b>		
<b>Independent</b>	<b>Supported</b>	<b>Participatory</b>
<p>SS.2.C.2.In.a Recognize that Americans become citizens by birth or by choice. <u>Date Adopted or Revised:</u> 12/08</p> <p>SS.2.C.2.In.b Identify characteristics of responsible citizenship in the community, such as respecting property, helping neighbors, and participating in community activities. <u>Date Adopted or Revised:</u></p>	<p>SS.2.C.2.Su.a Recognize an American as a citizen of the United States. <u>Date Adopted or Revised:</u> 12/08</p> <p>SS.2.C.2.Su.b Recognize characteristics of responsible citizenship in the community, such as respecting property, helping neighbors, and participating in community activities. <u>Date Adopted or Revised:</u></p>	<p>SS.2.C.2.Pa.a Recognize membership in a group, such as the classroom, family, or community. <u>Date Adopted or Revised:</u> 12/08</p> <p>SS.2.C.2.Pa.b Recognize a characteristic of responsible citizenship in the school, such as respecting property, helping others, or participating in school activities. <u>Date Adopted or Revised:</u></p>

	<p>12/08</p> <p>SS.2.C.2.In.c Identify a right of United States citizens, such as a right to vote or freedom of speech. <u>Date Adopted or Revised:</u> 12/08</p> <p>SS.2.C.2.In.d Recognize ways citizens can contribute to the community, such as volunteering and recycling. <u>Date Adopted or Revised:</u> 12/08</p> <p>SS.2.C.2.In.e Identify a contribution of African Americans, Hispanics, Native Americans, veterans, or women. <u>Date Adopted or Revised:</u> 12/08</p>	<p>12/08</p> <p>SS.2.C.2.Su.c Recognize a right of United States citizens, such as a right to vote or freedom of speech. <u>Date Adopted or Revised:</u> 12/08</p> <p>SS.2.C.2.Su.d Recognize a way citizens can contribute to the community, such as volunteering or recycling. <u>Date Adopted or Revised:</u> 12/08</p> <p>SS.2.C.2.Su.e Recognize a contribution of an African American, Hispanic, Native American, veteran, or woman. <u>Date Adopted or Revised:</u> 12/08</p>	<p>12/08</p> <p>SS.2.C.2.Pa.c Recognize the right of students to make choices, such as selecting activities or materials. <u>Date Adopted or Revised:</u> 12/08</p> <p>SS.2.C.2.Pa.d Recognize a contribution to the school, such as volunteering. <u>Date Adopted or Revised:</u> 12/08</p> <p>SS.2.C.2.Pa.e Recognize that people from diverse backgrounds make contributions. <u>Date Adopted or Revised:</u> 12/08</p>									
<b>Standard 3: Structure and Functions of Government</b>												
<b>BENCHMARK CODE   BENCHMARK</b>												
SS.2.C.3.1	Identify the Constitution as the document which establishes the structure, function, powers, and limits of American government.											
SS.2.C.3.2	<p>Recognize symbols, individuals, events, and documents that represent the United States.</p> <p><u>Remarks/Examples:</u> Examples are White House, Capitol, Supreme Court, Washington Monument, Statue of Liberty, Ellis Island, Liberty Bell, Constitution.</p> <p style="text-align: center;"><b>Access Point for Students with Significant Cognitive Disabilities</b></p> <table border="1" data-bbox="479 1407 1477 1953"> <thead> <tr> <th data-bbox="479 1407 812 1449"><i>Independent</i></th> <th data-bbox="812 1407 1144 1449"><i>Supported</i></th> <th data-bbox="1144 1407 1477 1449"><i>Participatory</i></th> </tr> </thead> <tbody> <tr> <td data-bbox="479 1449 812 1638"> <p>SS.2.C.3.In.a Recognize that the American government has a set of written laws that all people must follow. <u>Date Adopted or Revised:</u> 12/08</p> </td> <td data-bbox="812 1449 1144 1638"> <p>SS.2.C.3.Su.a Recognize a law that all Americans must follow. <u>Date Adopted or Revised:</u> 12/08</p> </td> <td data-bbox="1144 1449 1477 1638"> <p>SS.2.C.3.Pa.a Recognize a rule in the school. <u>Date Adopted or Revised:</u> 12/08</p> </td> </tr> <tr> <td data-bbox="479 1638 812 1953"> <p>SS.2.C.3.In.b Recognize symbols, individuals, and events that represent America, such as the White House, the Statue of Liberty, George Washington, and the Fourth of July. <u>Date Adopted or Revised:</u></p> </td> <td data-bbox="812 1638 1144 1953"> <p>SS.2.C.3.Su.b Recognize symbols and individuals that represent America, such as the White House, the Statue of Liberty, and George Washington. <u>Date Adopted or Revised:</u> 12/08</p> </td> <td data-bbox="1144 1638 1477 1953"> <p>SS.2.C.3.Pa.b Recognize a symbol and event that represent America, such as the Statue of Liberty and the Fourth of July. <u>Date Adopted or Revised:</u> 12/08</p> </td> </tr> </tbody> </table>			<i>Independent</i>	<i>Supported</i>	<i>Participatory</i>	<p>SS.2.C.3.In.a Recognize that the American government has a set of written laws that all people must follow. <u>Date Adopted or Revised:</u> 12/08</p>	<p>SS.2.C.3.Su.a Recognize a law that all Americans must follow. <u>Date Adopted or Revised:</u> 12/08</p>	<p>SS.2.C.3.Pa.a Recognize a rule in the school. <u>Date Adopted or Revised:</u> 12/08</p>	<p>SS.2.C.3.In.b Recognize symbols, individuals, and events that represent America, such as the White House, the Statue of Liberty, George Washington, and the Fourth of July. <u>Date Adopted or Revised:</u></p>	<p>SS.2.C.3.Su.b Recognize symbols and individuals that represent America, such as the White House, the Statue of Liberty, and George Washington. <u>Date Adopted or Revised:</u> 12/08</p>	<p>SS.2.C.3.Pa.b Recognize a symbol and event that represent America, such as the Statue of Liberty and the Fourth of July. <u>Date Adopted or Revised:</u> 12/08</p>
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12/08	
<b>GRADE: 3</b>	
<b>Strand: AMERICAN HISTORY</b>	
Standard 1: Historical Inquiry and Analysis	
<b>BENCHMARK CODE</b>	<b>BENCHMARK</b>
SS.3.A.1.1	Analyze primary and secondary sources.  <i>Remarks/Examples:</i> Examples may include, but are not limited to, artifacts, photographs, paintings, maps, images, documents, audio and video recordings.
SS.3.A.1.2	Utilize technology resources to gather information from primary and secondary sources.
SS.3.A.1.3	Define terms related to the social sciences.  <i>Remarks/Examples:</i> Examples may include, but are not limited to, history, geography, civics, government, economics.
<b>Access Point for Students with Significant Cognitive Disabilities</b>	
<b>Independent</b>	<b>Supported</b>
SS.3.A.1.In.a Identify and use primary sources, such as artifacts and photographs, and secondary sources, such as texts and videos related to important historical figures or events. <i>Date Adopted or Revised:</i> 12/08	SS.3.A.1.Su.a Use primary or secondary sources, such as pictures, artifacts, or books, to identify important people or events from the past. <i>Date Adopted or Revised:</i> 12/08
SS.3.A.1.In.b Use technology resources to gather information about a historical person or event. <i>Date Adopted or Revised:</i> 12/08	SS.3.A.1.Su.b Use a technology resource to locate information about important people or events from the past. <i>Date Adopted or Revised:</i> 12/08
SS.3.A.1.In.c Relate the term "history" to events from the past, "geography" to locations, and "economics" to money. <i>Date Adopted or Revised:</i> 12/08	SS.3.A.1.Su.c Recognize that history is about events from the past and geography is about places. <i>Date Adopted or Revised:</i> 12/08
	SS.3.A.1.Pa.a Recognize important people or events in artifacts, videos, or photographs. <i>Date Adopted or Revised:</i> 12/08
	SS.3.A.1.Pa.b Use technology to access information. <i>Date Adopted or Revised:</i> 12/08
	SS.3.A.1.Pa.c Recognize concepts of time, such as morning and afternoon, and concepts of place, such as the location of an activity or event. <i>Date Adopted or Revised:</i> 12/08
<b>Strand: GEOGRAPHY</b>	

Standard 1: The World in Spatial Terms		
BENCHMARK CODE	BENCHMARK	
SS.3.G.1.1	Use thematic maps, tables, charts, graphs, and photos to analyze geographic information.  <i>Remarks/Examples:</i> Types of photographs may include satellite or aerial.	
SS.3.G.1.2	Review basic map elements (coordinate grid, cardinal and intermediate directions, title, compass rose, scale, key/legend with symbols) .	
SS.3.G.1.3	Label the continents and oceans on a world map.	
SS.3.G.1.4	Name and identify the purpose of maps (physical, political, elevation, population).	
SS.3.G.1.5	Compare maps and globes to develop an understanding of the concept of distortion.	
SS.3.G.1.6	Use maps to identify different types of scale to measure distances between two places.  <i>Remarks/Examples:</i> Examples are linear, fractional, word.	
Access Point for Students with Significant Cognitive Disabilities		
<i>Independent</i>	<i>Supported</i>	<i>Participatory</i>
SS.3.G.1.In.a Use a thematic map or chart to identify selected geographic information, such as land and body of water on a map or population on a chart. <u>Date Adopted or Revised:</u> 12/08	SS.3.G.1.Su.a Use a physical map to identify selected geographic information, such as land, water, and coastlines. <u>Date Adopted or Revised:</u> 12/08	SS.3.G.1.Pa.a Recognize personal location on a pictorial map. <u>Date Adopted or Revised:</u> 12/08
SS.3.G.1.In.b Identify elements on a map, such as key/legend, cardinal directions, and compass rose. <u>Date Adopted or Revised:</u> 12/08	SS.3.G.1.Su.b Recognize elements on a map, such as a picture key, cardinal directions, and title. <u>Date Adopted or Revised:</u> 12/08	SS.3.G.1.Pa.b Locate pictures or symbols on a drawing or map. <u>Date Adopted or Revised:</u> 12/08
SS.3.G.1.In.c Recognize selected continents and oceans on a world map. <u>Date Adopted or Revised:</u> 12/08	SS.3.G.1.Su.c Recognize a continent and an ocean on a map. <u>Date Adopted or Revised:</u> 12/08	SS.3.G.1.Pa.c Recognize land and water using a color key on a map. <u>Date Adopted or Revised:</u> 12/08
SS.3.G.1.In.d Identify selected maps, such as a physical map and a political map. <u>Date Adopted or Revised:</u> 12/08	SS.3.G.1.Su.d Recognize a map, such as a physical map or a political map. <u>Date Adopted or Revised:</u> 12/08	SS.3.G.1.Pa.d Recognize personal location on a pictorial map. <u>Date Adopted or Revised:</u> 12/08
SS.3.G.1.In.e Identify differences between maps and globes. <u>Date Adopted or Revised:</u> 12/08	SS.3.G.1.Su.e Recognize differences between maps and globes. <u>Date Adopted or Revised:</u> 12/08	SS.3.G.1.Pa.e Recognize land and water using a color key on a map. <u>Date Adopted or Revised:</u> 12/08
SS.3.G.1.In.f Use maps to	SS.3.G.1.Su.f Use maps to recognize distances between	SS.3.G.1.Pa.f Locate pictures or symbols on a drawing or map. <u>Date Adopted or Revised:</u>

	<p>identify distances between two places, such as near or far, closer or farther, and next to. <u>Date Adopted or Revised:</u> 12/08</p>	<p>two places, such as near or far, and next to. <u>Date Adopted or Revised:</u> 12/08</p>	<p>12/08</p>															
<b>Standard 2: Places and Regions</b>																		
<b>BENCHMARK CODE</b>		<b>BENCHMARK</b>																
SS.3.G.2.1	Label the countries and commonwealths in North America (Canada, United States, Mexico) and in the Caribbean (Puerto Rico, Cuba, Bahamas, Dominican Republic, Haiti, Jamaica).																	
SS.3.G.2.2	<p>Identify the five regions of the United States.</p> <p><u>Remarks/Examples:</u> (i.e., Northeast, Southeast, Midwest, Southwest, West)</p>																	
SS.3.G.2.3	Label the states in each of the five regions of the United States.																	
SS.3.G.2.4	<p>Describe the physical features of the United States, Canada, Mexico, and the Caribbean.</p> <p><u>Remarks/Examples:</u> Examples are lakes, rivers, oceans, mountains, deserts, plains, and grasslands.</p>																	
SS.3.G.2.5	<p>Identify natural and man-made landmarks in the United States, Canada, Mexico, and the Caribbean.</p> <p><u>Remarks/Examples:</u> (e.g. Grand Canyon, Gateway Arch, Mount Rushmore, Devil's Tower, Mt. Denali, Everglades, Niagara Falls)</p>																	
SS.3.G.2.6	<p>Investigate how people perceive places and regions differently by conducting interviews, mental mapping, and studying news, poems, legends, and songs about a region or area.</p> <p style="text-align: center;"><b>Access Point for Students with Significant Cognitive Disabilities</b></p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="text-align: center;"><i><b>Independent</b></i></th> <th style="text-align: center;"><i><b>Supported</b></i></th> <th style="text-align: center;"><i><b>Participatory</b></i></th> </tr> </thead> <tbody> <tr> <td> <p>SS.3.G.2.In.a Recognize North America, the United States, and Mexico on a map. <u>Date Adopted or Revised:</u> 12/08</p> </td> <td> <p>SS.3.G.2.Su.a Recognize the United States on a map of North America. <u>Date Adopted or Revised:</u> 12/08</p> </td> <td> <p>SS.3.G.2.Pa.a Recognize an outline map or image of the United States. <u>Date Adopted or Revised:</u> 12/08</p> </td> </tr> <tr> <td> <p>SS.3.G.2.In.b Recognize north, south, east, and west as they relate to the regions of the United States. <u>Date Adopted or Revised:</u> 12/08</p> </td> <td> <p>SS.3.G.2.Su.b Recognize north, south, east, and west in the United States. <u>Date Adopted or Revised:</u> 12/08</p> </td> <td> <p>SS.3.G.2.Pa.b Recognize an outline map or image of the United States. <u>Date Adopted or Revised:</u> 12/08</p> </td> </tr> <tr> <td> <p>SS.3.G.2.In.c Recognize selected states in each of the five regions of the United States. <u>Date Adopted or Revised:</u> 12/08</p> </td> <td> <p>SS.3.G.2.Su.c Recognize selected states in the United States. <u>Date Adopted or Revised:</u> 12/08</p> </td> <td> <p>SS.3.G.2.Pa.c Recognize Florida as the student's state. <u>Date Adopted or Revised:</u> 12/08</p> </td> </tr> <tr> <td> <p>SS.3.G.2.In.d Recognize major physical features—such as</p> </td> <td> <p>SS.3.G.2.Su.d Recognize selected physical features of the United States, such as lakes, rivers, oceans,</p> </td> <td> <p>SS.3.G.2.Pa.d Recognize physical differences between two locations. <u>Date Adopted or Revised:</u></p> </td> </tr> </tbody> </table>			<i><b>Independent</b></i>	<i><b>Supported</b></i>	<i><b>Participatory</b></i>	<p>SS.3.G.2.In.a Recognize North America, the United States, and Mexico on a map. <u>Date Adopted or Revised:</u> 12/08</p>	<p>SS.3.G.2.Su.a Recognize the United States on a map of North America. <u>Date Adopted or Revised:</u> 12/08</p>	<p>SS.3.G.2.Pa.a Recognize an outline map or image of the United States. <u>Date Adopted or Revised:</u> 12/08</p>	<p>SS.3.G.2.In.b Recognize north, south, east, and west as they relate to the regions of the United States. <u>Date Adopted or Revised:</u> 12/08</p>	<p>SS.3.G.2.Su.b Recognize north, south, east, and west in the United States. <u>Date Adopted or Revised:</u> 12/08</p>	<p>SS.3.G.2.Pa.b Recognize an outline map or image of the United States. <u>Date Adopted or Revised:</u> 12/08</p>	<p>SS.3.G.2.In.c Recognize selected states in each of the five regions of the United States. <u>Date Adopted or Revised:</u> 12/08</p>	<p>SS.3.G.2.Su.c Recognize selected states in the United States. <u>Date Adopted or Revised:</u> 12/08</p>	<p>SS.3.G.2.Pa.c Recognize Florida as the student's state. <u>Date Adopted or Revised:</u> 12/08</p>	<p>SS.3.G.2.In.d Recognize major physical features—such as</p>	<p>SS.3.G.2.Su.d Recognize selected physical features of the United States, such as lakes, rivers, oceans,</p>	<p>SS.3.G.2.Pa.d Recognize physical differences between two locations. <u>Date Adopted or Revised:</u></p>
<i><b>Independent</b></i>	<i><b>Supported</b></i>	<i><b>Participatory</b></i>																
<p>SS.3.G.2.In.a Recognize North America, the United States, and Mexico on a map. <u>Date Adopted or Revised:</u> 12/08</p>	<p>SS.3.G.2.Su.a Recognize the United States on a map of North America. <u>Date Adopted or Revised:</u> 12/08</p>	<p>SS.3.G.2.Pa.a Recognize an outline map or image of the United States. <u>Date Adopted or Revised:</u> 12/08</p>																
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lakes, rivers, oceans, mountains, deserts, and plains—of the United States and Canada, and Mexico and the Caribbean. <u>Date Adopted or Revised:</u> 12/08	mountains, deserts, and plains. <u>Date Adopted or Revised:</u> 12/08	12/08
SS.3.G.2.In.e Recognize major natural and man-made landmarks of the United States, such as the Grand Canyon, Gateway Arch, Mt. Rushmore, and the Everglades. <u>Date Adopted or Revised:</u> 12/08	SS.3.G.2.Su.e Recognize a major natural landmark of the United States, such as the Grand Canyon or the Everglades. <u>Date Adopted or Revised:</u> 12/08	SS.3.G.2.Pa.e Recognize physical differences between two locations. <u>Date Adopted or Revised:</u> 12/08
SS.3.G.2.In.f Identify how people view places and regions differently by asking questions; using graphic organizers; and studying news, poems, legends, or songs about a region or area. <u>Date Adopted or Revised:</u> 12/08	SS.3.G.2.Su.f Recognize how people view places differently by asking questions; using graphic organizers; and studying news, poems, legends, or songs about a region or area. <u>Date Adopted or Revised:</u> 12/08	SS.3.G.2.Pa.f Recognize physical differences between two locations. <u>Date Adopted or Revised:</u> 12/08

**Standard 3: Physical Systems**

BENCHMARK CODE	BENCHMARK
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SS.3.G.3.1	Describe the climate and vegetation in the United States, Canada, Mexico, and the Caribbean.  <i>Remarks/Examples:</i> (e.g., tundra, sandy soil, humidity, maritime climate)
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SS.3.G.3.2	Describe the natural resources in the United States, Canada, Mexico, and the Caribbean.  <i>Remarks/Examples:</i> (e.g., water, arable land, oil, phosphate, fish)
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**Access Point for Students with Significant Cognitive Disabilities**

<i><b>Independent</b></i>	<i><b>Supported</b></i>	<i><b>Participatory</b></i>
SS.3.G.3.In.a Recognize differences in the climates and vegetation of the United States, Canada, Mexico, and the Caribbean, such as temperature, humidity, tundra, and soil. <u>Date Adopted or Revised:</u> 12/08	SS.3.G.3.Su.a Recognize selected differences in the climates and vegetation of the United States, such as temperature, humidity, tundra, and soil. <u>Date Adopted or Revised:</u> 12/08	SS.3.G.3.Pa.a Recognize differences in climates or vegetation. <u>Date Adopted or Revised:</u> 12/08
SS.3.G.3.In.b Recognize major natural resources—such as water, arable land, oil, phosphate, and fish—in the	SS.3.G.3.Su.b Recognize selected natural resources—such as water, arable land, oil, phosphate, or fish—in the United States and	SS.3.G.3.Pa.b Recognize an example of a natural resource. <u>Date Adopted or Revised:</u> 12/08

	United States and Canada, and Mexico and the Caribbean. <u>Date Adopted or Revised:</u> 12/08	Canada, and Mexico and the Caribbean. <u>Date Adopted or Revised:</u> 12/08	
<b>Standard 4: Human Systems</b>			
<b>BENCHMARK CODE</b>		<b>BENCHMARK</b>	
SS.3.G.4.1	Explain how the environment influences settlement patterns in the United States, Canada, Mexico, and the Caribbean.  <u>Remarks/Examples:</u> Examples are settlements near water for drinking, bathing, cooking, agriculture and land for farming.		
SS.3.G.4.2	Identify the cultures that have settled the United States, Canada, Mexico, and the Caribbean.		
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.  <u>Remarks/Examples:</u> Examples are housing, music, transportation, food, recreation, language, holidays, beliefs and customs.		
SS.3.G.4.4	Identify contributions from various ethnic groups to the United States.  <u>Remarks/Examples:</u> Examples are Native Americans, Hispanics/Latinos, Africans, Asians, Europeans.		
<b>Access Point for Students with Significant Cognitive Disabilities</b>			
	<b>Independent</b>	<b>Supported</b>	<b>Participatory</b>
	SS.3.G.4.In.a Identify major ways environmental influences contribute to settlement patterns in the United States, such as settlement near water for drinking, bathing, and cooking; and settlement near land for farming. <u>Date Adopted or Revised:</u> 12/08	SS.3.G.4.Su.a Recognize a major way the environment influences settlement patterns in the United States, such as settlement near water for drinking, bathing, and cooking, or settlement near land for farming. <u>Date Adopted or Revised:</u> 12/08	SS.3.G.4.Pa.a Recognize an environmental influence that affects where people live. <u>Date Adopted or Revised:</u> 12/08
	SS.3.G.4.In.b Recognize different cultures that have settled in the United States and Canada, and Mexico and the Caribbean. <u>Date Adopted or Revised:</u> 12/08	SS.3.G.4.Su.b Recognize that different cultures have settled in the United States and Canada, and Mexico and the Caribbean. <u>Date Adopted or Revised:</u> 12/08	SS.3.G.4.Pa.b Recognize a difference between cultures. <u>Date Adopted or Revised:</u> 12/08
	SS.3.G.4.In.c Identify a cultural characteristic of a population in the United States and a population in Mexico, Canada, or the Caribbean. <u>Date Adopted or Revised:</u> 12/08	SS.3.G.4.Su.c Recognize a cultural characteristic of a population in the United States and a population in Mexico, Canada, or the Caribbean. <u>Date Adopted or Revised:</u> 12/08	SS.3.G.4.Pa.c Recognize a cultural characteristic of a population. <u>Date Adopted or Revised:</u> 12/08
		SS.3.G.4.Su.d	SS.3.G.4.Pa.d Recognize a cultural characteristic of a population. <u>Date Adopted or Revised:</u> 12/08

	SS.3.G.4.In.d Recognize contributions of an ethnic group to the United States, such as Native Americans or Africans. <u>Date Adopted or Revised:</u> 12/08	Recognize a contribution of an ethnic group to the United States, such as Native Americans or Africans. <u>Date Adopted or Revised:</u> 12/08																
<b>Strand: ECONOMICS</b>																		
Standard 1: Beginning Economics																		
<b>BENCHMARK CODE</b>   <b>BENCHMARK</b>																		
SS.3.E.1.1	Give examples of how scarcity results in trade.  <i>Remarks/Examples:</i> Examples are oil, video games, food.																	
SS.3.E.1.2	List the characteristics of money.  <i>Remarks/Examples:</i> Examples are portable, divisible, recognizable, durable.																	
SS.3.E.1.3	Recognize that buyers and sellers interact to exchange goods and services through the use of trade or money.																	
SS.3.E.1.4	Distinguish between currencies used in the United States, Canada, Mexico, and the Caribbean.																	
<b>Access Point for Students with Significant Cognitive Disabilities</b>																		
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<b>Strand: CIVICS AND GOVERNMENT</b>													
Standard 1: Foundations of Government, Law, and the American Political System													
<b>BENCHMARK CODE</b>	<b>BENCHMARK</b>												
SS.3.C.1.1	<p>Explain the purpose and need for government.</p> <p><i>Remarks/Examples:</i> Examples are safety, organization, services, protection of rights.</p>												
SS.3.C.1.2	Describe how government gains its power from the people.												
SS.3.C.1.3	<p>Explain how government was established through a written Constitution.</p> <p style="text-align: center;"><b>Access Point for Students with Significant Cognitive Disabilities</b></p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 33%; text-align: center;"><i><b>Independent</b></i></th> <th style="width: 33%; text-align: center;"><i><b>Supported</b></i></th> <th style="width: 33%; text-align: center;"><i><b>Participatory</b></i></th> </tr> </thead> <tbody> <tr> <td> <p>SS.3.C.1.In.a Recognize the purpose of government in the community, such as to provide laws, services, and safety. <u>Date Adopted or Revised:</u> 12/08</p> </td> <td> <p>SS.3.C.1.Su.a Recognize the purpose of rules and laws in the school and community, such as to promote safety, order, and good citizenship. <u>Date Adopted or Revised:</u> 12/08</p> </td> <td> <p>SS.3.C.1.Pa.a Recognize rules in the school, such as respecting others. <u>Date Adopted or Revised:</u> 12/08</p> </td> </tr> <tr> <td> <p>SS.3.C.1.In.b Identify that government gains its power from the people. <u>Date Adopted or Revised:</u> 12/08</p> </td> <td> <p>SS.3.C.1.Su.b Recognize that government gains its power from the people. <u>Date Adopted or Revised:</u> 12/08</p> </td> <td> <p>SS.3.C.1.Pa.b Recognize that governments have power. <u>Date Adopted or Revised:</u> 12/08</p> </td> </tr> <tr> <td> <p>SS.3.C.1.In.c Identify that government is based on a set of written laws that all people must follow. <u>Date Adopted or Revised:</u> 12/08</p> </td> <td> <p>SS.3.C.1.Su.c Recognize that government is based on written laws. <u>Date Adopted or Revised:</u> 12/08</p> </td> <td> <p>SS.3.C.1.Pa.c Recognize that governments have laws. <u>Date Adopted or Revised:</u> 12/08</p> </td> </tr> </tbody> </table>	<i><b>Independent</b></i>	<i><b>Supported</b></i>	<i><b>Participatory</b></i>	<p>SS.3.C.1.In.a Recognize the purpose of government in the community, such as to provide laws, services, and safety. <u>Date Adopted or Revised:</u> 12/08</p>	<p>SS.3.C.1.Su.a Recognize the purpose of rules and laws in the school and community, such as to promote safety, order, and good citizenship. <u>Date Adopted or Revised:</u> 12/08</p>	<p>SS.3.C.1.Pa.a Recognize rules in the school, such as respecting others. <u>Date Adopted or Revised:</u> 12/08</p>	<p>SS.3.C.1.In.b Identify that government gains its power from the people. <u>Date Adopted or Revised:</u> 12/08</p>	<p>SS.3.C.1.Su.b Recognize that government gains its power from the people. <u>Date Adopted or Revised:</u> 12/08</p>	<p>SS.3.C.1.Pa.b Recognize that governments have power. <u>Date Adopted or Revised:</u> 12/08</p>	<p>SS.3.C.1.In.c Identify that government is based on a set of written laws that all people must follow. <u>Date Adopted or Revised:</u> 12/08</p>	<p>SS.3.C.1.Su.c Recognize that government is based on written laws. <u>Date Adopted or Revised:</u> 12/08</p>	<p>SS.3.C.1.Pa.c Recognize that governments have laws. <u>Date Adopted or Revised:</u> 12/08</p>
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Standard 2: Civic and Political Participation													
<b>BENCHMARK CODE</b>	<b>BENCHMARK</b>												
SS.3.C.2.1	<p>Identify group and individual actions of citizens that demonstrate civility, cooperation, volunteerism, and other civic virtues.</p> <p><i>Remarks/Examples:</i> Examples are food drives, book drives, community, clean-up, voting.</p> <p style="text-align: center;"><b>Access Point for Students with Significant Cognitive Disabilities</b></p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 33%; text-align: center;"><i><b>Independent</b></i></th> <th style="width: 33%; text-align: center;"><i><b>Supported</b></i></th> <th style="width: 33%; text-align: center;"><i><b>Participatory</b></i></th> </tr> </thead> <tbody> <tr> <td> <p>SS.3.C.2.In.a Identify actions of citizens that contribute to the community,</p> </td> <td> <p>SS.3.C.2.Su.a Recognize actions that contribute to the community, such as respecting</p> </td> <td> <p>SS.3.C.2.Pa.a Recognize an action that contributes to the school community, such as</p> </td> </tr> </tbody> </table>	<i><b>Independent</b></i>	<i><b>Supported</b></i>	<i><b>Participatory</b></i>	<p>SS.3.C.2.In.a Identify actions of citizens that contribute to the community,</p>	<p>SS.3.C.2.Su.a Recognize actions that contribute to the community, such as respecting</p>	<p>SS.3.C.2.Pa.a Recognize an action that contributes to the school community, such as</p>						
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	such as respecting property, helping neighbors, and participating in community activities. <u>Date Adopted or Revised:</u> 12/08	property, helping neighbors, and participating in community activities. <u>Date Adopted or Revised:</u> 12/08	respecting property, helping others, or participating in school activities. <u>Date Adopted or Revised:</u> 12/08
<b>Standard 3: Structure and Functions of Government</b>			
<b>BENCHMARK CODE</b>		<b>BENCHMARK</b>	
SS.3.C.3.1	Identify the levels of government (local, state, federal).		
SS.3.C.3.2	Describe how government is organized at the local level.  <i>Remarks/Examples:</i> Examples are executive branch - mayor; legislative branch - city commission; judicial branch - county and circuit courts.		
SS.3.C.3.3	Recognize that every state has a state constitution.		
SS.3.C.3.4	Recognize that the Constitution of the United States is the supreme law of the land.		
<b>Access Point for Students with Significant Cognitive Disabilities</b>			
	<b>Independent</b>	<b>Supported</b>	<b>Participatory</b>
	SS.3.C.3.In.a Recognize leaders of local, state, and federal government, such as the mayor, governor, and president. <u>Date Adopted or Revised:</u> 12/08	SS.3.C.3.Su.a Recognize a leader of local, state, or federal government, such as the mayor, governor, or president. <u>Date Adopted or Revised:</u> 12/08	SS.3.C.3.Pa.a Recognize a leader in government, such as a president. <u>Date Adopted or Revised:</u> 12/08
	SS.3.C.3.In.b Recognize that the local community has a group that makes the rules and the mayor is the leader. <u>Date Adopted or Revised:</u> 12/08	SS.3.C.3.Su.b Recognize that the local community has a group that makes the rules. <u>Date Adopted or Revised:</u> 12/08	SS.3.C.3.Pa.b Recognize that people in authority make rules in the community. <u>Date Adopted or Revised:</u> 12/08
	SS.3.C.3.In.c Recognize that every state has a set of written laws that its people must follow. <u>Date Adopted or Revised:</u> 12/08	SS.3.C.3.Su.c Recognize that every state has written laws. <u>Date Adopted or Revised:</u> 12/08	SS.3.C.3.Pa.c Recognize that states have laws. <u>Date Adopted or Revised:</u> 12/08
	SS.3.C.3.In.d Recognize that the Constitution is the set of laws that people in the United States must follow. <u>Date Adopted or Revised:</u> 12/08	SS.3.C.3.Su.d Recognize the Constitution is a set of written laws. <u>Date Adopted or Revised:</u> 12/08	SS.3.C.3.Pa.d Recognize that the United States has laws. <u>Date Adopted or Revised:</u> 12/08

**GRADE: 4**

**Strand: AMERICAN HISTORY**

**Standard 1: Historical Inquiry and Analysis**

<b>BENCHMARK CODE</b>	<b>BENCHMARK</b>
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SS.4.A.1.1	Analyze primary and secondary resources to identify significant individuals and events throughout Florida history.
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Remarks/Examples:  
 Examples may include, but are not limited to, photographs, paintings, maps, artifacts, timelines, audio and video, letters and diaries, periodicals, newspaper articles, etc.

SS.4.A.1.2	Synthesize information related to Florida history through print and electronic media.
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Remarks/Examples:  
 Examples may include, but are not limited to, encyclopedias, atlases, newspapers, websites, databases, audio, video, etc.

**Access Point for Students with Significant Cognitive Disabilities**

<b>Independent</b>	<b>Supported</b>	<b>Participatory</b>
SS.4.A.1.In.a Use primary and secondary resources to obtain information about important people and events from Florida history. <u>Date Adopted or Revised:</u> 12/08	SS.4.A.1.Su.a Use a primary and secondary resource to obtain information about a famous person or event from Florida history. <u>Date Adopted or Revised:</u> 12/08	SS.4.A.1.Pa.a Recognize an artifact, picture, or video about Florida. <u>Date Adopted or Revised:</u> 12/08
SS.4.A.1.In.b Use print and electronic media to collect information about Florida history. <u>Date Adopted or Revised:</u> 12/08	SS.4.A.1.Su.b Use print and electronic media to identify information about Florida history. <u>Date Adopted or Revised:</u> 12/08	SS.4.A.1.Pa.b Use technology to access information about Florida. <u>Date Adopted or Revised:</u> 12/08

**Standard 2: Pre-Columbian Florida**

<b>BENCHMARK CODE</b>	<b>BENCHMARK</b>
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SS.4.A.2.1	Compare Native American tribes in Florida.
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Remarks/Examples:  
 Examples may include, but are not limited to, Apalachee, Calusa, Tequesta, Timucua, Tocobaga.

**Access Point for Students with Significant Cognitive Disabilities**

<b>Independent</b>	<b>Supported</b>	<b>Participatory</b>
SS.4.A.2.In.a Identify important cultural aspects of Native American tribes of Florida, such as living in villages and making pottery. <u>Date Adopted or Revised:</u> 12/08	SS.4.A.2.Su.a Recognize an important cultural aspect of Native American tribes of Florida, such as making pottery. <u>Date Adopted or Revised:</u> 12/08	SS.4.A.2.Pa.a Recognize differences in artifacts of Native Americans in Florida, such as pottery or spears. <u>Date Adopted or Revised:</u> 12/08

Standard 3: Exploration and Settlement of Florida		
BENCHMARK CODE	BENCHMARK	
SS.4.A.3.1	Identify explorers who came to Florida and the motivations for their expeditions.  <i>Remarks/Examples:</i> Examples may include, but are not limited to, Ponce de Leon, Juan Garrido, Esteban Dorantes, Tristan deLuna, and an understanding that 2013 is the quincentennial of the founding of Florida.	
SS.4.A.3.10	Identify the causes and effects of the Seminole Wars.  <i>Remarks/Examples:</i> Examples may include, but are not limited to, Jackson's invasion of Florida (First Seminole War), without federal permission.	
SS.4.A.3.2	Describe causes and effects of European colonization on the Native American tribes of Florida.  <i>Remarks/Examples:</i> Examples may include, but are not limited to, protection of ships, search for gold, glory of the mother country, disease, death, and spread of religion.	
SS.4.A.3.3	Identify the significance of St. Augustine as the oldest permanent European settlement in the United States.  <i>Remarks/Examples:</i> Examples may include, but are not limited to, the 450th anniversary of the founding of St. Augustine in 2015 as the first continuous town in the United States, predating other colonial settlements.	
SS.4.A.3.4	Explain the purpose of and daily life on missions (San Luis de Talimali in present-day Tallahassee).	
SS.4.A.3.5	Identify the significance of Fort Mose as the first free African community in the United States.  <i>Remarks/Examples:</i> Examples may include, but are not limited to, the differences between Spanish and English treatment of enslavement.	
SS.4.A.3.6	Identify the effects of Spanish rule in Florida.  <i>Remarks/Examples:</i> Examples may include, but are not limited to, names of cities such as Pensacola, etc., agriculture, weapons, architecture, art, music, and food.	
SS.4.A.3.7	Identify nations (Spain, France, England) that controlled Florida before it became a United States territory.	
SS.4.A.3.8	Explain how the Seminole tribe formed and the purpose for their migration.	
SS.4.A.3.9	Explain how Florida (Adams-Onis Treaty) became a U.S. territory.	
<b>Access Point for Students with Significant Cognitive Disabilities</b>		
	<b>Independent</b>	<b>Supported</b>
SS.4.A.3.In.a	Recognize a European explorer who came to Florida, such as Ponce de Leon, who came to find slaves and riches.  <i>Date Adopted or Revised:</i> 12/08	SS.4.A.3.Su.a Recognize a European explorer who came to Florida, such as Ponce de Leon.  <i>Date Adopted or Revised:</i> 12/08
SS.4.A.3.In.j	Recognize that the Seminole tribe wanted to	SS.4.A.3.Su.j Recognize that the United States fought wars against the Seminole tribe.
		<b>Participatory</b>
		SS.4.A.3.Pa.a Recognize that people came to Florida long ago.  <i>Date Adopted or Revised:</i> 12/08
		SS.4.A.3.Pa.j Recognize that people fight against each other in a war.  <i>Date Adopted or Revised:</i>

stay in Florida, but the United States fought wars against them and forced them to leave. <u>Date Adopted or Revised:</u> 12/08	<u>Date Adopted or Revised:</u> 12/08	12/08
SS.4.A.3.In.b Identify effects of European colonization on Native American tribes in Florida, such as slavery and new diseases. <u>Date Adopted or Revised:</u> 12/08	SS.4.A.3.Su.b Recognize an effect of European colonization on Native American tribes in Florida, such as slavery. <u>Date Adopted or Revised:</u> 12/08	SS.4.A.3.Pa.b Recognize differences between Europeans and Native Americans. <u>Date Adopted or Revised:</u> 12/08
SS.4.A.3.In.c Recognize St. Augustine as the oldest permanent European settlement in the United States. <u>Date Adopted or Revised:</u> 12/08	SS.4.A.3.Su.c Recognize that St. Augustine is an old settlement. <u>Date Adopted or Revised:</u> 12/08	SS.4.A.3.Pa.c Recognize that people live together in the same location (settlement). <u>Date Adopted or Revised:</u> 12/08
SS.4.A.3.In.d Identify that the purpose of missions in Florida was to spread Christianity, the Spanish language, and style of dress to Native Americans. <u>Date Adopted or Revised:</u> 12/08	SS.4.A.3.Su.d Recognize that a purpose of the missions in Florida was to spread Christianity to Native Americans. <u>Date Adopted or Revised:</u> 12/08	SS.4.A.3.Pa.d Recognize that people live together in the same location (settlement). <u>Date Adopted or Revised:</u> 12/08
SS.4.A.3.In.e Identify that African slaves escaped to Fort Mose to live in freedom. <u>Date Adopted or Revised:</u> 12/08	SS.4.A.3.Su.e Recognize that African slaves went to Fort Mose to be free. <u>Date Adopted or Revised:</u> 12/08	SS.4.A.3.Pa.e Recognize an aspect of freedom. <u>Date Adopted or Revised:</u> 12/08
SS.4.A.3.In.f Recognize effects of Spanish rule in early Florida, such as names of cities, agriculture, and weapons. <u>Date Adopted or Revised:</u> 12/08	SS.4.A.3.Su.f Recognize an effect of Spanish rule in early Florida, such as names of cities, agriculture, or weapons. <u>Date Adopted or Revised:</u> 12/08	SS.4.A.3.Pa.f Recognize a Spanish influence in Florida. <u>Date Adopted or Revised:</u> 12/08
SS.4.A.3.In.g Identify different nations that controlled Florida, such as Spain or England. <u>Date Adopted or Revised:</u> 12/08	SS.4.A.3.Su.g Recognize a nation that controlled Florida, such as Spain. <u>Date Adopted or Revised:</u> 12/08	SS.4.A.3.Pa.g Recognize that different groups of people lived in Florida long ago. <u>Date Adopted or Revised:</u> 12/08
SS.4.A.3.In.h Identify that the Seminole tribe went to the Everglades to hide from soldiers trying to force them to leave	SS.4.A.3.Su.h Recognize that the Seminole tribe went to live in the Everglades. <u>Date Adopted or Revised:</u> 12/08	SS.4.A.3.Pa.h Recognize a reason for moving (migration). <u>Date Adopted or Revised:</u> 12/08
	SS.4.A.3.Su.i	SS.4.A.3.Pa.i Recognize that Florida is part of the United States. <u>Date Adopted or Revised:</u>

	Florida. <u>Date Adopted or Revised:</u> 12/08  SS.4.A.3.In.i Recognize that Spain signed an agreement (treaty) to make Florida a United States territory. <u>Date Adopted or Revised:</u> 12/08	Recognize that Spain gave Florida back to the United States. <u>Date Adopted or Revised:</u> 12/08	12/08									
<b>Standard 4: Growth of Florida</b>												
<b>BENCHMARK CODE</b>		<b>BENCHMARK</b>										
SS.4.A.4.1	Explain the effects of technological advances on Florida.  <u>Remarks/Examples:</u> Examples may include, but are not limited to, steam engine, steamboats, delivery of water to some areas of the state.											
SS.4.A.4.2	Describe pioneer life in Florida.  <u>Remarks/Examples:</u> Examples may include, but are not limited to, the role of men, women, children, Florida Crackers, Black Seminoles.  <b>Access Point for Students with Significant Cognitive Disabilities</b> <table border="1" data-bbox="479 1018 1477 1585" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th data-bbox="479 1018 812 1060" style="text-align: center;"><i>Independent</i></th> <th data-bbox="812 1018 1144 1060" style="text-align: center;"><i>Supported</i></th> <th data-bbox="1144 1018 1477 1060" style="text-align: center;"><i>Participatory</i></th> </tr> </thead> <tbody> <tr> <td data-bbox="479 1060 812 1312">                     SS.4.A.4.In.a                      Identify technological advances that affected Florida, such as railroads and steamboats.  <u>Date Adopted or Revised:</u>                      12/08                 </td> <td data-bbox="812 1060 1144 1312">                     SS.4.A.4.Su.a                      Recognize a technological change that affected Florida, such as railroads.  <u>Date Adopted or Revised:</u>                      12/08                 </td> <td data-bbox="1144 1060 1477 1312">                     SS.4.A.4.Pa.a                      Recognize modes of transportation in Florida.  <u>Date Adopted or Revised:</u>                      12/08                 </td> </tr> <tr> <td data-bbox="479 1312 812 1585">                     SS.4.A.4.In.b                      Identify characteristics of pioneer life in Florida, such as isolated family farms, few roads, and use of steamboats.  <u>Date Adopted or Revised:</u>                      12/08                 </td> <td data-bbox="812 1312 1144 1585">                     SS.4.A.4.Su.b                      Recognize a characteristic of pioneer life in Florida, such as farming.  <u>Date Adopted or Revised:</u>                      12/08                 </td> <td data-bbox="1144 1312 1477 1585">                     SS.4.A.4.Pa.b                      Recognize that pioneers lived in Florida a long time ago.  <u>Date Adopted or Revised:</u>                      12/08                 </td> </tr> </tbody> </table>			<i>Independent</i>	<i>Supported</i>	<i>Participatory</i>	SS.4.A.4.In.a Identify technological advances that affected Florida, such as railroads and steamboats. <u>Date Adopted or Revised:</u> 12/08	SS.4.A.4.Su.a Recognize a technological change that affected Florida, such as railroads. <u>Date Adopted or Revised:</u> 12/08	SS.4.A.4.Pa.a Recognize modes of transportation in Florida. <u>Date Adopted or Revised:</u> 12/08	SS.4.A.4.In.b Identify characteristics of pioneer life in Florida, such as isolated family farms, few roads, and use of steamboats. <u>Date Adopted or Revised:</u> 12/08	SS.4.A.4.Su.b Recognize a characteristic of pioneer life in Florida, such as farming. <u>Date Adopted or Revised:</u> 12/08	SS.4.A.4.Pa.b Recognize that pioneers lived in Florida a long time ago. <u>Date Adopted or Revised:</u> 12/08
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<b>Standard 5: Crisis of the Union: Civil War and Reconstruction in Florida</b>												
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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.  <u>Remarks/Examples:</u> Additional examples may also include, but are not limited to, Ft. Zachary Taylor, the plantation culture, the First Florida Cavalry.											

<p>SS.4.A.5.2</p>	<p>Summarize challenges Floridians faced during Reconstruction.</p> <p><u>Remarks/Examples:</u> Examples may include, but are not limited to, sharecropping, segregation, and black participation in state and federal governments.</p> <table border="1" data-bbox="480 281 1461 932"> <thead> <tr> <th colspan="3" data-bbox="480 281 1461 315"><b>Access Point for Students with Significant Cognitive Disabilities</b></th> </tr> <tr> <th data-bbox="480 315 824 348"><b>Independent</b></th> <th data-bbox="824 315 1161 348"><b>Supported</b></th> <th data-bbox="1161 315 1461 348"><b>Participatory</b></th> </tr> </thead> <tbody> <tr> <td data-bbox="480 348 824 621"> <p>SS.4.A.5.In.a</p> <p>Identify that Florida was considered a slave state (South) and battles were fought in Florida during the Civil War. <u>Date Adopted or Revised:</u> 12/08</p> </td> <td data-bbox="824 348 1161 621"> <p>SS.4.A.5.Su.a</p> <p>Recognize that Florida was considered a slave state (South) and battles were fought in Florida during the Civil War. <u>Date Adopted or Revised:</u> 12/08</p> </td> <td data-bbox="1161 348 1461 621"> <p>SS.4.A.5.Pa.a</p> <p>Recognize that battles were fought in Florida in the Civil War. <u>Date Adopted or Revised:</u> 12/08</p> </td> </tr> <tr> <td data-bbox="480 621 824 932"> <p>SS.4.A.5.In.b</p> <p>Recognize that during Reconstruction, freed slaves in Florida got jobs and homes by working for landowners who needed workers (sharecropping). <u>Date Adopted or Revised:</u> 12/08</p> </td> <td data-bbox="824 621 1161 932"> <p>SS.4.A.5.Su.b</p> <p>Recognize that during Reconstruction, Florida's freed slaves needed jobs and landowners needed workers. <u>Date Adopted or Revised:</u> 12/08</p> </td> <td data-bbox="1161 621 1461 932"> <p>SS.4.A.5.Pa.b</p> <p>Recognize ways different groups of people work together. <u>Date Adopted or Revised:</u> 12/08</p> </td> </tr> </tbody> </table> <p>Standard 6: Industrialization and Emergence of Modern Florida</p> <table border="1" data-bbox="480 1079 1461 1108"> <thead> <tr> <th data-bbox="480 1079 730 1108"><b>BENCHMARK CODE</b></th> <th data-bbox="730 1079 1461 1108"><b>BENCHMARK</b></th> </tr> </thead> </table>	<b>Access Point for Students with Significant Cognitive Disabilities</b>			<b>Independent</b>	<b>Supported</b>	<b>Participatory</b>	<p>SS.4.A.5.In.a</p> <p>Identify that Florida was considered a slave state (South) and battles were fought in Florida during the Civil War. <u>Date Adopted or Revised:</u> 12/08</p>	<p>SS.4.A.5.Su.a</p> <p>Recognize that Florida was considered a slave state (South) and battles were fought in Florida during the Civil War. <u>Date Adopted or Revised:</u> 12/08</p>	<p>SS.4.A.5.Pa.a</p> <p>Recognize that battles were fought in Florida in the Civil War. <u>Date Adopted or Revised:</u> 12/08</p>	<p>SS.4.A.5.In.b</p> <p>Recognize that during Reconstruction, freed slaves in Florida got jobs and homes by working for landowners who needed workers (sharecropping). <u>Date Adopted or Revised:</u> 12/08</p>	<p>SS.4.A.5.Su.b</p> <p>Recognize that during Reconstruction, Florida's freed slaves needed jobs and landowners needed workers. <u>Date Adopted or Revised:</u> 12/08</p>	<p>SS.4.A.5.Pa.b</p> <p>Recognize ways different groups of people work together. <u>Date Adopted or Revised:</u> 12/08</p>	<b>BENCHMARK CODE</b>	<b>BENCHMARK</b>
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<p>SS.4.A.6.1</p>	<p>Describe the economic development of Florida's major industries.</p> <p><u>Remarks/Examples:</u> Examples of industries may include, but are not limited to, timber, citrus, cattle, tourism, phosphate, cigar, railroads, bridges, air conditioning, sponge, shrimping, and wrecking (pirating).</p>														
<p>SS.4.A.6.2</p>	<p>Summarize contributions immigrant groups made to Florida.</p> <p><u>Remarks/Examples:</u> Examples may include, but are not limited to, language, food, art, beliefs and practices, literature, education, and clothing.</p>														
<p>SS.4.A.6.3</p>	<p>Describe the contributions of significant individuals to Florida.</p> <p><u>Remarks/Examples:</u> Examples may include, but are not limited to, John Gorrie, Henry Flagler, Henry Plant, Lue Gim Gong, Vincente Martinez Ybor, Julia Tuttle, Mary McLeod Bethune, Thomas Alva Edison, James Weldon Johnson, Marjorie Kinnan Rawlings.</p>														
<p>SS.4.A.6.4</p>	<p>Describe effects of the Spanish American War on Florida.</p> <p><u>Remarks/Examples:</u> Examples may include, but are not limited to, cigar industry, temporary economic boom at Ft. Brooke due to Rough Riders, Cuban immigration.</p> <table border="1" data-bbox="480 1730 1461 1948"> <thead> <tr> <th colspan="3" data-bbox="480 1730 1461 1764"><b>Access Point for Students with Significant Cognitive Disabilities</b></th> </tr> <tr> <th data-bbox="480 1764 824 1797"><b>Independent</b></th> <th data-bbox="824 1764 1161 1797"><b>Supported</b></th> <th data-bbox="1161 1764 1461 1797"><b>Participatory</b></th> </tr> </thead> <tbody> <tr> <td data-bbox="480 1797 824 1948"> <p>SS.4.A.6.In.a</p> <p>Identify Florida's major industries, such as timber, tourism, and citrus. <u>Date Adopted or Revised:</u></p> </td> <td data-bbox="824 1797 1161 1948"> <p>SS.4.A.6.Su.a</p> <p>Recognize major industries in Florida, such as timber, tourism, and citrus.</p> </td> <td data-bbox="1161 1797 1461 1948"> <p>SS.4.A.6.Pa.a</p> <p>Recognize a major industry in Florida. <u>Date Adopted or Revised:</u> 12/08</p> </td> </tr> </tbody> </table>	<b>Access Point for Students with Significant Cognitive Disabilities</b>			<b>Independent</b>	<b>Supported</b>	<b>Participatory</b>	<p>SS.4.A.6.In.a</p> <p>Identify Florida's major industries, such as timber, tourism, and citrus. <u>Date Adopted or Revised:</u></p>	<p>SS.4.A.6.Su.a</p> <p>Recognize major industries in Florida, such as timber, tourism, and citrus.</p>	<p>SS.4.A.6.Pa.a</p> <p>Recognize a major industry in Florida. <u>Date Adopted or Revised:</u> 12/08</p>					
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<p>SS.4.A.6.In.c</p> <p>Identify the contributions of significant individuals to Florida, such as Henry Flagler, Thomas Alva Edison, and Mary McLeod Bethune.</p> <p><u>Date Adopted or Revised:</u> 12/08</p>	<p>SS.4.A.6.Su.c</p> <p>Recognize the contributions of a significant individual to Florida, such as Henry Flagler, Thomas Alva Edison, or Mary McLeod Bethune.</p> <p><u>Date Adopted or Revised:</u> 12/08</p>	<p>SS.4.A.6.Pa.c</p> <p>Recognize that many people made contributions to Florida.</p> <p><u>Date Adopted or Revised:</u> 12/08</p>
<p>SS.4.A.6.In.d</p> <p>Recognize ways that Florida changed during the Spanish American War, such as increased population, business, and harbors.</p> <p><u>Date Adopted or Revised:</u> 12/08</p>	<p>SS.4.A.6.Su.d</p> <p>Recognize that Florida's population increased during the Spanish American War.</p> <p><u>Date Adopted or Revised:</u> 12/08</p>	<p>SS.4.A.6.Pa.d</p> <p>Recognize that many people made contributions to Florida.</p> <p><u>Date Adopted or Revised:</u> 12/08</p>
<p><b>Standard 7: Roaring 20's, the Great Depression, and WWII in Florida</b></p>		
<p><b>BENCHMARK CODE   BENCHMARK</b></p>		
<p>SS.4.A.7.1</p>	<p>Describe the causes and effects of the 1920's Florida land boom and bust.</p> <p><u>Remarks/Examples:</u> Examples may include, but are not limited to, land speculation.</p>	
<p>SS.4.A.7.2</p>	<p>Summarize challenges Floridians faced during the Great Depression.</p> <p><u>Remarks/Examples:</u> Examples may include, but are not limited to, the Labor Day hurricane of 1935 and the Mediterranean fruit fly.</p>	
<p>SS.4.A.7.3</p>	<p>Identify Florida's role in World War II.</p> <p><u>Remarks/Examples:</u> Examples may include, but are not limited to, warfare near Florida's shores and training bases in Florida (Miami, Tampa, Tallahassee, etc.), spying near the coast, Mosquito Fleet.</p>	
<p><b>Access Point for Students with Significant Cognitive Disabilities</b></p>		
<p style="text-align: center;"><b>Independent</b></p> <p>SS.4.A.7.In.a</p> <p>Identify the basic causes and effects of the 1920s Florida land boom and bust.</p> <p><u>Date Adopted or Revised:</u> 12/08</p>	<p style="text-align: center;"><b>Supported</b></p> <p>SS.4.A.7.Su.a</p> <p>Recognize the cause of the 1920s Florida land bust.</p> <p><u>Date Adopted or Revised:</u> 12/08</p> <p>SS.4.A.7.Su.b</p>	<p style="text-align: center;"><b>Participatory</b></p> <p>SS.4.A.7.Pa.a</p> <p>Recognize an effect of the Florida land bust.</p> <p><u>Date Adopted or Revised:</u> 12/08</p> <p>SS.4.A.7.Pa.b</p> <p>Recognize a</p>

	<p>SS.4.A.7.In.b Identify challenges Floridians faced during the Great Depression. <u>Date Adopted or Revised:</u> 12/08</p> <p>SS.4.A.7.In.c Recognize Florida's role in World War II. <u>Date Adopted or Revised:</u> 12/08</p>	<p>Recognize challenges Floridians faced during the Great Depression. <u>Date Adopted or Revised:</u> 12/08</p> <p>SS.4.A.7.Su.c Recognize that Florida played a role in World War II. <u>Date Adopted or Revised:</u> 12/08</p>	<p>challenge of the Great Depression. <u>Date Adopted or Revised:</u> 12/08</p> <p>SS.4.A.7.Pa.c Recognize that people in Florida were involved in a war. <u>Date Adopted or Revised:</u> 12/08</p>															
<p>Standard 8: Contemporary Florida into the 21st Century</p>																		
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<p>SS.4.A.8.1</p>	<p>Identify Florida's role in the Civil Rights Movement.  <i>Remarks/Examples:</i> Examples may include, but are not limited to, Tallahassee Bus Boycotts, civil disobedience, and the legacy of early civil rights pioneers, Harry T. and Harriette V. Moore.</p>																	
<p>SS.4.A.8.2</p>	<p>Describe how and why immigration impacts Florida today.</p>																	
<p>SS.4.A.8.3</p>	<p>Describe the effect of the United States space program on Florida's economy and growth.</p>																	
<p>SS.4.A.8.4</p>	<p>Explain how tourism affects Florida's economy and growth.</p>																	
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<b>Standard 9: Chronological Thinking</b>			
<b>BENCHMARK CODE</b>		<b>BENCHMARK</b>	
SS.4.A.9.1	Utilize timelines to sequence key events in Florida history.		
<b>Access Point for Students with Significant Cognitive Disabilities</b>			
<b>Independent</b>	<b>Supported</b>	<b>Participatory</b>	
SS.4.A.9.In.a Complete a timeline to sequence important events in Florida history. <u>Date Adopted or Revised:</u> 12/08	SS.4.A.9.Su.a Sequence pictures on a timeline to show important events in Florida history. <u>Date Adopted or Revised:</u> 12/08	SS.4.A.9.Pa.a Recognize pictures on a simple timeline of important events in Florida. <u>Date Adopted or Revised:</u> 12/08	
<b>Strand: GEOGRAPHY</b>			
<b>Standard 1: The World in Spatial Terms</b>			
<b>BENCHMARK CODE</b>		<b>BENCHMARK</b>	
SS.4.G.1.1	Identify physical features of Florida.  <u>Remarks/Examples:</u> Examples are bodies of water, location, landforms.		
SS.4.G.1.2	Locate and label cultural features on a Florida map.  <u>Remarks/Examples:</u> Examples are state capitals, major cities, tourist attractions.		
SS.4.G.1.3	Explain how weather impacts Florida.  <u>Remarks/Examples:</u> Examples are hurricanes, thunderstorms, drought, mild climate.		
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).		
<b>Access Point for Students with Significant Cognitive Disabilities</b>			
<b>Independent</b>	<b>Supported</b>	<b>Participatory</b>	
SS.4.G.1.In.a Recognize physical features of Florida, such as bodies of water, location, and landforms. <u>Date Adopted or Revised:</u> 12/08	SS.4.G.1.Su.a Recognize selected physical features of Florida, such as bodies of water and landforms. <u>Date Adopted or Revised:</u> 12/08	SS.4.G.1.Pa.a Recognize a physical feature of Florida, such as water. <u>Date Adopted or Revised:</u> 12/08	
SS.4.G.1.In.b Identify cultural features on a Florida map, such as the state capital, a major city, and tourist attractions. <u>Date Adopted or Revised:</u>	SS.4.G.1.Su.b Recognize a cultural feature on a Florida map, such as the state capital or a major city. <u>Date Adopted or Revised:</u>	SS.4.G.1.Pa.b Associate an outline map or image with the state of Florida. <u>Date Adopted or Revised:</u> 12/08	

	<p>12/08</p> <p>SS.4.G.1.In.c Identify effects of weather in Florida, such as hurricanes, thunderstorms, drought, and mild climate. <u>Date Adopted or Revised:</u> 12/08</p> <p>SS.4.G.1.In.d Identify information provided on maps using the title, compass rose, cardinal and intermediate directions, symbols, and key/legend. <u>Date Adopted or Revised:</u> 12/08</p>	<p>12/08</p> <p>SS.4.G.1.Su.c Recognize an effect of weather in Florida, such as hurricanes, thunderstorms, drought, and mild climate. <u>Date Adopted or Revised:</u> 12/08</p> <p>SS.4.G.1.Su.d Recognize information provided on a map by its title, cardinal directions, symbols, and key/legend. <u>Date Adopted or Revised:</u> 12/08</p>	<p>SS.4.G.1.Pa.c Recognize examples of weather in Florida, such as thunderstorms. <u>Date Adopted or Revised:</u> 12/08</p> <p>SS.4.G.1.Pa.d Associate a picture or symbol with a location on a Florida map. <u>Date Adopted or Revised:</u> 12/08</p>									
<b>Strand: ECONOMICS</b>												
Standard 1: Beginning Economics												
<b>BENCHMARK CODE</b>   <b>BENCHMARK</b>												
SS.4.E.1.1	<p>Identify entrepreneurs from various social and ethnic backgrounds who have influenced Florida and local economy.</p> <p><u>Remarks/Examples:</u> Examples are Henry Flagler, Walt Disney, Ed Ball, Alfred Dupont, Julia Tuttle, Vincente Martinez Ybor.</p>											
SS.4.E.1.2	<p>Explain Florida's role in the national and international economy and conditions that attract businesses to the state.</p> <p><u>Remarks/Examples:</u> Examples are tourism, agriculture, phosphate, space industry.</p> <p style="text-align: center;"><b>Access Point for Students with Significant Cognitive Disabilities</b></p> <table border="1" data-bbox="479 1354 1477 1948"> <thead> <tr> <th data-bbox="479 1354 824 1396" style="text-align: center;"><i>Independent</i></th> <th data-bbox="824 1354 1161 1396" style="text-align: center;"><i>Supported</i></th> <th data-bbox="1161 1354 1477 1396" style="text-align: center;"><i>Participatory</i></th> </tr> </thead> <tbody> <tr> <td data-bbox="479 1396 824 1627"> <p>SS.4.E.1.In.a Recognize contributions of entrepreneurs who influenced Florida, such as Walt Disney (theme parks) and Henry Flagler (railroads). <u>Date Adopted or Revised:</u> 12/08</p> </td> <td data-bbox="824 1396 1161 1627"> <p>SS.4.E.1.Su.a Recognize a contribution of an entrepreneur who influenced Florida, such as Walt Disney (theme parks). <u>Date Adopted or Revised:</u> 12/08</p> </td> <td data-bbox="1161 1396 1477 1627"> <p>SS.4.E.1.Pa.a Recognize that many people made contributions to Florida. <u>Date Adopted or Revised:</u> 12/08</p> </td> </tr> <tr> <td data-bbox="479 1627 824 1948"> <p>SS.4.E.1.In.b Identify important economic contributions of Florida, such as tourism, agriculture, and the space industry. <u>Date Adopted or Revised:</u> 12/08</p> </td> <td data-bbox="824 1627 1161 1948"> <p>SS.4.E.1.Su.b Recognize an important economic contribution of Florida, such as tourism, agriculture, or the space industry. <u>Date Adopted or Revised:</u> 12/08</p> </td> <td data-bbox="1161 1627 1477 1948"> <p>SS.4.E.1.Pa.b Associate a good or service with Florida, such as oranges, spacecraft, or theme parks. <u>Date Adopted or Revised:</u> 12/08</p> </td> </tr> </tbody> </table>			<i>Independent</i>	<i>Supported</i>	<i>Participatory</i>	<p>SS.4.E.1.In.a Recognize contributions of entrepreneurs who influenced Florida, such as Walt Disney (theme parks) and Henry Flagler (railroads). <u>Date Adopted or Revised:</u> 12/08</p>	<p>SS.4.E.1.Su.a Recognize a contribution of an entrepreneur who influenced Florida, such as Walt Disney (theme parks). <u>Date Adopted or Revised:</u> 12/08</p>	<p>SS.4.E.1.Pa.a Recognize that many people made contributions to Florida. <u>Date Adopted or Revised:</u> 12/08</p>	<p>SS.4.E.1.In.b Identify important economic contributions of Florida, such as tourism, agriculture, and the space industry. <u>Date Adopted or Revised:</u> 12/08</p>	<p>SS.4.E.1.Su.b Recognize an important economic contribution of Florida, such as tourism, agriculture, or the space industry. <u>Date Adopted or Revised:</u> 12/08</p>	<p>SS.4.E.1.Pa.b Associate a good or service with Florida, such as oranges, spacecraft, or theme parks. <u>Date Adopted or Revised:</u> 12/08</p>
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<b>Strand: CIVICS AND GOVERNMENT</b>	
Standard 1: Foundations of Government, Law, and the American Political System	
<b>BENCHMARK CODE</b>	<b>BENCHMARK</b>
SS.4.C.1.1	Describe how Florida's constitution protects the rights of citizens and provides for the structure, function, and purposes of state government.
<b>Access Point for Students with Significant Cognitive Disabilities</b>	
<b>Independent</b> SS.4.C.1.In.a Recognize that Florida's constitution protects the rights of Florida's citizens and identifies the parts and functions of state government. <u>Date Adopted or Revised:</u> 12/08	<b>Supported</b> SS.4.C.1.Su.a Recognize that Florida's constitution protects the rights of Florida's citizens. <u>Date Adopted or Revised:</u> 12/08
<b>Participatory</b> SS.4.C.1.Pa.a Recognize the right of citizens to access and participate in community activities. <u>Date Adopted or Revised:</u> 12/08	
Standard 2: Civic and Political Participation	
<b>BENCHMARK CODE</b>	<b>BENCHMARK</b>
SS.4.C.2.1	Discuss public issues in Florida that impact the daily lives of its citizens.  <u>Remarks/Examples:</u> (e.g., taxes, school accountability)
SS.4.C.2.2	Identify ways citizens work together to influence government and help solve community and state problems.  <u>Remarks/Examples:</u> Examples are voting, petitioning, conservation, recycling.
SS.4.C.2.3	Explain the importance of public service, voting, and volunteerism.
<b>Access Point for Students with Significant Cognitive Disabilities</b>	
<b>Independent</b> SS.4.C.2.In.a Identify common public issues in Florida that impact the daily lives of its citizens. <u>Date Adopted or Revised:</u> 12/08	<b>Supported</b> SS.4.C.2.Su.a Recognize common public issues in Florida that impact the daily lives of its citizens. <u>Date Adopted or Revised:</u> 12/08
<b>Participatory</b> SS.4.C.2.Pa.a Recognize a common public issue in the local community that impacts the daily lives of its citizens. <u>Date Adopted or Revised:</u> 12/08	<b>Supported</b> SS.4.C.2.Su.b Recognize ways to work with a group to help solve a community problem, such as voting, meeting together, and sharing information. <u>Date Adopted or Revised:</u> 12/08
<b>Participatory</b> SS.4.C.2.Pa.b Recognize a way to work with a group to help solve a problem. <u>Date Adopted or Revised:</u> 12/08	<b>Participatory</b> SS.4.C.2.Pa.c Recognize a way to work with a group to help solve a problem.
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<b>Standard 3: Structure and Functions of Government</b>			
<b>BENCHMARK CODE</b>		<b>BENCHMARK</b>	
SS.4.C.3.1	Identify the three branches (Legislative, Judicial, Executive) of government in Florida and the powers of each.		
SS.4.C.3.2	Distinguish between state (governor, state representative, or senator) and local government (mayor, city commissioner).		
<b>Access Point for Students with Significant Cognitive Disabilities</b>			
	<b>Independent</b>	<b>Supported</b>	<b>Participatory</b>
	<p>SS.4.C.3.In.a Recognize Florida's three branches of government, including legislative (makes laws), judicial (interprets laws), and executive (enforces laws). <u>Date Adopted or Revised:</u> 12/08</p> <p>SS.4.C.3.In.b Identify differences between state and local government, including the role of leaders and lawmakers. <u>Date Adopted or Revised:</u> 12/08</p>	<p>SS.4.C.3.Su.a Recognize that Florida has three branches of government with a governor, lawmakers, and judges. <u>Date Adopted or Revised:</u> 12/08</p> <p>SS.4.C.3.Su.b Recognize a difference between state and local government, such as governor and mayor. <u>Date Adopted or Revised:</u> 12/08</p>	<p>SS.4.C.3.Pa.a Recognize that Florida has a governor. <u>Date Adopted or Revised:</u> 12/08</p> <p>SS.4.C.3.Pa.b Recognize the leader of the state government (governor). <u>Date Adopted or Revised:</u> 12/08</p>
<b>Strand: FINANCIAL LITERACY</b>			
<b>Standard 1: Earning Income</b>			
<b>BENCHMARK CODE</b>		<b>BENCHMARK</b>	
SS.4.FL.1.1	<p>People have many different types of jobs from which to choose. Identify different jobs requiring people to have different skills.</p> <p><u>Remarks/Examples:</u> Make a list of different types of jobs and describe the different skills associated with each job.</p>		
SS.4.FL.1.2	<p>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.</p>		
SS.4.FL.1.3	<p>Workers are paid for their labor in different ways such as wages, salaries, or commissions. Explain the ways in which workers are paid.</p> <p><u>Remarks/Examples:</u> Explain how a waitress, a teacher, and a realtor are paid.</p>		
SS.4.FL.1.4			

	<p>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.</p>																
SS.4.FL.1.5	<p>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.</p>																
SS.4.FL.1.6	<p>Describe ways that people who own a business can earn a profit, which is a source of income.</p>																
SS.4.FL.1.7	<p>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.</p> <p><u>Remarks/Examples:</u> Read a children's book about an entrepreneur and identify the type of business started, the possible risks of running the business, and what the entrepreneur expected to earn.</p>																
SS.4.FL.1.8	<p>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.</p> <p><u>Remarks/Examples:</u> Describe examples of government-provided goods and services that are paid for with taxes.</p> <p><b>Standard 2: Buying Goods and Services</b></p> <table border="1"> <thead> <tr> <th><b>BENCHMARK CODE</b></th> <th><b>BENCHMARK</b></th> </tr> </thead> <tbody> <tr> <td>SS.4.FL.2.1</td> <td> <p>Explain that economic wants are desires that can be satisfied by consuming a good, a service, or a leisure activity.</p> <p><u>Remarks/Examples:</u> Brainstorm a list of wants and then identify examples of goods, services, or leisure activities they can buy to satisfy each want.</p> </td> </tr> <tr> <td>SS.4.FL.2.2</td> <td> <p>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.</p> <p><u>Remarks/Examples:</u> Create a list of goods or services they want given a set budget constraint, rank the goods and services from the most to the least desired, and justify their ranking.</p> </td> </tr> <tr> <td>SS.4.FL.2.3</td> <td> <p>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.</p> <p><u>Remarks/Examples:</u> Explain why consumers with identical vacation budgets choose different options when planning a weeklong vacation.</p> </td> </tr> <tr> <td>SS.4.FL.2.4</td> <td> <p>Discuss that whenever people buy something, they incur an opportunity cost. Opportunity cost is the value of the next best alternative that is given up when a person makes a choice.</p> <p><u>Remarks/Examples:</u> Present an example of a buying choice a person made and identify the opportunity cost of that choice.</p> </td> </tr> <tr> <td>SS.4.FL.2.5</td> <td> <p>Explain that costs are things that a decision maker gives up; benefits are things that a decision maker gains. Make an informed decision by comparing the costs and benefits of spending alternatives.</p> <p><u>Remarks/Examples:</u> Compare the costs and benefits of buying a bicycle in two settings, rural and urban, and for different people including a younger child, a teenager, and a grandparent.</p> </td> </tr> <tr> <td>SS.4.FL.2.6</td> <td> <p>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.</p> <p><u>Remarks/Examples:</u> Write stories about how individual spending choices were informed or influenced by advertising, the spending choices of others, peer pressure, or the prices of alternative choices. Explain why shopping with a list can help consumers with their spending choices.</p> </td> </tr> <tr> <td>SS.4.FL.2.7</td> <td> <p>Planning for spending can help people make informed choices. 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	<p><u>Remarks/Examples:</u> Create a budget for a set amount of allowance income that includes expenses (buying of goods and services) and savings.</p> <p>Standard 3: Saving</p>		
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SS.4.FL.3.1	<p>Identify ways that income is saved, spent on goods and services, or used to pay taxes.</p> <p><u>Remarks/Examples:</u> Explain the difference between saving and spending and give examples of each.</p>		
SS.4.FL.3.2	<p>Explain that when people save money, they give up the opportunity to buy things now in order to buy things later.</p> <p><u>Remarks/Examples:</u> Describe what a person gives up when he or she deposits \$20 into a savings account.</p>		
SS.4.FL.3.3	<p>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.</p> <p><u>Remarks/Examples:</u> Draw a picture identifying the different places where people can save their money.</p>		
SS.4.FL.3.4	<p>Identify savings goals people set as incentives to save. One savings goal might be to buy goods and services in the future.</p> <p><u>Remarks/Examples:</u> Read a children's book and identify a character's savings goal and whether the character meets the savings goal.</p>		
SS.4.FL.3.5	<p>Explain that when people deposit money into a bank (or other financial institution), the bank may pay them interest. Banks attract savings by paying interest. People also deposit money into banks because banks are safe places to keep their savings.</p> <p><u>Remarks/Examples:</u> Describe the advantages of saving money in a savings account rather than putting the money into a piggy bank.</p> <p>Standard 4: Using Credit</p>		
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SS.4.FL.4.1	<p>Discuss that interest is the price the borrower pays for using someone else's money.</p> <p><u>Remarks/Examples:</u> Explain the reason why, when a person borrows \$100 to buy a new cell phone, he or she will have to pay back more than the \$100 at a future date.</p>		
SS.4.FL.4.2	<p>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.</p> <p><u>Remarks/Examples:</u> Identify goods and services people often purchase with the use of a loan.</p> <p>Standard 5: Financial Investing</p>		
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SS.4.FL.5.1	<p>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.</p> <p><u>Remarks/Examples:</u> Describe the difference between saving and financial investing.</p>		
SS.4.FL.5.2	<p>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.</p> <p><u>Remarks/Examples:</u></p>		

	<p>Explain why a stockholder may benefit if the company produces an increasingly popular product.</p> <p><b>Standard 6: Protecting and Insuring</b></p> <table border="1"> <tr> <th>BENCHMARK CODE</th> <th>BENCHMARK</th> </tr> </table>	BENCHMARK CODE	BENCHMARK							
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SS.4.FL.6.1	<p>Explain that risk is the chance of loss or harm.</p> <p><i>Remarks/Examples:</i> Give examples of the risk associated with activities such as riding a bicycle, using a skateboard, or having a pet.</p>									
SS.4.FL.6.2	<p>Explain that risk from accidents and unexpected events is an unavoidable part of daily life.</p> <p><i>Remarks/Examples:</i> Write a newspaper article on an unexpected "bad" event such as a tornado, car accident, or illness, and describe the effect the event would have on individuals and their families.</p>									
SS.4.FL.6.3	<p>Describe ways that individuals can either choose to accept risk or take steps to protect themselves by avoiding or reducing risk.</p> <p><i>Remarks/Examples:</i> Draw a poster depicting an age-appropriate activity (e.g., owning and riding a bicycle) that illustrates how to avoid risk of harm or loss (not riding the bike) or how to reduce the chance of a bad event (riding in a safe manner) and potential harm of the bad event (wearing a bike helmet).</p>									
SS.4.FL.6.4	<p>Discuss that one method to cope with unexpected losses is to save for emergencies.</p> <p><i>Remarks/Examples:</i> Give examples of events for which emergency savings could offset financial losses.</p> <p style="text-align: center;"><b>GRADE: 5</b></p> <p><b>Strand: AMERICAN HISTORY</b></p> <p><b>Standard 1: Historical Inquiry and Analysis</b></p> <table border="1"> <tr> <th>BENCHMARK CODE</th> <th>BENCHMARK</th> </tr> </table>	BENCHMARK CODE	BENCHMARK							
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SS.5.A.1.2	<p>Utilize timelines to identify and discuss American History time periods.</p> <p style="text-align: center;"><b>Access Point for Students with Significant Cognitive Disabilities</b></p> <table border="1"> <thead> <tr> <th><i>Independent</i></th> <th><i>Supported</i></th> <th><i>Participatory</i></th> </tr> </thead> <tbody> <tr> <td> <p>SS.5.A.1.In.a</p> <p>Use primary and secondary resources to understand history, such as letters, newspapers, audio or video recordings, pictures, photographs, and maps.</p> <p><u><i>Date Adopted or Revised:</i></u> 12/08</p> </td> <td> <p>SS.5.A.1.Su.a</p> <p>Use primary and secondary resources related to history, such as letters, video recordings, photographs, pictures, and maps.</p> <p><u><i>Date Adopted or Revised:</i></u> 12/08</p> </td> <td> <p>SS.5.A.1.Pa.a</p> <p>Recognize artifacts, photographs, or video recordings related to people or events from the past.</p> <p><u><i>Date Adopted or Revised:</i></u> 12/08</p> </td> </tr> <tr> <td> <p>SS.5.A.1.In.b</p> <p>Complete a timeline to sequence important events in American history.</p> <p><u><i>Date Adopted or Revised:</i></u> 12/08</p> </td> <td> <p>SS.5.A.1.Su.b</p> <p>Sequence events to match dates on a timeline about American history.</p> <p><u><i>Date Adopted or Revised:</i></u> 12/08</p> </td> <td> <p>SS.5.A.1.Pa.b</p> <p>Sequence pictures that show events about America.</p> <p><u><i>Date Adopted or Revised:</i></u> 12/08</p> </td> </tr> </tbody> </table>	<i>Independent</i>	<i>Supported</i>	<i>Participatory</i>	<p>SS.5.A.1.In.a</p> <p>Use primary and secondary resources to understand history, such as letters, newspapers, audio or video recordings, pictures, photographs, and maps.</p> <p><u><i>Date Adopted or Revised:</i></u> 12/08</p>	<p>SS.5.A.1.Su.a</p> <p>Use primary and secondary resources related to history, such as letters, video recordings, photographs, pictures, and maps.</p> <p><u><i>Date Adopted or Revised:</i></u> 12/08</p>	<p>SS.5.A.1.Pa.a</p> <p>Recognize artifacts, photographs, or video recordings related to people or events from the past.</p> <p><u><i>Date Adopted or Revised:</i></u> 12/08</p>	<p>SS.5.A.1.In.b</p> <p>Complete a timeline to sequence important events in American history.</p> <p><u><i>Date Adopted or Revised:</i></u> 12/08</p>	<p>SS.5.A.1.Su.b</p> <p>Sequence events to match dates on a timeline about American history.</p> <p><u><i>Date Adopted or Revised:</i></u> 12/08</p>	<p>SS.5.A.1.Pa.b</p> <p>Sequence pictures that show events about America.</p> <p><u><i>Date Adopted or Revised:</i></u> 12/08</p>
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Standard 2: Pre-Columbian North America																
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SS.5.A.2.1	<p>Compare cultural aspects of ancient American civilizations (Aztecs/Mayas; Mound Builders/Anasazi/Inuit).</p> <p><i>Remarks/Examples:</i> Examples may include, but are not limited to, those listed in the benchmark.</p>															
SS.5.A.2.2	<p>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).</p> <p><i>Remarks/Examples:</i> Examples may include, but are not limited to, those listed in the benchmark.</p>															
SS.5.A.2.3	<p>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.</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th colspan="3" style="text-align: center;">Access Point for Students with Significant Cognitive Disabilities</th> </tr> <tr> <th style="text-align: center;">Independent</th> <th style="text-align: center;">Supported</th> <th style="text-align: center;">Participatory</th> </tr> </thead> <tbody> <tr> <td style="vertical-align: top;"> <p>SS.5.A.2.In.a</p> <p style="text-align: center;">Identify</p> <p>differences in cultures in ancient North American civilizations, such as the buildings and clothing of Aztecs, Mayas, and Inuit. <i>Date Adopted or Revised:</i> 12/08</p> </td> <td style="vertical-align: top;"> <p>SS.5.A.2.Su.a</p> <p style="text-align: center;">Recognize a</p> <p>cultural aspect of an ancient North American civilization, such as buildings or clothing. <i>Date Adopted or Revised:</i> 12/08</p> </td> <td style="vertical-align: top;"> <p>SS.5.A.2.Pa.a</p> <p style="text-align: center;">Recognize</p> <p>differences in aspects of culture. <i>Date Adopted or Revised:</i> 12/08</p> </td> </tr> <tr> <td style="vertical-align: top;"> <p>SS.5.A.2.In.b</p> <p style="text-align: center;">Recognize that</p> <p>Native American tribes lived in different parts of North America and had different customs. <i>Date Adopted or Revised:</i> 12/08</p> </td> <td style="vertical-align: top;"> <p>SS.5.A.2.Su.b</p> <p style="text-align: center;">Recognize that</p> <p>many different Native American tribes lived in North America. <i>Date Adopted or Revised:</i> 12/08</p> </td> <td style="vertical-align: top;"> <p>SS.5.A.2.Pa.b</p> <p style="text-align: center;">Recognize</p> <p>differences in Native American tribes. <i>Date Adopted or Revised:</i> 12/08</p> </td> </tr> <tr> <td style="vertical-align: top;"> <p>SS.5.A.2.In.c</p> <p style="text-align: center;">Identify</p> <p>differences in cultural aspects of Native American tribes, such as food, clothing, and shelters. <i>Date Adopted or Revised:</i> 12/08</p> </td> <td style="vertical-align: top;"> <p>SS.5.A.2.Su.c</p> <p style="text-align: center;">Recognize</p> <p>differences in cultural aspects of Native American tribes, such as food, clothing, and shelters. <i>Date Adopted or Revised:</i> 12/08</p> </td> <td style="vertical-align: top;"> <p>SS.5.A.2.Pa.c</p> <p style="text-align: center;">Recognize</p> <p>differences in Native American tribes. <i>Date Adopted or Revised:</i> 12/08</p> </td> </tr> </tbody> </table>	Access Point for Students with Significant Cognitive Disabilities			Independent	Supported	Participatory	<p>SS.5.A.2.In.a</p> <p style="text-align: center;">Identify</p> <p>differences in cultures in ancient North American civilizations, such as the buildings and clothing of Aztecs, Mayas, and Inuit. <i>Date Adopted or Revised:</i> 12/08</p>	<p>SS.5.A.2.Su.a</p> <p style="text-align: center;">Recognize a</p> <p>cultural aspect of an ancient North American civilization, such as buildings or clothing. <i>Date Adopted or Revised:</i> 12/08</p>	<p>SS.5.A.2.Pa.a</p> <p style="text-align: center;">Recognize</p> <p>differences in aspects of culture. <i>Date Adopted or Revised:</i> 12/08</p>	<p>SS.5.A.2.In.b</p> <p style="text-align: center;">Recognize that</p> <p>Native American tribes lived in different parts of North America and had different customs. <i>Date Adopted or Revised:</i> 12/08</p>	<p>SS.5.A.2.Su.b</p> <p style="text-align: center;">Recognize that</p> <p>many different Native American tribes lived in North America. <i>Date Adopted or Revised:</i> 12/08</p>	<p>SS.5.A.2.Pa.b</p> <p style="text-align: center;">Recognize</p> <p>differences in Native American tribes. <i>Date Adopted or Revised:</i> 12/08</p>	<p>SS.5.A.2.In.c</p> <p style="text-align: center;">Identify</p> <p>differences in cultural aspects of Native American tribes, such as food, clothing, and shelters. <i>Date Adopted or Revised:</i> 12/08</p>	<p>SS.5.A.2.Su.c</p> <p style="text-align: center;">Recognize</p> <p>differences in cultural aspects of Native American tribes, such as food, clothing, and shelters. <i>Date Adopted or Revised:</i> 12/08</p>	<p>SS.5.A.2.Pa.c</p> <p style="text-align: center;">Recognize</p> <p>differences in Native American tribes. <i>Date Adopted or Revised:</i> 12/08</p>
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Standard 3: Exploration and Settlement of North America																
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SS.5.A.3.1	<p>Describe technological developments that shaped European exploration.</p> <p><i>Remarks/Examples:</i></p>															

	Examples may include, but are not limited to, orienteering compass, sextant, astrolabe, seaworthy ships, and gunpowder.	
SS.5.A.3.2	Investigate (nationality, sponsoring country, motives, dates and routes of travel, accomplishments) the European explorers.  <i>Remarks/Examples:</i> In addition to those listed in the benchmark, examples may include, but are not limited to, Spanish, English, Dutch, Icelandic (Viking), and Swedish explorers.	
SS.5.A.3.3	Describe interactions among Native Americans, Africans, English, French, Dutch, and Spanish for control of North America.  <i>Remarks/Examples:</i> Examples may include, but are not limited to, diseases, agriculture, slavery, fur trade, military alliances, treaties, cultural interchanges.	
<b>Access Point for Students with Significant Cognitive Disabilities</b>		
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<b>Participatory</b>		
SS.5.A.3.In.a Recognize inventions that made exploration safer, such as the compass and seaworthy ships. <u>Date Adopted or Revised:</u> 12/08	SS.5.A.3.Su.a Recognize that exploration in ships was made safer with the compass. <u>Date Adopted or Revised:</u> 12/08	SS.5.A.3.Pa.a Recognize that tools make travel safe. <u>Date Adopted or Revised:</u> 12/08
SS.5.A.3.In.b Identify a European explorer, the sponsoring country, and a reason for the exploration. <u>Date Adopted or Revised:</u> 12/08	SS.5.A.3.Su.b Recognize a reason why a European explorer came to America. <u>Date Adopted or Revised:</u> 12/08	SS.5.A.3.Pa.b Recognize that exploration involves looking for something new. <u>Date Adopted or Revised:</u> 12/08
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<b>Standard 4: Colonization of North America</b>		
<b>BENCHMARK CODE</b>	<b>BENCHMARK</b>	
SS.5.A.4.1	Identify the economic, political and socio-cultural motivation for colonial settlement.  <i>Remarks/Examples:</i> Examples may include, but are not limited to, Puritans, Quakers, and Catholics fleeing from religious persecution, debtor settlements in Georgia, military stronghold and protection of trade routes at St. Augustine, establishment of the Jamestown colony for profit, and French and Dutch competition for the fur trade..	
SS.5.A.4.2	Compare characteristics of New England, Middle, and Southern colonies.  <i>Remarks/Examples:</i> Examples may include, but are not limited to, colonial governments, geographic influences, resources and economic systems, occupations, religion, education, and social patterns.	
SS.5.A.4.3		

	<p>Identify significant individuals responsible for the development of the New England, Middle, and Southern colonies.</p> <p><i>Remarks/Examples:</i> Examples may include, but are not limited to, William Penn, Pontiac, Olaudah Equiano, George Whitefield, Roger Williams, John Winthrop, John Smith, John Rolfe, James Oglethorpe, Anne Hutchinson, Lord Baltimore.</p>																					
SS.5.A.4.4	<p>Demonstrate an understanding of political, economic, and social aspects of daily colonial life in the thirteen colonies.</p> <p><i>Remarks/Examples:</i> Examples may include, but are not limited to, town meetings, farming, occupation, slavery, bartering, education, games, science, technology, transportation, religion.</p>																					
SS.5.A.4.5	<p>Explain the importance of Triangular Trade linking Africa, the West Indies, the British Colonies, and Europe.</p>																					
SS.5.A.4.6	<p>Describe the introduction, impact, and role of slavery in the colonies.</p> <p><i>Remarks/Examples:</i> Examples may include, but are not limited to, cultural contributions, skilled labor, the move away from indentured servitude, growth of plantations, differences in treatment of slaves by region and assigned job (house slave v. field slave).</p> <p style="text-align: center;"><b>Access Point for Students with Significant Cognitive Disabilities</b></p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="text-align: center;"><b>Independent</b></th> <th style="text-align: center;"><b>Supported</b></th> <th style="text-align: center;"><b>Participatory</b></th> </tr> </thead> <tbody> <tr> <td> <p>SS.5.A.4.In.a Identify reasons the colonists settled in America, such as to obtain land and religious freedom. <u>Date Adopted or Revised:</u> 12/08</p> </td> <td> <p>SS.5.A.4.Su.a Recognize a reason why colonists settled in America, such as to 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<b>Standard 5: American Revolution &amp; Birth of a New Nation</b>			
<b>BENCHMARK CODE</b>		<b>BENCHMARK</b>	
SS.5.A.5.1	<p>Identify and explain significant events leading up to the American Revolution.</p> <p><u>Remarks/Examples:</u> Examples may include, but are not limited to, the French and Indian War, the Stamp Act, the Townshend Acts, the Boston Massacre, the Boston Tea Party, the Coercive Acts, the Powder Alarms.</p>		
SS.5.A.5.10	<p>Examine the significance of the Constitution including its key political concepts, origins of those concepts, and their role in American democracy.</p> <p><u>Remarks/Examples:</u> Examples may include, but are not limited to, liberty, representative government, limited government, individual rights, "bundle of compromises."</p>		
SS.5.A.5.2	<p>Identify significant individuals and groups who played a role in the American Revolution.</p> <p><u>Remarks/Examples:</u> Examples may include, but are not limited to, King George III, Patrick Henry, Thomas Jefferson, George Washington, John Adams, John Hancock, Crispus Attucks, Ben Franklin, Paul Revere and Patriots, Sons of Liberty, Daughters of Liberty, Continental Congress, James Armistead, Francis Marion.</p>		
SS.5.A.5.3	<p>Explain the significance of historical documents including key political concepts, origins of these concepts, and their role in American independence.</p> <p><u>Remarks/Examples:</u> Examples may include, but are not limited to, the Magna Carta, the English Bill of Rights, the Mayflower Compact, Common Sense, the Declaration of Independence.</p>		
SS.5.A.5.4	<p>Examine and explain the changing roles and impact of significant women during the American Revolution.</p> <p><u>Remarks/Examples:</u> Examples may include, but are not limited to, Abigail Adams, Martha Washington, Phyllis Wheatley, Mercy Otis Warren, Molly Pitcher, Deborah Sampson, Margaret Gage.</p>		
SS.5.A.5.5	<p>Examine and compare major battles and military campaigns of the American Revolution.</p> <p><u>Remarks/Examples:</u> Examples may include, but are not limited to, Lexington and Concord, Saratoga, Valley Forge, Yorktown, Savannah, Charleston, Trenton, Princeton, Bunker Hill.</p>		
SS.5.A.5.6	<p>Identify the contributions of foreign alliances and individuals to the outcome of the Revolution.</p> <p><u>Remarks/Examples:</u> Examples may include, but are not limited to, France, Lafayette, Spain, de Galvez, von Stueben (aka de Steuben), Pulaski, Haiti.</p>		

<p>SS.5.A.5.7</p>	<p>Explain economic, military, and political factors which led to the end of the Revolutionary War.</p> <p><u>Remarks/Examples:</u> Examples may include, but are not limited to, foreign alliances, rising cost for England, Treaty of Paris.</p>	
<p>SS.5.A.5.8</p>	<p>Evaluate the personal and political hardships resulting from the American Revolution.</p> <p><u>Remarks/Examples:</u> Examples may include, but are not limited to, financing the war effort, war time inflation, profiteering, loss of family and property, dissent within families and between colonies.</p>	
<p>SS.5.A.5.9</p>	<p>Discuss the impact and significance of land policies developed under the Confederation Congress (Northwest Ordinance of 1787).</p> <p><u>Remarks/Examples:</u> Examples may include, but are not limited to, those listed in the benchmark.</p>	
<p><b>Access Point for Students with Significant Cognitive Disabilities</b></p>		
<p style="text-align: center;"><b>Independent</b></p> <p>SS.5.A.5.In.a Identify events leading up to the American Revolution, such as unfair taxes and restriction of freedoms by the King of England. <u>Date Adopted or Revised:</u> 12/08</p> <p>SS.5.A.5.In.j Recognize that the Constitution outlines the principles of the American government. <u>Date Adopted or Revised:</u> 12/08</p> <p>SS.5.A.5.In.b Recognize achievements of significant individuals from the American Revolution, such as George Washington, Thomas Jefferson, and Ben Franklin. <u>Date Adopted or Revised:</u> 12/08</p> <p>SS.5.A.5.In.c Identify that the Declaration of Independence stated that colonists wanted freedom from England. <u>Date Adopted or Revised:</u> 12/08</p> <p>SS.5.A.5.In.d Identify the role a woman played during the American Revolution, such as Martha Washington. <u>Date Adopted or Revised:</u> 12/08</p>	<p style="text-align: center;"><b>Supported</b></p> <p>SS.5.A.5.Su.a Recognize an event that led to the American Revolution, such as unfair taxes. <u>Date Adopted or Revised:</u> 12/08</p> <p>SS.5.A.5.Su.j Recognize that the Constitution is the set of laws Americans follow. <u>Date Adopted or Revised:</u> 12/08</p> <p>SS.5.A.5.Su.b Recognize a famous individual who contributed to the American Revolution, such as George Washington, Thomas Jefferson, or Ben Franklin. <u>Date Adopted or Revised:</u> 12/08</p> <p>SS.5.A.5.Su.c Recognize that the colonists supported the Declaration of Independence. <u>Date Adopted or Revised:</u> 12/08</p> <p>SS.5.A.5.Su.d Recognize a famous woman from the American Revolution, such as Martha Washington. <u>Date Adopted or Revised:</u> 12/08</p> <p>SS.5.A.5.Su.e Recognize that George Washington led the</p>	<p style="text-align: center;"><b>Participatory</b></p> <p>SS.5.A.5.Pa.a Recognize that the people who settled in America were unhappy with the King of England. <u>Date Adopted or Revised:</u> 12/08</p> <p>SS.5.A.5.Pa.j Recognize that the government makes laws for its people. <u>Date Adopted or Revised:</u> 12/08</p> <p>SS.5.A.5.Pa.b Recognize George Washington. <u>Date Adopted or Revised:</u> 12/08</p> <p>SS.5.A.5.Pa.c Recognize that the colonists wanted freedom from a king. <u>Date Adopted or Revised:</u> 12/08</p> <p>SS.5.A.5.Pa.d Recognize that women helped during the American Revolution. <u>Date Adopted or Revised:</u> 12/08</p> <p>SS.5.A.5.Pa.e Recognize that the colonists fought in the American Revolution. <u>Date Adopted or Revised:</u> 12/08</p>

	<p>SS.5.A.5.In.e Recognize a major battle in the American Revolution and a hardship the soldiers endured, such as winter at Valley Forge. <u>Date Adopted or Revised:</u> 12/08</p> <p>SS.5.A.5.In.f Recognize that France and other countries contributed money and supplies to help the colonists fight against England. <u>Date Adopted or Revised:</u> 12/08</p> <p>SS.5.A.5.In.g Recognize that France and other countries contributed money and supplies to help the colonists fight against England. <u>Date Adopted or Revised:</u> 12/08</p> <p>SS.5.A.5.In.h Recognize that there was no money or supplies left for the new government after the American Revolution. <u>Date Adopted or Revised:</u> 12/08</p> <p>SS.5.A.5.In.i Recognize that the Confederation Congress passed a law (Northwest Ordinance) to allow the United States to expand westward. <u>Date Adopted or Revised:</u> 12/08</p>	<p>troops against England during the American Revolution. <u>Date Adopted or Revised:</u> 12/08</p> <p>SS.5.A.5.Su.f Recognize that the colonists needed help from other countries to win the Revolution. <u>Date Adopted or Revised:</u> 12/08</p> <p>SS.5.A.5.Su.g Recognize that the colonists needed help from other countries to win the Revolution. <u>Date Adopted or Revised:</u> 12/08</p> <p>SS.5.A.5.Su.h Recognize that the colonists needed more money and supplies after the American Revolution. <u>Date Adopted or Revised:</u> 12/08</p> <p>SS.5.A.5.Su.i Recognize that the United States wanted to add new lands after the Revolution. <u>Date Adopted or Revised:</u> 12/08</p>	<p>SS.5.A.5.Pa.f Recognize that other groups (countries) helped the colonists. <u>Date Adopted or Revised:</u> 12/08</p> <p>SS.5.A.5.Pa.g Recognize that other groups (countries) helped the colonists. <u>Date Adopted or Revised:</u> 12/08</p> <p>SS.5.A.5.Pa.h Recognize that colonists need supplies. <u>Date Adopted or Revised:</u> 12/08</p> <p>SS.5.A.5.Pa.i Recognize that the United States grew in size. <u>Date Adopted or Revised:</u> 12/08</p>
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**Standard 6: Growth and Westward Expansion**

<b>BENCHMARK CODE</b>	<b>BENCHMARK</b>
SS.5.A.6.1	Describe the causes and effects of the Louisiana Purchase.
SS.5.A.6.2	Identify roles and contributions of significant people during the period of westward expansion.  <i>Remarks/Examples:</i> Examples may include, but are not limited to, Lewis and Clark, Sacagawea, York, Thomas Jefferson, Andrew Jackson, Tecumseh, Jean Baptiste Point Du Sable.
SS.5.A.6.3	Examine 19th century advancements (canals, roads, steamboats, flat boats, overland wagons, Pony Express, railroads) in transportation and communication.

	<p><i>Remarks/Examples:</i> In addition to those listed in the benchmark, examples may include, but are not limited to, the telegraph, Morse Code.</p>		
SS.5.A.6.4	<p>Explain the importance of the explorations west of the Mississippi River.</p> <p><i>Remarks/Examples:</i> Examples may include, but are not limited to, Meriwether Lewis and William Clark, Zebulon Pike, John Fremont, the Mormon migration, the Forty-niners, the Oregon Trail.</p>		
SS.5.A.6.5	<p>Identify the causes and effects of the War of 1812.</p> <p><i>Remarks/Examples:</i> Examples may include, but are not limited to, nationalism, neutrality in trade, impressment, border forts.</p>		
SS.5.A.6.6	<p>Explain how westward expansion affected Native Americans.</p> <p><i>Remarks/Examples:</i> Examples may include, but are not limited to, the Trail of Tears and Indian Removal Act.</p>		
SS.5.A.6.7	<p>Discuss the concept of Manifest Destiny.</p>		
SS.5.A.6.8	<p>Describe the causes and effects of the Missouri Compromise.</p>		
SS.5.A.6.9	<p>Describe the hardships of settlers along the overland trails to the west.</p> <p><i>Remarks/Examples:</i> Examples may include, but are not limited to, location of routes, terrain, rivers, climate, vegetation, conflicts with Native Americans.</p>		
	<p><b>Access Point for Students with Significant Cognitive Disabilities</b></p>		
	<p><b>Independent</b></p>	<p><b>Supported</b></p>	<p><b>Participatory</b></p>
	<p>SS.5.A.6.In.a Identify the major cause and effect of the Louisiana Purchase. <u>Date Adopted or Revised:</u> 12/08</p>	<p>SS.5.A.6.Su.a Recognize that the Louisiana Purchase made the United States twice its original size. <u>Date Adopted or Revised:</u> 12/08</p>	<p>SS.5.A.6.Pa.a Recognize that the United States was made larger by buying land. <u>Date Adopted or Revised:</u> 12/08</p>
	<p>SS.5.A.6.In.b Identify people in the westward expansion and their importance, such as Lewis and Clark, Sacagawea, and Thomas Jefferson. <u>Date Adopted or Revised:</u> 12/08</p>	<p>SS.5.A.6.Su.b Recognize that Lewis and Clark led an expedition during the westward expansion. <u>Date Adopted or Revised:</u> 12/08</p>	<p>SS.5.A.6.Pa.b Recognize that people explore new lands. <u>Date Adopted or Revised:</u> 12/08</p>
	<p>SS.5.A.6.In.c Identify advances in transportation and communication in America during the 1800s, such as railroads, steamboats, and the Pony Express. <u>Date Adopted or Revised:</u> 12/08</p>	<p>SS.5.A.6.Su.c Recognize a change in transportation in America during the 1800s, such as railroads. <u>Date Adopted or Revised:</u> 12/08</p>	<p>SS.5.A.6.Pa.c Recognize a method of transportation. <u>Date Adopted or Revised:</u> 12/08</p>
	<p>SS.5.A.6.In.d Identify contributions of explorers who went west of the Mississippi River, such as creating the first accurate map of the area, including its rivers and mountains.</p>	<p>SS.5.A.6.Su.d Recognize that Lewis and Clark led an expedition during the westward expansion. <u>Date Adopted or Revised:</u> 12/08</p>	<p>SS.5.A.6.Pa.d Recognize that people explore new lands. <u>Date Adopted or Revised:</u> 12/08</p>
		<p>SS.5.A.6.Su.e Recognize that different groups wanted the same land. <u>Date Adopted or Revised:</u> 12/08</p>	<p>SS.5.A.6.Pa.e Recognize that different groups wanted the same land. <u>Date Adopted or Revised:</u> 12/08</p>

<p><u>Date Adopted or Revised:</u> 12/08</p> <p>SS.5.A.6.In.e</p> <p>Recognize a cause of the War of 1812, such as England kidnapping American sailors, and an effect, such as maintaining control of the land acquired in the Louisiana Purchase.</p> <p><u>Date Adopted or Revised:</u> 12/08</p>	<p>Recognize that America fought England to keep the Mississippi River in the War of 1812.</p> <p><u>Date Adopted or Revised:</u> 12/08</p> <p>SS.5.A.6.Su.f</p> <p>Recognize that many Native Americans died or lost their homes due to westward expansion.</p> <p><u>Date Adopted or Revised:</u> 12/08</p>	<p>SS.5.A.6.Pa.f</p> <p>Recognize that different groups wanted the same land.</p> <p><u>Date Adopted or Revised:</u> 12/08</p> <p>SS.5.A.6.Pa.g</p> <p>Recognize that different groups wanted the same land.</p> <p><u>Date Adopted or Revised:</u> 12/08</p>
<p>SS.5.A.6.In.f</p> <p>Identify that westward expansion forced Native Americans to leave their homes and caused thousands to die.</p> <p><u>Date Adopted or Revised:</u> 12/08</p>	<p>SS.5.A.6.Su.g</p> <p>Recognize that many Native Americans died or lost their homes due to westward expansion.</p> <p><u>Date Adopted or Revised:</u> 12/08</p>	<p>SS.5.A.6.Pa.h</p> <p>Recognize that states had different ideas about slavery.</p> <p><u>Date Adopted or Revised:</u> 12/08</p>
<p>SS.5.A.6.In.g</p> <p>Recognize that Americans thought it was their right to take lands from the Native Americans to expand across the North American continent.</p> <p><u>Date Adopted or Revised:</u> 12/08</p>	<p>SS.5.A.6.Su.h</p> <p>Recognize that people in the South could own slaves, but people in the North could not.</p> <p><u>Date Adopted or Revised:</u> 12/08</p>	<p>SS.5.A.6.Pa.i</p> <p>Recognize a method of travel used by settlers, such as a covered wagon.</p> <p><u>Date Adopted or Revised:</u> 12/08</p>
<p>SS.5.A.6.In.h</p> <p>Recognize that the Missouri Compromise led to a dividing line between the South (states that wanted slaves) and North (states that did not want slaves).</p> <p><u>Date Adopted or Revised:</u> 12/08</p>	<p>SS.5.A.6.Su.i</p> <p>Recognize a hardship of settlers moving west, such as poor weather or bad trails.</p> <p><u>Date Adopted or Revised:</u> 12/08</p>	
<p>SS.5.A.6.In.i</p> <p>Identify hardships that settlers faced as they moved west, such as weather, terrain, and vegetation.</p> <p><u>Date Adopted or Revised:</u> 12/08</p>		
<p><b>Strand: GEOGRAPHY</b></p>		
<p>Standard 1: The World in Spatial Terms</p>		
<p><b>BENCHMARK CODE</b></p>	<p><b>BENCHMARK</b></p>	

SS.5.G.1.1	Interpret current and historical information using a variety of geographic tools. <i>Remarks/Examples:</i> Examples are maps, globes, Geographic Information Systems (GIS).		
SS.5.G.1.2	Use latitude and longitude to locate places.		
SS.5.G.1.3	Identify major United States physical features on a map of North America. <i>Remarks/Examples:</i> Examples are Rocky Mountains, Appalachian Mountains, Mississippi River, Great Lakes, Great Plains, Rocky Mountains, Rio Grande, Lake Okeechobee, Mojave Desert.		
SS.5.G.1.4	Construct maps, charts, and graphs to display geographic information.		
SS.5.G.1.5	Identify and locate the original thirteen colonies on a map of North America.		
SS.5.G.1.6	Locate and identify states, capitals, and United States Territories on a map.		
	<b>Access Point for Students with Significant Cognitive Disabilities</b>		
	<b>Independent</b>	<b>Supported</b>	<b>Participatory</b>
	<p>SS.5.G.1.In.a Identify current and historical information using selected geographic tools, such as maps, globes, and satellite images. <i>Date Adopted or Revised:</i> 12/08</p> <p>SS.5.G.1.In.b Use a coordinate grid on a map to locate places. <i>Date Adopted or Revised:</i> 12/08</p> <p>SS.5.G.1.In.c Recognize major physical features on a map of the United States, such as the Rocky Mountains, Appalachian Mountains, Mississippi River, Great Lakes, and Lake Okeechobee. <i>Date Adopted or Revised:</i> 12/08</p> <p>SS.5.G.1.In.d Select the format (map, chart, or graph) and display geographic information. <i>Date Adopted or Revised:</i> 12/08</p> <p>SS.5.G.1.In.e Recognize selected colonies of the original 13 colonies on a map of the United States. <i>Date Adopted or Revised:</i> 12/08</p> <p>SS.5.G.1.In.f</p>	<p>SS.5.G.1.Su.a Recognize current and historical information using selected geographic tools, such as a map, globe, or satellite image. <i>Date Adopted or Revised:</i> 12/08</p> <p>SS.5.G.1.Su.b Use a simple coordinate grid on a drawing to locate features. <i>Date Adopted or Revised:</i> 12/08</p> <p>SS.5.G.1.Su.c Recognize a major physical feature on a map of the United States, such as the Rocky Mountains, Appalachian Mountains, Mississippi River, Great Lakes, or Lake Okeechobee. <i>Date Adopted or Revised:</i> 12/08</p> <p>SS.5.G.1.Su.d Complete a map, chart, or graph to display geographic information. <i>Date Adopted or Revised:</i> 12/08</p> <p>SS.5.G.1.Su.e Recognize an original colony on a map of the United States. <i>Date Adopted or Revised:</i> 12/08</p> <p>SS.5.G.1.Su.f Recognize selected states and their</p>	<p>SS.5.G.1.Pa.a Recognize information using a selected geographic tool. <i>Date Adopted or Revised:</i> 12/08</p> <p>SS.5.G.1.Pa.b Recognize information using a selected geographic tool. <i>Date Adopted or Revised:</i> 12/08</p> <p>SS.5.G.1.Pa.c Recognize a selected physical feature on a pictorial map of the United States. <i>Date Adopted or Revised:</i> 12/08</p> <p>SS.5.G.1.Pa.d Complete a pictorial map using pictures or symbols for designated areas. <i>Date Adopted or Revised:</i> 12/08</p> <p>SS.5.G.1.Pa.e Recognize a map of North America. <i>Date Adopted or Revised:</i> 12/08</p> <p>SS.5.G.1.Pa.f Recognize that the United States is made up of different states. <i>Date Adopted or Revised:</i> 12/08</p>

	<p>Recognize selected states, capitals, and a United States Territory on a map. <u>Date Adopted or Revised:</u> 12/08</p>	<p>capitals on a map. <u>Date Adopted or Revised:</u> 12/08</p>							
<b>Standard 2: Places and Regions</b>									
<b>BENCHMARK CODE</b>		<b>BENCHMARK</b>							
SS.5.G.2.1	<p>Describe the push-pull factors (economy, natural hazards, tourism, climate, physical features) that influenced boundary changes within the United States.</p> <p style="text-align: center;"><b>Access Point for Students with Significant Cognitive Disabilities</b></p> <table border="1"> <thead> <tr> <th style="text-align: center;"><i><b>Independent</b></i></th> <th style="text-align: center;"><i><b>Supported</b></i></th> <th style="text-align: center;"><i><b>Participatory</b></i></th> </tr> </thead> <tbody> <tr> <td> <p>SS.5.G.2.In.a</p> <p>Recognize push and pull factors that have influenced boundary changes within the United States, such as job opportunities, climate, and natural hazards. <u>Date Adopted or Revised:</u> 12/08</p> </td> <td> <p>SS.5.G.2.Su.a</p> <p>Recognize a push or pull factor that influenced boundary changes within the United States, such as job opportunities, climate, or natural hazards. <u>Date Adopted or Revised:</u> 12/08</p> </td> <td> <p>SS.5.G.2.Pa.a</p> <p>Recognize a factor that causes a boundary to change. <u>Date Adopted or Revised:</u> 12/08</p> </td> </tr> </tbody> </table>			<i><b>Independent</b></i>	<i><b>Supported</b></i>	<i><b>Participatory</b></i>	<p>SS.5.G.2.In.a</p> <p>Recognize push and pull factors that have influenced boundary changes within the United States, such as job opportunities, climate, and natural hazards. <u>Date Adopted or Revised:</u> 12/08</p>	<p>SS.5.G.2.Su.a</p> <p>Recognize a push or pull factor that influenced boundary changes within the United States, such as job opportunities, climate, or natural hazards. <u>Date Adopted or Revised:</u> 12/08</p>	<p>SS.5.G.2.Pa.a</p> <p>Recognize a factor that causes a boundary to change. <u>Date Adopted or Revised:</u> 12/08</p>
<i><b>Independent</b></i>	<i><b>Supported</b></i>	<i><b>Participatory</b></i>							
<p>SS.5.G.2.In.a</p> <p>Recognize push and pull factors that have influenced boundary changes within the United States, such as job opportunities, climate, and natural hazards. <u>Date Adopted or Revised:</u> 12/08</p>	<p>SS.5.G.2.Su.a</p> <p>Recognize a push or pull factor that influenced boundary changes within the United States, such as job opportunities, climate, or natural hazards. <u>Date Adopted or Revised:</u> 12/08</p>	<p>SS.5.G.2.Pa.a</p> <p>Recognize a factor that causes a boundary to change. <u>Date Adopted or Revised:</u> 12/08</p>							
<b>Standard 3: Environment and Society</b>									
<b>BENCHMARK CODE</b>		<b>BENCHMARK</b>							
SS.5.G.3.1	<p>Describe the impact that past natural events have had on human and physical environments in the United States through 1850.</p> <p><u>Remarks/Examples:</u> An example is the harsh winter in Jamestown.</p> <p style="text-align: center;"><b>Access Point for Students with Significant Cognitive Disabilities</b></p> <table border="1"> <thead> <tr> <th style="text-align: center;"><i><b>Independent</b></i></th> <th style="text-align: center;"><i><b>Supported</b></i></th> <th style="text-align: center;"><i><b>Participatory</b></i></th> </tr> </thead> <tbody> <tr> <td> <p>SS.5.G.3.In.a</p> <p>Identify an impact of natural events on humans in the United States through 1850, such as the harsh winter in Jamestown. <u>Date Adopted or Revised:</u> 12/08</p> </td> <td> <p>SS.5.G.3.Su.a</p> <p>Recognize an impact of natural events on humans in the United States through 1850, such as the harsh winter in Jamestown. <u>Date Adopted or Revised:</u> 12/08</p> </td> <td> <p>SS.5.G.3.Pa.a</p> <p>Recognize a natural event that causes change. <u>Date Adopted or Revised:</u> 12/08</p> </td> </tr> </tbody> </table>			<i><b>Independent</b></i>	<i><b>Supported</b></i>	<i><b>Participatory</b></i>	<p>SS.5.G.3.In.a</p> <p>Identify an impact of natural events on humans in the United States through 1850, such as the harsh winter in Jamestown. <u>Date Adopted or Revised:</u> 12/08</p>	<p>SS.5.G.3.Su.a</p> <p>Recognize an impact of natural events on humans in the United States through 1850, such as the harsh winter in Jamestown. <u>Date Adopted or Revised:</u> 12/08</p>	<p>SS.5.G.3.Pa.a</p> <p>Recognize a natural event that causes change. <u>Date Adopted or Revised:</u> 12/08</p>
<i><b>Independent</b></i>	<i><b>Supported</b></i>	<i><b>Participatory</b></i>							
<p>SS.5.G.3.In.a</p> <p>Identify an impact of natural events on humans in the United States through 1850, such as the harsh winter in Jamestown. <u>Date Adopted or Revised:</u> 12/08</p>	<p>SS.5.G.3.Su.a</p> <p>Recognize an impact of natural events on humans in the United States through 1850, such as the harsh winter in Jamestown. <u>Date Adopted or Revised:</u> 12/08</p>	<p>SS.5.G.3.Pa.a</p> <p>Recognize a natural event that causes change. <u>Date Adopted or Revised:</u> 12/08</p>							
<b>Standard 4: Uses of Geography</b>									
<b>BENCHMARK CODE</b>		<b>BENCHMARK</b>							
SS.5.G.4.1	<p>Use geographic knowledge and skills when discussing current events.</p> <p><u>Remarks/Examples:</u> Examples are recognizing patterns, mapping, graphing.</p>								

SS.5.G.4.2

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

<b>Access Point for Students with Significant Cognitive Disabilities</b>		
<b>Independent</b>	<b>Supported</b>	<b>Participatory</b>
SS.5.G.4.In.a Use geographic knowledge and skills to identify information about current events, such as reading maps and charts. <u>Date Adopted or Revised:</u> 12/08	SS.5.G.4.Su.a Use geographic knowledge and skills to recognize information about current events, such as reading pictorial maps. <u>Date Adopted or Revised:</u> 12/08	SS.5.G.4.Pa.a Use a geographic tool to recognize information about current events. <u>Date Adopted or Revised:</u> 12/08
SS.5.G.4.In.b Use geography concepts and skills, such as recognizing patterns and mapping, to identify solutions for local, state, or national problems. <u>Date Adopted or Revised:</u> 12/08	SS.5.G.4.Su.b Use geography concepts and skills, such as recognizing patterns and mapping, to recognize solutions for selected local, state, or national problems. <u>Date Adopted or Revised:</u> 12/08	SS.5.G.4.Pa.b Use a geographic tool to recognize information about current events. <u>Date Adopted or Revised:</u> 12/08

**Strand: ECONOMICS**

**Standard 1: Market Economy**

<b>BENCHMARK CODE</b>	<b>BENCHMARK</b>
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SS.5.E.1.1

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

Remarks/Examples:  
 Examples are Triangular Trade and tobacco.

SS.5.E.1.2

Describe a market economy, and give examples of how the colonial and early American economy exhibited these characteristics.

SS.5.E.1.3

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

Remarks/Examples:  
 Examples are Franklin stove, bifocals, double sided needle, cotton gin, Turtle submarine.

<b>Access Point for Students with Significant Cognitive Disabilities</b>		
<b>Independent</b>	<b>Supported</b>	<b>Participatory</b>
SS.5.E.1.In.a Identify examples of how people traded with each other in North America from pre-Columbian times to 1850. <u>Date Adopted or Revised:</u> 12/08	SS.5.E.1.Su.a Recognize that different groups of people traded with each other in North America from pre-Columbian times to 1850. <u>Date Adopted or Revised:</u> 12/08	SS.5.E.1.Pa.a Recognize that people trade goods and services. <u>Date Adopted or Revised:</u> 12/08
SS.5.E.1.In.b Identify a characteristic of a market economy, such as available resources, demand, or available labor.	SS.5.E.1.Su.b Recognize that people produce goods that others want to buy (market economy). <u>Date Adopted or Revised:</u>	SS.5.E.1.Pa.b Recognize that people trade goods and services. <u>Date Adopted or Revised:</u> 12/08

	<p><u>Date Adopted or Revised:</u> 12/08</p> <p>SS.5.E.1.In.c Identify major inventions during the early development of the United States, such as the Franklin stove, bifocals, and cotton gin. <u>Date Adopted or Revised:</u> 12/08</p>	<p>12/08</p> <p>SS.5.E.1.Su.c Recognize a major invention during the early development of the United States, such as the Franklin stove, bifocals, or cotton gin. <u>Date Adopted or Revised:</u> 12/08</p>	<p>SS.5.E.1.Pa.c Identify an invention that helps people, such as a stove. <u>Date Adopted or Revised:</u> 12/08</p>
<p><b>Standard 2: The International Economy</b></p>			
<p><b>BENCHMARK CODE</b></p>		<p><b>BENCHMARK</b></p>	
<p>SS.5.E.2.1</p>	<p>Recognize the positive and negative effects of voluntary trade among Native Americans, European explorers, and colonists.</p>		
<p><b>Access Point for Students with Significant Cognitive Disabilities</b></p>			
<p><b>Independent</b></p> <p>SS.5.E.2.In.a Recognize examples of voluntary trade between Native Americans, European explorers, and colonists, such as trading crops and furs for guns. <u>Date Adopted or Revised:</u> 12/08</p>		<p><b>Supported</b></p> <p>SS.5.E.2.Su.a Recognize an example of voluntary trade between Native Americans, European explorers, and colonists, such as trading crops and furs for guns. <u>Date Adopted or Revised:</u> 12/08</p>	<p><b>Participatory</b></p> <p>SS.5.E.2.Pa.a Recognize that people can trade voluntarily. <u>Date Adopted or Revised:</u> 12/08</p>
<p><b>Strand: CIVICS AND GOVERNMENT</b></p>			
<p><b>Standard 1: Foundations of Government, Law, and the American Political System</b></p>			
<p><b>BENCHMARK CODE</b></p>		<p><b>BENCHMARK</b></p>	
<p>SS.5.C.1.1</p>	<p>Explain how and why the United States government was created.</p>		
<p>SS.5.C.1.2</p>	<p>Define a constitution, and discuss its purposes.</p>		
<p>SS.5.C.1.3</p>	<p>Explain the definition and origin of rights.  <u>Remarks/Examples:</u> Examples are John Locke's "state of nature" philosophy, natural rights: rights to life, liberty, property.</p>		
<p>SS.5.C.1.4</p>	<p>Identify the Declaration of Independence's grievances and Articles of Confederation's weaknesses.</p>		
<p>SS.5.C.1.5</p>	<p>Describe how concerns about individual rights led to the inclusion of the Bill of Rights in the U.S. Constitution.</p>		
<p>SS.5.C.1.6</p>	<p>Compare Federalist and Anti-Federalist views of government. <b>Access Point for Students with Significant Cognitive Disabilities</b></p>		
<p><b>Independent</b></p> <p>SS.5.C.1.In.a Identify reasons</p>		<p><b>Supported</b></p> <p>SS.5.C.1.Su.a Recognize a</p>	<p><b>Participatory</b></p> <p>SS.5.C.1.Pa.a Recognize</p>

	<p>for creating the United States government, such as to provide services and protection for citizens. <u>Date Adopted or Revised:</u> 12/08</p> <p>SS.5.C.1.In.b Recognize that a constitution is the foundation of the laws of a government. <u>Date Adopted or Revised:</u> 12/08</p> <p>SS.5.C.1.In.c Identify examples of natural rights, such as the right to life and freedom. <u>Date Adopted or Revised:</u> 12/08</p> <p>SS.5.C.1.In.d Identify that the Declaration of Independence included justification for America's independence. <u>Date Adopted or Revised:</u> 12/08</p> <p>SS.5.C.1.In.e Identify that the Bill of Rights was written to guarantee the individual rights of American citizens. <u>Date Adopted or Revised:</u> 12/08</p> <p>SS.5.C.1.In.f Identify that some people wanted a strong national government while others wanted strong state governments, such as Federalists and Anti-Federalists. <u>Date Adopted or Revised:</u> 12/08</p>	<p>reason for creating the United States government, such as to provide services or protection for citizens. <u>Date Adopted or Revised:</u> 12/08</p> <p>SS.5.C.1.Su.b Recognize that a constitution is a set of laws. <u>Date Adopted or Revised:</u> 12/08</p> <p>SS.5.C.1.Su.c Recognize natural rights, such as the right to life and freedom. <u>Date Adopted or Revised:</u> 12/08</p> <p>SS.5.C.1.Su.d Recognize that the Declaration of Independence included justification for America's independence. <u>Date Adopted or Revised:</u> 12/08</p> <p>SS.5.C.1.Su.e Recognize that the Bill of Rights lists the rights of individuals. <u>Date Adopted or Revised:</u> 12/08</p> <p>SS.5.C.1.Su.f Recognize that people have different views about the power of the United States government. <u>Date Adopted or Revised:</u> 12/08</p>	<p>that governments make laws to keep people safe. <u>Date Adopted or Revised:</u> 12/08</p> <p>SS.5.C.1.Pa.b Recognize that governments make laws to keep people safe. <u>Date Adopted or Revised:</u> 12/08</p> <p>SS.5.C.1.Pa.c Recognize a right of people, such as freedom. <u>Date Adopted or Revised:</u> 12/08</p> <p>SS.5.C.1.Pa.d Recognize a right of people, such as freedom. <u>Date Adopted or Revised:</u> 12/08</p> <p>SS.5.C.1.Pa.e Recognize a right of people, such as freedom. <u>Date Adopted or Revised:</u> 12/08</p> <p>SS.5.C.1.Pa.f Recognize that people have different points of view. <u>Date Adopted or Revised:</u> 12/08</p>
<b>Standard 2: Civic and Political Participation</b>			
<b>BENCHMARK CODE   BENCHMARK</b>			
SS.5.C.2.1	Differentiate political ideas of Patriots, Loyalists, and "undecideds" during the American Revolution.		
SS.5.C.2.2	Compare forms of political participation in the colonial period to today.  <u>Remarks/Examples:</u> Examples are who participated and how they participated.		

SS.5.C.2.3	Analyze how the Constitution has expanded voting rights from our nation's early history to today.																		
SS.5.C.2.4	<p>Evaluate the importance of civic responsibilities in American democracy.</p> <p><u>Remarks/Examples:</u> Examples are respecting the law, voting, serving on a jury, paying taxes, keeping informed on public issues, protesting.</p>																		
SS.5.C.2.5	<p>Identify ways good citizens go beyond basic civic and political responsibilities to improve government and society.</p> <p><u>Remarks/Examples:</u> Examples are running for office, initiating changes in laws or public policy, working on political campaigns, working with others on civic issues.</p>																		
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<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 33%; text-align: center;"><b>Independent</b></th> <th style="width: 33%; text-align: center;"><b>Supported</b></th> <th style="width: 33%; text-align: center;"><b>Participatory</b></th> </tr> </thead> <tbody> <tr> <td data-bbox="474 577 826 779"> <p>SS.5.C.2.In.a</p> <p style="text-align: center;">Identify the points of view (political ideas) of Patriots and Loyalists during the American Revolution.</p> <p><u>Date Adopted or Revised:</u> 12/08</p> </td> <td data-bbox="826 577 1162 779"> <p>SS.5.C.2.Su.a</p> <p style="text-align: center;">Recognize the point of view (political ideas) of Patriots during the American Revolution.</p> <p><u>Date Adopted or Revised:</u> 12/08</p> </td> <td data-bbox="1162 577 1476 779"> <p>SS.5.C.2.Pa.a</p> <p style="text-align: center;">Recognize that groups may have different points of view.</p> <p><u>Date Adopted or Revised:</u> 12/08</p> </td> </tr> <tr> <td data-bbox="474 779 826 1073"> <p>SS.5.C.2.In.b</p> <p style="text-align: center;">Identify examples of political participation used in the past and today, such as voting, signing petitions, and public protests.</p> <p><u>Date Adopted or Revised:</u> 12/08</p> </td> <td data-bbox="826 779 1162 1073"> <p>SS.5.C.2.Su.b</p> <p style="text-align: center;">Recognize an example of political participation used today, such as voting or contacting representatives.</p> <p><u>Date Adopted or Revised:</u> 12/08</p> </td> <td data-bbox="1162 779 1476 1073"> <p>SS.5.C.2.Pa.b</p> <p style="text-align: center;">Recognize that voting is a form of participation.</p> <p><u>Date Adopted or Revised:</u> 12/08</p> </td> </tr> <tr> <td data-bbox="474 1073 826 1367"> <p>SS.5.C.2.In.c</p> <p style="text-align: center;">Identify that voting rights were limited early in our nation's history but expanded to include groups such as former slaves and women.</p> <p><u>Date Adopted or Revised:</u> 12/08</p> </td> <td 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Standard 3: Structure and Functions of Government			
BENCHMARK CODE	BENCHMARK		
SS.5.C.3.1	Describe the organizational structure (legislative, executive, judicial branches) and powers of the federal government as defined in Articles I, II, and III of the U.S. Constitution.		
SS.5.C.3.2	Explain how popular sovereignty, rule of law, separation of powers, checks and balances, federalism, and individual rights limit the powers of the federal government as expressed in the Constitution and Bill of Rights.		
SS.5.C.3.3	Give examples of powers granted to the federal government and those reserved for the states.  <i>Remarks/Examples:</i> Examples are coining money, declaring war, creating public schools, making traffic laws.		
SS.5.C.3.4	Describe the amendment process as defined in Article V of the Constitution and give examples.  <i>Remarks/Examples:</i> Examples are the Bill of Rights and 26th Amendment.		
SS.5.C.3.5	Identify the fundamental rights of all citizens as enumerated in the Bill of Rights.		
SS.5.C.3.6	Examine the foundations of the United States legal system by recognizing the role of the courts in interpreting law and settling conflicts.		
<b>Access Point for Students with Significant Cognitive Disabilities</b>			
	<b>Independent</b>	<b>Supported</b>	
	<b>Participatory</b>		
SS.5.C.3.In.a	Recognize that the three branches of the United States government have separate powers. <u>Date Adopted or Revised:</u> 12/08	SS.5.C.3.Su.a Recognize the three branches of the United States government. <u>Date Adopted or Revised:</u> 12/08	SS.5.C.3.Pa.a Recognize the United States has a government. <u>Date Adopted or Revised:</u> 12/08
SS.5.C.3.In.b	Identify that the United States Constitution is based on the principle of the separation of powers. <u>Date Adopted or Revised:</u> 12/08	SS.5.C.3.Su.b Recognize that the United States Constitution specifies the powers of the branches of government. <u>Date Adopted or Revised:</u> 12/08	SS.5.C.3.Pa.b Recognize the United States has a government. <u>Date Adopted or Revised:</u> 12/08
SS.5.C.3.In.c	Describe a power of the federal government—such as coining money, and a power of the state—such as creating public schools. <u>Date Adopted or Revised:</u> 12/08	SS.5.C.3.Su.c Identify a power of the federal government—such as coining money, and a power of the state—such as creating public schools. <u>Date Adopted or Revised:</u> 12/08	SS.5.C.3.Pa.c Recognize that government provides services, such as coining money or creating schools. <u>Date Adopted or Revised:</u> 12/08
SS.5.C.3.In.d	Recognize that a change to the Constitution (amendment) is created by following specific steps. <u>Date Adopted or Revised:</u> 12/08	SS.5.C.3.Su.d Recognize that a change to the law is an amendment. <u>Date Adopted or Revised:</u> 12/08	SS.5.C.3.Pa.d Recognize that a law can be changed. <u>Date Adopted or Revised:</u> 12/08
			SS.5.C.3.Pa.e Recognize that citizens have rights. <u>Date Adopted or Revised:</u>

<p>SS.5.C.3.In.e Identify rights granted in the Bill of Rights, such as freedom of speech, religion, and assembly. <u>Date Adopted or Revised:</u> 12/08</p> <p>SS.5.C.3.In.f Identify the role of the courts in the American legal system in settling conflicts. <u>Date Adopted or Revised:</u> 12/08</p>	<p>SS.5.C.3.Su.e Recognize a right granted in the Bill of Rights, such as freedom of speech or religion. <u>Date Adopted or Revised:</u> 12/08</p> <p>SS.5.C.3.Su.f Recognize that a court settles conflicts between people. <u>Date Adopted or Revised:</u> 12/08</p>	<p>12/08</p> <p>SS.5.C.3.Pa.f Recognize that conflicts can be settled. <u>Date Adopted or Revised:</u> 12/08</p>						
<p><b>GRADE: 6</b></p>								
<p><b>Strand: GEOGRAPHY</b></p>								
<p>Standard 1: Understand how to use maps and other geographic representations, tools and technology to report information.</p>								
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<p>SS.6.G.1.1</p>	<p>Use latitude and longitude coordinates to understand the relationship between people and places on the Earth.</p>							
<p>SS.6.G.1.2</p>	<p>Analyze the purposes of map projections (political, physical, special purpose) and explain the applications of various types of maps.</p>							
<p>SS.6.G.1.3</p>	<p>Identify natural wonders of the ancient world.  <u>Remarks/Examples:</u> Examples are Seven Natural Wonders of Africa, Himalayas, Gobi Desert.</p>							
<p>SS.6.G.1.4</p>	<p>Utilize tools geographers use to study the world.  <u>Remarks/Examples:</u> Examples are maps, globes, graphs, charts and geo-spatial tools such as GPS (global positioning system), GIS (Geographic Information Systems), satellite imagery, aerial photography, online mapping resources.</p>							
<p>SS.6.G.1.5</p>	<p>Use scale, cardinal, and intermediate directions, and estimation of distances between places on current and ancient maps of the world.</p>							
<p>SS.6.G.1.6</p>	<p>Use a map to identify major bodies of water of the world, and explain ways they have impacted the development of civilizations.  <u>Remarks/Examples:</u> Examples are major rivers, seas, oceans.</p>							
<p>SS.6.G.1.7</p>	<p>Use maps to identify characteristics and boundaries of ancient civilizations that have shaped the world today.  <u>Remarks/Examples:</u> Examples are Phoenicia, Carthage, Crete, Egypt, Greece, Rome, Kush.</p>							
<p><b>Access Point for Students with Significant Cognitive Disabilities</b></p>								
<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 33%; text-align: center;"><i>Independent</i></th> <th style="width: 33%; text-align: center;"><i>Supported</i></th> <th style="width: 33%; text-align: center;"><i>Participatory</i></th> </tr> </thead> <tbody> <tr> <td data-bbox="479 1871 808 1948"> <p>SS.6.G.1.In.a Use lines of latitude and longitude to locate</p> </td> <td data-bbox="816 1871 1146 1948"> <p>SS.6.G.1.Su.a Use a coordinate grid on a map to</p> </td> <td data-bbox="1154 1871 1474 1948"> <p>SS.6.G.1.Pa.a Use positional words to identify a</p> </td> </tr> </tbody> </table>			<i>Independent</i>	<i>Supported</i>	<i>Participatory</i>	<p>SS.6.G.1.In.a Use lines of latitude and longitude to locate</p>	<p>SS.6.G.1.Su.a Use a coordinate grid on a map to</p>	<p>SS.6.G.1.Pa.a Use positional words to identify a</p>
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places and to identify climate and time zones. <u>Date Adopted or Revised:</u> 12/08	locate places. <u>Date Adopted or Revised:</u> 12/08	relative location. <u>Date Adopted or Revised:</u> 12/08
SS.6.G.1.In.b Identify the purposes of different types of maps, such as political, physical, or special purpose. <u>Date Adopted or Revised:</u> 12/08	SS.6.G.1.Su.b Identify differences between maps and globes. <u>Date Adopted or Revised:</u> 12/08	SS.6.G.1.Pa.b Recognize a purpose of maps and globes. <u>Date Adopted or Revised:</u> 12/08
SS.6.G.1.In.c Recognize natural wonders of the ancient world, such as the Seven Natural Wonders of Africa, Himalayas, and Gobi Desert. <u>Date Adopted or Revised:</u> 12/08	SS.6.G.1.Su.c Recognize a natural wonder of the ancient world, such as the Himalayas or Gobi Desert. <u>Date Adopted or Revised:</u> 12/08	SS.6.G.1.Pa.c Recognize natural landforms, such as mountains and deserts. <u>Date Adopted or Revised:</u> 12/08
SS.6.G.1.In.d Use tools of geography, such as maps, globes, satellite images, and charts. <u>Date Adopted or Revised:</u> 12/08	SS.6.G.1.Su.d Use selected tools of geography, such as maps, globes, and charts. <u>Date Adopted or Revised:</u> 12/08	SS.6.G.1.Pa.d Use a tool of geography, such as a simple map or globe. <u>Date Adopted or Revised:</u> 12/08
SS.6.G.1.In.e Use scale and cardinal directions to describe the relative location between two places on a map. <u>Date Adopted or Revised:</u> 12/08	SS.6.G.1.Su.e Use cardinal directions to describe the relative location of a place on a map. <u>Date Adopted or Revised:</u> 12/08	SS.6.G.1.Pa.e Use positional words to identify a relative location on a map. <u>Date Adopted or Revised:</u> 12/08
SS.6.G.1.In.f Use a map to identify major bodies of water in the world, such as major rivers, seas, and oceans, and recognize ways they have impacted civilization. <u>Date Adopted or Revised:</u> 12/08	SS.6.G.1.Su.f Use a map to recognize major bodies of water in the world, such as major rivers, seas, and oceans, and recognize a way they have impacted civilization. <u>Date Adopted or Revised:</u> 12/08	SS.6.G.1.Pa.f Use a map to recognize a body of water. <u>Date Adopted or Revised:</u> 12/08
SS.6.G.1.In.g Use a map to identify characteristics of ancient civilizations that have shaped the world today, such as Greece and Rome. <u>Date Adopted or Revised:</u> 12/08	SS.6.G.1.Su.g Use a map to recognize a characteristic of ancient civilizations that have shaped the world today, such as Greece and Rome. <u>Date Adopted or Revised:</u> 12/08	SS.6.G.1.Pa.g Use an outline map to recognize a country or civilization. <u>Date Adopted or Revised:</u> 12/08

Standard 2: Understand physical and cultural characteristics of places.	
BENCHMARK CODE	BENCHMARK
SS.6.G.2.1	Explain how major physical characteristics, natural resources, climate, and absolute and relative locations have influenced settlement, interactions, and the economies of ancient civilizations of the world.
SS.6.G.2.2	Differentiate between continents, regions, countries, and cities in order to understand the complexities of regions created by civilizations.  <i>Remarks/Examples:</i> Examples are city-states, provinces, kingdoms, empires.
SS.6.G.2.3	Analyze the relationship of physical geography to the development of ancient river valley civilizations.  <i>Remarks/Examples:</i> Examples are Tigris and Euphrates [Mesopotamia], Nile [Egypt], Indus and Ganges [Ancient India], and Huang He [Ancient China].
SS.6.G.2.4	Explain how the geographical location of ancient civilizations contributed to the culture and politics of those societies.  <i>Remarks/Examples:</i> Examples are Egypt, Rome, Greece, China, Kush.
SS.6.G.2.5	Interpret how geographic boundaries invite or limit interaction with other regions and cultures.  <i>Remarks/Examples:</i> Examples are China limits and Greece invites.
SS.6.G.2.6	Explain the concept of cultural diffusion, and identify the influences of different ancient cultures on one another.  <i>Remarks/Examples:</i> Examples are Phoenicia on Greece and Greece on Rome.
SS.6.G.2.7	Interpret choropleths or dot-density maps to explain the distribution of population in the ancient world.
<b>Access Point for Students with Significant Cognitive Disabilities</b>	
<b>Independent</b>	<b>Supported</b>
SS.6.G.2.In.a Identify how major physical characteristics, natural resources, climate, and location influenced where people settled in different ancient regions of the world. <i>Date Adopted or Revised:</i> 12/08	SS.6.G.2.Su.a Recognize major physical characteristics, natural resources, climate, or location of ancient civilizations of the world. <i>Date Adopted or Revised:</i> 12/08
SS.6.G.2.In.b Differentiate continents, regions, countries, and cities in order to recognize different ways civilizations defined their territory, such as city-states, provinces, kingdoms, and empires. <i>Date Adopted or Revised:</i> 12/08	SS.6.G.2.Su.b Recognize different ways civilizations defined their territory, such as city-states, provinces, kingdoms, and empires. <i>Date Adopted or Revised:</i> 12/08
SS.6.G.2.In.c Identify effects of living near rivers, such as the Tigris and Euphrates	SS.6.G.2.Su.c Recognize effects of living near the water, such as the Nile River Valley. <i>Date Adopted or Revised:</i> 12/08
	<b>Participatory</b>
	SS.6.G.2.Pa.a Recognize a way the environment affects people. <i>Date Adopted or Revised:</i> 12/08
	SS.6.G.2.Pa.b Recognize a way the environment affects people. <i>Date Adopted or Revised:</i> 12/08
	SS.6.G.2.Pa.c Recognize a way living near water affects people. <i>Date Adopted or Revised:</i> 12/08
	SS.6.G.2.Pa.d Recognize a way the geographical

	<p>(Mesopotamia) or Nile River Valley. <u>Date Adopted or Revised:</u> 12/08</p> <p>SS.6.G.2.In.d Recognize ways the geographical location of ancient civilizations, such as Egypt, Rome, Greece, or China, contributed to the culture and politics. <u>Date Adopted or Revised:</u> 12/08</p> <p>SS.6.G.2.In.e Identify how selected geographic boundaries invite or limit interaction with other regions and cultures, such as China limits and Greece invites. <u>Date Adopted or Revised:</u> 12/08</p> <p>SS.6.G.2.In.f Recognize examples of cultural diffusion in ancient cultures, such as Romans adopting the Greek gods and goddesses and using Greek building techniques. <u>Date Adopted or Revised:</u> 12/08</p> <p>SS.6.G.2.In.g Identify relative population density on a map. <u>Date Adopted or Revised:</u> 12/08</p>	<p>SS.6.G.2.Su.d Recognize a way the geographical location of ancient civilizations, such as Egypt, Rome, Greece, or China, contributed to the culture and politics. <u>Date Adopted or Revised:</u> 12/08</p> <p>SS.6.G.2.Su.e Recognize how selected geographic boundaries invite or limit interaction with other regions and cultures, such as China limits and Greece invites. <u>Date Adopted or Revised:</u> 12/08</p> <p>SS.6.G.2.Su.f Recognize an example of cultural diffusion in ancient cultures, such as Romans adopting the Greek gods and goddesses or using Greek building techniques. <u>Date Adopted or Revised:</u> 12/08</p> <p>SS.6.G.2.Su.g Recognize relative population density on a map. <u>Date Adopted or Revised:</u> 12/08</p>	<p>location of a country or civilization affects people. <u>Date Adopted or Revised:</u> 12/08</p> <p>SS.6.G.2.Pa.e Recognize a way a geographic boundary affects people. <u>Date Adopted or Revised:</u> 12/08</p> <p>SS.6.G.2.Pa.f Recognize that people share culture. <u>Date Adopted or Revised:</u> 12/08</p> <p>SS.6.G.2.Pa.g Recognize a city on a map. <u>Date Adopted or Revised:</u> 12/08</p>						
<p>Standard 3: Understand the relationships between the Earth's ecosystems and the populations that dwell within them.</p>									
<p><b>BENCHMARK CODE</b>   <b>BENCHMARK</b></p>									
<p>SS.6.G.3.1</p>	<p>Explain how the physical landscape has affected the development of agriculture and industry in the ancient world.  <u>Remarks/Examples:</u> Examples are terracing, seasonal crop rotations, resource development.</p>								
<p>SS.6.G.3.2</p>	<p>Analyze the impact of human populations on the ancient world's ecosystems.  <u>Remarks/Examples:</u> Examples are desertification, deforestation, abuse of resources, erosion.</p> <table border="1" data-bbox="479 1869 1477 1953"> <tr> <th colspan="3" data-bbox="479 1869 1477 1900"> <p><b>Access Point for Students with Significant Cognitive Disabilities</b></p> </th> </tr> <tr> <td data-bbox="479 1900 803 1953"> <p><i>Independent</i></p> </td> <td data-bbox="803 1900 1153 1953"> <p><i>Supported</i></p> </td> <td data-bbox="1153 1900 1477 1953"> <p><i>Participatory</i></p> </td> </tr> </table>			<p><b>Access Point for Students with Significant Cognitive Disabilities</b></p>			<p><i>Independent</i></p>	<p><i>Supported</i></p>	<p><i>Participatory</i></p>
<p><b>Access Point for Students with Significant Cognitive Disabilities</b></p>									
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<p>SS.6.G.3.In.a Identify physical characteristics of the environment that affected the development of agriculture in the ancient world, such as terracing and seasonal crop rotations. <u>Date Adopted or Revised:</u> 12/08</p> <p>SS.6.G.3.In.b Identify an impact of human populations on the ancient world's ecosystems, such as deforestation, abuse of resources, or erosion. <u>Date Adopted or Revised:</u> 12/08</p>	<p>SS.6.G.3.Su.a Recognize a physical characteristic of the environment that affected agriculture in the ancient world, such as terracing and seasonal crop rotations. <u>Date Adopted or Revised:</u> 12/08</p> <p>SS.6.G.3.Su.b Recognize an impact of human populations on the ancient world's ecosystems, such as deforestation, abuse of resources, or erosion. <u>Date Adopted or Revised:</u> 12/08</p>	<p>SS.6.G.3.Pa.a Recognize a characteristic of the environment necessary for agriculture. <u>Date Adopted or Revised:</u> 12/08</p> <p>SS.6.G.3.Pa.b Recognize that humans affect the environment. <u>Date Adopted or Revised:</u> 12/08</p>															
<p>Standard 4: Understand the characteristics, distribution, and migration of human populations.</p>																	
<table border="1"> <thead> <tr> <th data-bbox="479 955 730 987">BENCHMARK CODE</th> <th data-bbox="730 955 1474 987">BENCHMARK</th> </tr> </thead> <tbody> <tr> <td data-bbox="251 997 373 1018">SS.6.G.4.1</td> <td data-bbox="479 997 1474 1018">Explain how family and ethnic relationships influenced ancient cultures.</td> </tr> <tr> <td data-bbox="251 1029 373 1050">SS.6.G.4.2</td> <td data-bbox="479 1029 1474 1165">Use maps to trace significant migrations, and analyze their results.  <u>Remarks/Examples:</u> Examples are prehistoric Asians to the Americas, Aryans in Asia, Germanic tribes throughout Europe.</td> </tr> <tr> <td data-bbox="251 1165 373 1186">SS.6.G.4.3</td> <td data-bbox="479 1165 1474 1218">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.</td> </tr> <tr> <td data-bbox="251 1228 373 1249">SS.6.G.4.4</td> <td data-bbox="479 1228 1474 1333">Map and analyze the impact of the spread of various belief systems in the ancient world.  <u>Remarks/Examples:</u> Examples are Buddhism, Christianity, Judaism.</td> </tr> <tr> <td colspan="2" data-bbox="479 1333 1474 1365"> <p align="center"><b>Access Point for Students with Significant Cognitive Disabilities</b></p> </td> </tr> <tr> <td data-bbox="479 1365 803 1953"> <p align="center"><b>Independent</b></p> <p>SS.6.G.4.In.a Recognize ways family or ethnic relationships influenced ancient cultures. <u>Date Adopted or Revised:</u> 12/08</p> <p>SS.6.G.4.In.b Use a map to identify a migration route of humans, such as prehistoric Asians to the Americas. <u>Date Adopted or Revised:</u> 12/08</p> <p>SS.6.G.4.In.c Identify a site in Africa or Asia where evidence</p> </td> <td data-bbox="803 1365 1156 1953"> <p align="center"><b>Supported</b></p> <p>SS.6.G.4.Su.a Recognize characteristics of families in an ancient culture. <u>Date Adopted or Revised:</u> 12/08</p> <p>SS.6.G.4.Su.b Use a map to recognize human migration, such as prehistoric Asians to the Americas. <u>Date Adopted or Revised:</u> 12/08</p> <p>SS.6.G.4.Su.c Recognize an archeological site in Africa</p> </td> <td data-bbox="1156 1365 1474 1953"> <p align="center"><b>Participatory</b></p> <p>SS.6.G.4.Pa.a Recognize a characteristic of families. <u>Date Adopted or Revised:</u> 12/08</p> <p>SS.6.G.4.Pa.b Recognize a result of migration. <u>Date Adopted or Revised:</u> 12/08</p> <p>SS.6.G.4.Pa.c Recognize a result of migration. <u>Date Adopted or Revised:</u> 12/08</p> </td> </tr> </tbody> </table>			BENCHMARK CODE	BENCHMARK	SS.6.G.4.1	Explain how family and ethnic relationships influenced ancient cultures.	SS.6.G.4.2	Use maps to trace significant migrations, and analyze their results.  <u>Remarks/Examples:</u> Examples are prehistoric Asians to the Americas, Aryans in Asia, Germanic tribes throughout Europe.	SS.6.G.4.3	Locate sites in Africa and Asia where archaeologists have found evidence of early human societies, and trace their migration patterns to other parts of the world.	SS.6.G.4.4	Map and analyze the impact of the spread of various belief systems in the ancient world.  <u>Remarks/Examples:</u> Examples are Buddhism, Christianity, Judaism.	<p align="center"><b>Access Point for Students with Significant Cognitive Disabilities</b></p>		<p align="center"><b>Independent</b></p> <p>SS.6.G.4.In.a Recognize ways family or ethnic relationships influenced ancient cultures. <u>Date Adopted or Revised:</u> 12/08</p> <p>SS.6.G.4.In.b Use a map to identify a migration route of humans, such as prehistoric Asians to the Americas. <u>Date Adopted or Revised:</u> 12/08</p> <p>SS.6.G.4.In.c Identify a site in Africa or Asia where evidence</p>	<p align="center"><b>Supported</b></p> <p>SS.6.G.4.Su.a Recognize characteristics of families in an ancient culture. <u>Date Adopted or Revised:</u> 12/08</p> <p>SS.6.G.4.Su.b Use a map to recognize human migration, such as prehistoric Asians to the Americas. <u>Date Adopted or Revised:</u> 12/08</p> <p>SS.6.G.4.Su.c Recognize an archeological site in Africa</p>	<p align="center"><b>Participatory</b></p> <p>SS.6.G.4.Pa.a Recognize a characteristic of families. <u>Date Adopted or Revised:</u> 12/08</p> <p>SS.6.G.4.Pa.b Recognize a result of migration. <u>Date Adopted or Revised:</u> 12/08</p> <p>SS.6.G.4.Pa.c Recognize a result of migration. <u>Date Adopted or Revised:</u> 12/08</p>
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<p>of early human societies has been found. <u>Date Adopted or Revised:</u> 12/08</p> <p>SS.6.G.4.In.d Use a map to identify countries or regions where various belief systems, such as Buddhism, Christianity, and Judaism, spread in the ancient world. <u>Date Adopted or Revised:</u> 12/08</p>	<p>where evidence of early human societies has been found. <u>Date Adopted or Revised:</u> 12/08</p> <p>SS.6.G.4.Su.d Use a map to recognize a country or region where a belief system, such as Buddhism, Christianity, or Judaism, spread in the ancient world. <u>Date Adopted or Revised:</u> 12/08</p>	<p>SS.6.G.4.Pa.d Recognize that people have different religions (belief systems). <u>Date Adopted or Revised:</u> 12/08</p>
<p>Standard 5: Understand how human actions can impact the environment.</p>		
<p><b>BENCHMARK CODE</b>   <b>BENCHMARK</b></p>		
<p>SS.6.G.5.1</p>	<p>Identify the methods used to compensate for the scarcity of resources in the ancient world.  <u>Remarks/Examples:</u> Examples are water in the Middle East, fertile soil, fuel.</p>	
<p>SS.6.G.5.2</p>	<p>Use geographic terms and tools to explain why ancient civilizations developed networks of highways, waterways, and other transportation linkages.</p>	
<p>SS.6.G.5.3</p>	<p>Use geographic tools and terms to analyze how famine, drought, and natural disasters plagued many ancient civilizations.  <u>Remarks/Examples:</u> Examples are flooding of the Nile, drought in Africa, volcanoes in the Mediterranean region, famine in Asia.</p>	
<p><b>Access Point for Students with Significant Cognitive Disabilities</b></p>		
<p><b>Independent</b></p> <p>SS.6.G.5.In.a Recognize ways used to compensate for the scarcity of resources, such as water, fertile soil, and fuel, in the ancient world. <u>Date Adopted or Revised:</u> 12/08</p> <p>SS.6.G.5.In.b Use geographic terms and tools to identify why ancient civilizations developed transportation networks of highways and waterways. <u>Date Adopted or Revised:</u> 12/08</p> <p>SS.6.G.5.In.c Use geographic terms and tools to identify effects of natural disasters or drought in ancient civilizations, such as flooding of the Nile, drought in Africa, volcanoes in the</p>	<p><b>Supported</b></p> <p>SS.6.G.5.Su.a Recognize a way used to compensate for the scarcity of resources, such as water, fertile soil, or fuel, in the ancient world. <u>Date Adopted or Revised:</u> 12/08</p> <p>SS.6.G.5.Su.b Use geographic tools to identify a transportation network developed in an ancient civilization. <u>Date Adopted or Revised:</u> 12/08</p> <p>SS.6.G.5.Su.c Use geographic tools to locate areas where drought, famine, or natural disasters impacted ancient civilizations. <u>Date Adopted or Revised:</u></p>	<p><b>Participatory</b></p> <p>SS.6.G.5.Pa.a Recognize a way people compensate for the scarcity of resources. <u>Date Adopted or Revised:</u> 12/08</p> <p>SS.6.G.5.Pa.b Recognize a way people overcome barriers, such as developing transportation networks. <u>Date Adopted or Revised:</u> 12/08</p> <p>SS.6.G.5.Pa.c Recognize an effect of a natural disaster. <u>Date Adopted or Revised:</u> 12/08</p>

	Mediterranean region, and famine in Asia. <i>Date Adopted or Revised:</i> 12/08	12/08	
Standard 6: Understand how to apply geography to interpret the past and present and plan for the future.			
<b>BENCHMARK CODE</b>		<b>BENCHMARK</b>	
SS.6.G.6.1	Describe the Six Essential Elements of Geography (The World in Spatial Terms, Places and Regions, Physical Systems, Human Systems, Environment, The Uses of Geography) as the organizing framework for understanding the world and its people.		
SS.6.G.6.2	Compare maps of the world in ancient times with current political maps.		
<b>Access Point for Students with Significant Cognitive Disabilities</b>			
<b>Independent</b>		<b>Supported</b>	
SS.6.G.6.In.a Identify ways geographers organize information, such as by spatial terms, places and regions, human systems, and the environment. <i>Date Adopted or Revised:</i> 12/08		SS.6.G.6.Su.a Recognize a way that geographers organize information, such as by places and regions or the environment. <i>Date Adopted or Revised:</i> 12/08	
SS.6.G.6.In.b Identify differences in ancient and current maps of the world. <i>Date Adopted or Revised:</i> 12/08		SS.6.G.6.Su.b Recognize differences in ancient and current maps of the world. <i>Date Adopted or Revised:</i> 12/08	
SS.6.G.6.Pa.a Recognize types of geographic information, such as places or spatial terms. <i>Date Adopted or Revised:</i> 12/08			
SS.6.G.6.Pa.b Recognize differences between maps. <i>Date Adopted or Revised:</i> 12/08			
<b>Strand: ECONOMICS</b>			
Standard 1: Understand the fundamental concepts relevant to the development of a market economy.			
<b>BENCHMARK CODE</b>		<b>BENCHMARK</b>	
SS.6.E.1.1	Identify the factors (new resources, increased productivity, education, technology, slave economy, territorial expansion) that increase economic growth.		
SS.6.E.1.2	Describe and identify traditional and command economies as they appear in different civilizations.		
SS.6.E.1.3	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).		
<b>Access Point for Students with Significant Cognitive Disabilities</b>			
<b>Independent</b>		<b>Supported</b>	
SS.6.E.1.In.a Recognize factors that increase the economy, such as new resources, increased productivity, and technology.		SS.6.E.1.Su.a Recognize a factor that increases the economy, such as new resources, increased productivity, or technology.	
SS.6.E.1.Pa.a Recognize a result of an increase in the production of goods, such as increased productivity. <i>Date Adopted or Revised:</i>			

	<p><u>Date Adopted or Revised:</u> 12/08</p> <p>SS.6.E.1.In.b Recognize basic characteristics of trade/barter (traditional) economies.</p> <p><u>Date Adopted or Revised:</u> 12/08</p> <p>SS.6.E.1.In.c Identify economic concepts as they relate to early civilization, such as scarcity, supply and demand, and trade.</p> <p><u>Date Adopted or Revised:</u> 12/08</p>	<p><u>Date Adopted or Revised:</u> 12/08</p> <p>SS.6.E.1.Su.b Recognize a basic characteristic of trade/barter (traditional) economies.</p> <p><u>Date Adopted or Revised:</u> 12/08</p> <p>SS.6.E.1.Su.c Recognize economic concepts as they relate to early civilization, such as scarcity and trade.</p> <p><u>Date Adopted or Revised:</u> 12/08</p>	<p>12/08</p> <p>SS.6.E.1.Pa.b Recognize that people can purchase or trade desired goods or services.</p> <p><u>Date Adopted or Revised:</u> 12/08</p> <p>SS.6.E.1.Pa.c Recognize the meaning of economic terms, such as buy, sell, or exchange (trade).</p> <p><u>Date Adopted or Revised:</u> 12/08</p>
<p>Standard 2: Understand the fundamental concepts relevant to the institutions, structure, and functions of a national economy.</p>			
<p><b>BENCHMARK CODE</b></p>		<p><b>BENCHMARK</b></p>	
<p>SS.6.E.2.1</p>	<p>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.</p>		
<p><b>Access Point for Students with Significant Cognitive Disabilities</b></p>			
<p><b>Independent</b></p> <p>SS.6.E.2.In.a Identify that leaders or family groups make economic decisions for their civilizations.</p> <p><u>Date Adopted or Revised:</u> 12/08</p>	<p><b>Supported</b></p> <p>SS.6.E.2.Su.a Recognize that leaders or family groups make economic decisions for their civilizations.</p> <p><u>Date Adopted or Revised:</u> 12/08</p>	<p><b>Participatory</b></p> <p>SS.6.E.2.Pa.a Recognize that leaders make decisions about money.</p> <p><u>Date Adopted or Revised:</u> 12/08</p>	
<p>Standard 3: Understand the fundamental concepts and interrelationships of the United States economy in the international marketplace.</p>			
<p><b>BENCHMARK CODE</b></p>		<p><b>BENCHMARK</b></p>	
<p>SS.6.E.3.1</p>	<p>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.</p>		
<p>SS.6.E.3.2</p>	<p>Categorize products that were traded among civilizations, and give examples of barriers to trade of those products.</p>		
<p>SS.6.E.3.3</p>	<p>Describe traditional economies (Egypt, Greece, Rome, Kush) and elements of those economies that led to the rise of a merchant class and trading partners.</p>		
<p>SS.6.E.3.4</p>	<p>Describe the relationship among civilizations that engage in trade, including the benefits and drawbacks of voluntary trade.</p>		
<p><b>Access Point for Students with Significant Cognitive Disabilities</b></p>			
<p><b>Independent</b></p>	<p><b>Supported</b></p>	<p><b>Participatory</b></p>	

<p>SS.6.E.3.In.a Recognize why people used different types of currency for trade in past civilizations. <u>Date Adopted or Revised:</u> 12/08</p>	<p>SS.6.E.3.Su.a Recognize that people used different types of currency for trade in past civilizations. <u>Date Adopted or Revised:</u> 12/08</p>	<p>SS.6.E.3.Pa.a Recognize that people use money for trade. <u>Date Adopted or Revised:</u> 12/08</p>
<p>SS.6.E.3.In.b Identify products that were traded among civilizations and an example of a barrier to trade. <u>Date Adopted or Revised:</u> 12/08</p>	<p>SS.6.E.3.Su.b Recognize products that were traded among civilizations. <u>Date Adopted or Revised:</u> 12/08</p>	<p>SS.6.E.3.Pa.b Recognize an example of a product that was traded. <u>Date Adopted or Revised:</u> 12/08</p>
<p>SS.6.E.3.In.c Identify that the barter system (direct trading of goods and services) changed over time and some people became merchants. <u>Date Adopted or Revised:</u> 12/08</p>	<p>SS.6.E.3.Su.c Recognize the role of the merchant in the exchange of goods and services. <u>Date Adopted or Revised:</u> 12/08</p>	<p>SS.6.E.3.Pa.c Recognize that some people (merchants) sell goods to others. <u>Date Adopted or Revised:</u> 12/08</p>
<p>SS.6.E.3.In.d Identify that voluntary trade occurs when all participants are free to trade and expect to gain from the trade. <u>Date Adopted or Revised:</u> 12/08</p>	<p>SS.6.E.3.Su.d Recognize that both buyers and sellers expect to gain when making a trade. <u>Date Adopted or Revised:</u> 12/08</p>	<p>SS.6.E.3.Pa.d Recognize give and take in a voluntary trade. <u>Date Adopted or Revised:</u> 12/08</p>
<b>Strand: WORLD HISTORY</b>		
Standard 1: Utilize historical inquiry skills and analytical processes.		
<b>BENCHMARK CODE   BENCHMARK</b>		
SS.6.W.1.1	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.	
SS.6.W.1.3	Interpret primary and secondary sources.  <u>Remarks/Examples:</u> Examples are artifacts, images, auditory sources, written sources.	
SS.6.W.1.4	Describe the methods of historical inquiry and how history relates to the other social sciences.  <u>Remarks/Examples:</u> Examples are archaeology, geography, political science, economics.	
SS.6.W.1.5	Describe the roles of historians and recognize varying historical interpretations (historiography).	
SS.6.W.1.6	Describe how history transmits culture and heritage and provides models of human character.	
<b>Access Point for Students with Significant Cognitive Disabilities</b>		
	<b>Independent</b>	<b>Supported</b>
		<b>Participatory</b>

	<p>SS.6.W.1.In.a Use a simple timeline to identify the sequence of historical events. <u>Date Adopted or Revised:</u> 12/08</p> <p>SS.6.W.1.In.b Identify terms for time periods, such as decade and century. <u>Date Adopted or Revised:</u> 12/08</p> <p>SS.6.W.1.In.c Describe information found in a primary and secondary source, such as artifacts, images, photos, sounds, and written documents. <u>Date Adopted or Revised:</u> 12/08</p> <p>SS.6.W.1.In.d Identify basic methods of historical inquiry and how history relates to geography, economics, and civics. <u>Date Adopted or Revised:</u> 12/08</p> <p>SS.6.W.1.In.e Identify the role of historians and recognize that interpretations of historians may differ. <u>Date Adopted or Revised:</u> 12/08</p> <p>SS.6.W.1.In.f Identify how history transmits culture and models of human character. <u>Date Adopted or Revised:</u> 12/08</p>	<p>SS.6.W.1.Su.a Use a simple pictorial timeline to identify the sequence of historical events. <u>Date Adopted or Revised:</u> 12/08</p> <p>SS.6.W.1.Su.b Recognize terms for time periods, such as a decade. <u>Date Adopted or Revised:</u> 12/08</p> <p>SS.6.W.1.Su.c Identify basic information found in a primary and secondary source, such as artifacts, images, photos, sounds, and written documents. <u>Date Adopted or Revised:</u> 12/08</p> <p>SS.6.W.1.Su.d Recognize a method of historical inquiry and how history relates to geography, economics, and civics. <u>Date Adopted or Revised:</u> 12/08</p> <p>SS.6.W.1.Su.e Recognize the role of historians. <u>Date Adopted or Revised:</u> 12/08</p> <p>SS.6.W.1.Su.f Recognize how history transmits culture. <u>Date Adopted or Revised:</u> 12/08</p>	<p>SS.6.W.1.Pa.a Use a simple pictorial timeline to identify an event. <u>Date Adopted or Revised:</u> 12/08</p> <p>SS.6.W.1.Pa.b Recognize terms that relate to time, such as today and tomorrow. <u>Date Adopted or Revised:</u> 12/08</p> <p>SS.6.W.1.Pa.c Recognize information from a source, such as artifacts, images, photos, sounds, or written documents. <u>Date Adopted or Revised:</u> 12/08</p> <p>SS.6.W.1.Pa.d Recognize information from a source, such as artifacts, images, photos, sounds, or written documents. <u>Date Adopted or Revised:</u> 12/08</p> <p>SS.6.W.1.Pa.e Recognize information from a source, such as artifacts, images, photos, sounds, or written documents. <u>Date Adopted or Revised:</u> 12/08</p> <p>SS.6.W.1.Pa.f Recognize a characteristic of culture. <u>Date Adopted or Revised:</u> 12/08</p>
<p>Standard 2: Describe the emergence of early civilizations (Nile, Tigris-Euphrates, Indus, and Yellow Rivers, Meso and South American).</p>			
<b>BENCHMARK CODE</b>		<b>BENCHMARK</b>	
SS.6.W.2.1	Compare the lifestyles of hunter-gatherers with those of settlers of early agricultural communities.		
SS.6.W.2.10			

	<p>Compare the emergence of advanced civilizations in Meso and South America with the four early river valley civilizations.</p> <p><u>Remarks/Examples:</u> Examples are Olmec, Zapotec, Chavin.</p>												
SS.6.W.2.2	Describe how the developments of agriculture and metallurgy related to settlement, population growth, and the emergence of civilization.												
SS.6.W.2.3	<p>Identify the characteristics of civilization.</p> <p><u>Remarks/Examples:</u> Examples are urbanization, specialized labor, advanced technology, government and religious institutions, social classes.</p>												
SS.6.W.2.4	<p>Compare the economic, political, social, and religious institutions of ancient river civilizations.</p> <p><u>Remarks/Examples:</u> Examples are Nile, Tigris-Euphrates, Indus, Huang He.</p>												
SS.6.W.2.5	<p>Summarize important achievements of Egyptian civilization.</p> <p><u>Remarks/Examples:</u> Examples are agriculture, calendar, pyramids, art and architecture, hieroglyphic writing and record-keeping, literature such as The Book of the Dead, mummification.</p>												
SS.6.W.2.6	<p>Determine the contributions of key figures from ancient Egypt.</p> <p><u>Remarks/Examples:</u> Examples are Narmer, Imhotep, Hatshepsut, Ramses the Great, Akhenaten, Tutankhamun.</p>												
SS.6.W.2.7	<p>Summarize the important achievements of Mesopotamian civilization.</p> <p><u>Remarks/Examples:</u> Examples are cuneiform writing, epic literature such as Gilgamesh, art and architecture, technology such as the wheel, sail, and plow.</p>												
SS.6.W.2.8	<p>Determine the impact of key figures from ancient Mesopotamian civilizations.</p> <p><u>Remarks/Examples:</u> Examples are Abraham, Hammurabi, Nebuchadnezzar, Cyrus, Zoroaster.</p>												
SS.6.W.2.9	<p>Identify key figures and basic beliefs of the Israelites and determine how these beliefs compared with those of others in the geographic area.</p> <p><u>Remarks/Examples:</u> Examples are Abraham, Moses, monotheism, law, emphasis on individual worth and responsibility.</p>												
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	<table border="1"> <thead> <tr> <th style="text-align: center;"><b>Independent</b></th> <th style="text-align: center;"><b>Supported</b></th> <th style="text-align: center;"><b>Participatory</b></th> </tr> </thead> <tbody> <tr> <td> <p>SS.6.W.2.In.a Identify differences in the lifestyles of hunter-gatherers and settlers of early agricultural communities. <u>Date Adopted or Revised:</u> 12/08</p> </td> <td> <p>SS.6.W.2.Su.a Recognize differences in food and shelter (lifestyles) used by hunter/gatherers and settlers in early agricultural communities. <u>Date Adopted or Revised:</u> 12/08</p> </td> <td> <p>SS.6.W.2.Pa.a Recognize that people need food and shelter. <u>Date Adopted or Revised:</u> 12/08</p> </td> </tr> <tr> <td> <p>SS.6.W.2.In.j Recognize similarities of the early river civilizations and the advanced civilizations in Meso and South America, such as the use of law, technology, and religion. <u>Date Adopted or Revised:</u> 12/08</p> </td> <td> <p>SS.6.W.2.Su.j Recognize a common characteristic of the early river civilizations and the advanced civilizations in Meso and South America, such as the use of law, technology, or religion. <u>Date Adopted or Revised:</u> 12/08</p> </td> <td> <p>SS.6.W.2.Pa.j Recognize a characteristic of civilization, such as the use of technology. <u>Date Adopted or Revised:</u> 12/08</p> </td> </tr> <tr> <td> <p>SS.6.W.2.In.b Identify ways</p> </td> <td></td> <td> <p>SS.6.W.2.Pa.b Recognize that tools make it easier to do work. <u>Date Adopted or Revised:</u></p> </td> </tr> </tbody> </table>	<b>Independent</b>	<b>Supported</b>	<b>Participatory</b>	<p>SS.6.W.2.In.a Identify differences in the lifestyles of hunter-gatherers and settlers of early agricultural communities. <u>Date Adopted or Revised:</u> 12/08</p>	<p>SS.6.W.2.Su.a Recognize differences in food and shelter (lifestyles) used by hunter/gatherers and settlers in early agricultural communities. <u>Date Adopted or Revised:</u> 12/08</p>	<p>SS.6.W.2.Pa.a Recognize that people need food and shelter. <u>Date Adopted or Revised:</u> 12/08</p>	<p>SS.6.W.2.In.j Recognize similarities of the early river civilizations and the advanced civilizations in Meso and South America, such as the use of law, technology, and religion. <u>Date Adopted or Revised:</u> 12/08</p>	<p>SS.6.W.2.Su.j Recognize a common characteristic of the early river civilizations and the advanced civilizations in Meso and South America, such as the use of law, technology, or religion. <u>Date Adopted or Revised:</u> 12/08</p>	<p>SS.6.W.2.Pa.j Recognize a characteristic of civilization, such as the use of technology. <u>Date Adopted or Revised:</u> 12/08</p>	<p>SS.6.W.2.In.b Identify ways</p>		<p>SS.6.W.2.Pa.b Recognize that tools make it easier to do work. <u>Date Adopted or Revised:</u></p>
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<p>SS.6.W.2.In.h Recognize the impact of selected key figures, such as Hammurabi,</p>	<p>SS.6.W.2.Su.h Recognize the impact of a key figure, such as Hammurabi, Nebuchadnezzar, or Cyrus, from ancient Mesopotamian civilizations.</p>	<p>SS.6.W.2.Pa.i Recognize that civilizations had different leaders. <u>Date Adopted or Revised:</u> 12/08</p>

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SS.6.W.3.4	Explain the causes and effects of the Persian and Peloponnesian Wars.		
SS.6.W.3.5	Summarize the important achievements and contributions of ancient Greek civilization.  <i>Remarks/Examples:</i> Examples are art and architecture, athletic competitions, the birth of democracy and civic responsibility, drama, history, literature, mathematics, medicine, philosophy, science, warfare.		
SS.6.W.3.6	Determine the impact of key figures from ancient Greece.  <i>Remarks/Examples:</i> Examples are Aristophanes, Aristotle, Hippocrates, Herodotus, Homer, Pericles, Plato, Pythagoras, Socrates, Solon, Sophocles, Thales, Themistocles, Thucydides.		
SS.6.W.3.7	Summarize the key achievements, contributions, and figures associated with The Hellenistic Period.  <i>Remarks/Examples:</i> Examples are Alexander the Great, Library of Alexandria, Archimedes, Euclid, Plutarch, The Septuagint, Stoicism, Ptolemy I.		
SS.6.W.3.8	Determine the impact of significant figures associated with ancient Rome.  <i>Remarks/Examples:</i> Examples are Augustus, Cicero, Cincinnatus, Cleopatra, Constantine the Great, Diocletian, Tiberius and Gaius Gracchus, Hadrian, Hannibal, Horace, Julius Caesar, Ovid, Romulus and Remus, Marcus Aurelius, Scipio Africanus, Virgil, Theodosius, Attila the Hun.		
SS.6.W.3.9	Explain the impact of the Punic Wars on the development of the Roman Empire.		
	<b>Access Point for Students with Significant Cognitive Disabilities</b>		
	<b>Independent</b>	<b>Supported</b>	<b>Participatory</b>
	SS.6.W.3.In.a Recognize cultural impacts of ancient Phoenicians on the Mediterranean world, such as exploration, commerce, and written communication. <u>Date Adopted or Revised:</u> 12/08	SS.6.W.3.Su.a Recognize a cultural impact of ancient Phoenicians on the Mediterranean world, such as exploration, commerce, or written communication. <u>Date Adopted or Revised:</u> 12/08	SS.6.W.3.Pa.a Recognize the impact of written communication. <u>Date Adopted or Revised:</u> 12/08
	SS.6.W.3.In.j Identify characteristics of the government of the Roman Republic that contributed to democratic principles, such as representative government and civic duty. <u>Date Adopted or Revised:</u> 12/08	SS.6.W.3.Su.j Recognize a characteristic of the government of the Roman Republic that contributed to democratic principles, such as representative government or civic duty. <u>Date Adopted or Revised:</u> 12/08	SS.6.W.3.Pa.j Recognize a contribution related to government from ancient civilization. <u>Date Adopted or Revised:</u> 12/08
	SS.6.W.3.In.k Identify changes in characteristics of life and culture in the Roman Republic when it became Imperial Rome, such as the citizens lost their voice and role in government and were led by a dictator. <u>Date Adopted or Revised:</u> 12/08	SS.6.W.3.Su.k Recognize characteristics of ancient Roman life and culture. <u>Date Adopted or Revised:</u> 12/08	SS.6.W.3.Pa.l Recognize an achievement or contribution from ancient civilization. <u>Date Adopted or Revised:</u> 12/08
	SS.6.W.3.In.l	SS.6.W.3.Su.l Recognize a cause for longevity of the Roman Empire, such as centralized and efficient	SS.6.W.3.Pa.m Recognize a characteristic of religion.

<p>Identify a cause for growth and longevity of the Roman Empire, such as centralized and efficient government, expansion of citizenship, and extension of road networks. <u>Date Adopted or Revised:</u> 12/08</p>	<p>government, expansion of citizenship, or extension of road networks. <u>Date Adopted or Revised:</u> 12/08</p>	<p><u>Date Adopted or Revised:</u> 12/08 SS.6.W.3.Pa.n Recognize an achievement or contribution from ancient civilization.</p>
<p>SS.6.W.3.In.m Identify key figures and basic beliefs of early Christianity, such as Jesus and one god. <u>Date Adopted or Revised:</u> 12/08</p>	<p>SS.6.W.3.Su.m Recognize that the religion known as Christianity began a long time ago. <u>Date Adopted or Revised:</u> 12/08</p>	<p><u>Date Adopted or Revised:</u> 12/08 SS.6.W.3.Pa.o Recognize a characteristic of a power struggle.</p>
<p>SS.6.W.3.In.n Identify achievements and contributions of Roman civilization, such as art and architecture, law, literature, and technology. <u>Date Adopted or Revised:</u> 12/08</p>	<p>SS.6.W.3.Su.n Recognize achievements and contributions of Roman civilization, such as art and architecture, agriculture, technology, or government. <u>Date Adopted or Revised:</u> 12/08</p>	<p><u>Date Adopted or Revised:</u> 12/08 SS.6.W.3.Pa.p Recognize that people have different roles, such as citizens or soldiers.</p>
<p>SS.6.W.3.In.o Recognize reasons for the gradual decline of the Western Roman Empire, such as internal power struggles, pressures from outside groups, and overdependence on slavery. <u>Date Adopted or Revised:</u> 12/08</p>	<p>SS.6.W.3.Su.o Recognize a reason for the gradual decline of the Western Roman Empire, such as pressures from outside groups or overdependence on slavery. <u>Date Adopted or Revised:</u> 12/08</p>	<p><u>Date Adopted or Revised:</u> 12/08 SS.6.W.3.Pa.q Recognize the importance of language.</p>
<p>SS.6.W.3.In.p Identify selected characteristics of life in the Roman Republic, such as the role of patricians, plebeians, women, children, and slaves. <u>Date Adopted or Revised:</u> 12/08</p>	<p>SS.6.W.3.Su.p Recognize selected characteristics of life in the Roman Republic, such as the role of women, children, and slaves. <u>Date Adopted or Revised:</u> 12/08</p>	<p><u>Date Adopted or Revised:</u> 12/08 SS.6.W.3.Pa.r Recognize an achievement or contribution from ancient civilization.</p>
<p>SS.6.W.3.In.q Identify an influence of the Latin language on Western Civilization, such as education, law, medicine, religion, or science. <u>Date Adopted or Revised:</u> 12/08</p>	<p>SS.6.W.3.Su.q Recognize an influence of different languages on civilization, such as in education or science. <u>Date Adopted or Revised:</u> 12/08</p>	<p><u>Date Adopted or Revised:</u> 12/08 SS.6.W.3.Pa.b Recognize that citizens can vote for leaders.</p>
<p>SS.6.W.3.In.r Recognize factors in the rise and fall of the ancient east African kingdoms,</p>	<p>SS.6.W.3.Su.r Recognize a factor in the rise of the ancient east African kingdoms, such as being an important center of art, learning, and trade, or use of iron metallurgy. <u>Date Adopted or Revised:</u> 12/08</p>	<p><u>Date Adopted or Revised:</u> 12/08 SS.6.W.3.Pa.c Recognize that people have different roles, such as citizens or soldiers.</p>
		<p><u>Date Adopted or Revised:</u> 12/08 SS.6.W.3.Pa.d Recognize that wars are fought for</p>

<p>such as being an important center of art, learning, and trade; use of iron metallurgy; and power struggles. <u>Date Adopted or Revised:</u> 12/08</p>	<p>SS.6.W.3.Su.b Recognize a foundation of a democratic government developed in ancient Greece, such as civic participation and voting. <u>Date Adopted or Revised:</u> 12/08</p>	<p>control. <u>Date Adopted or Revised:</u> 12/08</p>
<p>SS.6.W.3.In.b Identify foundations of a democratic government developed in ancient Greece, such as civic participation and voting, legislative bodies, and rule of law. <u>Date Adopted or Revised:</u> 12/08</p>	<p>SS.6.W.3.Su.c Recognize a difference in characteristics of life in Athens and Sparta, such as the role of citizens, women, or children. <u>Date Adopted or Revised:</u> 12/08</p>	<p>SS.6.W.3.Pa.e Recognize an achievement or contribution from ancient civilization. <u>Date Adopted or Revised:</u> 12/08</p>
<p>SS.6.W.3.In.c Recognize differences in characteristics of life in Athens and Sparta, such as the status of citizens, women, children, foreigners, or serfs (helots). <u>Date Adopted or Revised:</u> 12/08</p>	<p>SS.6.W.3.Su.d Recognize that wars were fought to control Greece. <u>Date Adopted or Revised:</u> 12/08</p>	<p>SS.6.W.3.Pa.f Recognize the importance of writers, leaders, scientists, soldiers, or teachers. <u>Date Adopted or Revised:</u> 12/08</p>
<p>SS.6.W.3.In.d Recognize a cause and effect of the Persian War, such as Persia's desire to control Greece and the cooperation between Greek city-states to defend their homeland and maintain their independence. <u>Date Adopted or Revised:</u> 12/08</p>	<p>SS.6.W.3.Su.e Recognize an important achievement and contribution of ancient Greek civilization, such as art and architecture, athletic competitions, civic responsibility, or science. <u>Date Adopted or Revised:</u> 12/08</p>	<p>SS.6.W.3.Pa.g Recognize an achievement or contribution from ancient civilization. <u>Date Adopted or Revised:</u> 12/08</p>
<p>SS.6.W.3.In.e Recognize important achievements and contributions of ancient Greek civilization, such as art and architecture, athletic competitions, civic responsibility, and science. <u>Date Adopted or Revised:</u> 12/08</p>	<p>SS.6.W.3.Su.f Recognize a key figure from ancient Greece, such as Aristotle, Hippocrates, Homer, Plato, or Socrates. <u>Date Adopted or Revised:</u> 12/08</p>	<p>SS.6.W.3.Pa.h Recognize the importance of writers, leaders, scientists, soldiers, or teachers. <u>Date Adopted or Revised:</u> 12/08</p>
<p>SS.6.W.3.In.f Identify the impact of a key figure from ancient Greece, such as Aristotle, Hippocrates, Homer, Plato, or Socrates. <u>Date Adopted or Revised:</u> 12/08</p>	<p>SS.6.W.3.Su.g Recognize a key contribution or figure associated with the Hellenistic Period, such as Stoicism, Alexander the Great, or Archimedes. <u>Date Adopted or Revised:</u> 12/08</p>	<p>SS.6.W.3.Pa.i Recognize that wars are fought for control. <u>Date Adopted or Revised:</u> 12/08</p>
	<p>SS.6.W.3.Su.h Recognize a significant figure associated</p>	

	<p>SS.6.W.3.In.g Recognize key contributions and figures associated with the Hellenistic Period, such as Stoicism, Alexander the Great, and Archimedes. <u>Date Adopted or Revised:</u> 12/08</p> <p>SS.6.W.3.In.h Identify the impact of a significant figure associated with ancient Rome, such as Julius Caesar, Augustus, or Constantine the Great. <u>Date Adopted or Revised:</u> 12/08</p> <p>SS.6.W.3.In.i Identify that Rome became an important power because it won the Punic Wars. <u>Date Adopted or Revised:</u> 12/08</p>	<p>with ancient Rome, such as Julius Caesar, Augustus, or Constantine the Great. <u>Date Adopted or Revised:</u> 12/08</p> <p>SS.6.W.3.Su.i Recognize that Rome became an important power because it won a war. <u>Date Adopted or Revised:</u> 12/08</p>	
<p>Standard 4: Recognize significant events, figures, and contributions of classical Asian civilizations (China, India).</p>			
<p><b>BENCHMARK CODE</b></p>		<p><b>BENCHMARK</b></p>	
<p>SS.6.W.4.1</p>	<p>Discuss the significance of Aryan and other tribal migrations on Indian civilization.</p>		
<p>SS.6.W.4.10</p>	<p>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.</p>		
<p>SS.6.W.4.11</p>	<p>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.</p>		
<p>SS.6.W.4.12</p>	<p>Identify the causes and effects of Chinese isolation and the decision to limit foreign trade in the 15th century.</p>		
<p>SS.6.W.4.2</p>	<p>Explain the major beliefs and practices associated with Hinduism and the social structure of the caste system in ancient India.  <u>Remarks/Examples:</u> Examples are Brahman, reincarnation, dharma, karma, ahimsa, moksha.</p>		
<p>SS.6.W.4.3</p>	<p>Recognize the political and cultural achievements of the Mauryan and Gupta empires.</p>		
<p>SS.6.W.4.4</p>	<p>Explain the teachings of Buddha, the importance of Asoka, and how Buddhism spread in India, Ceylon, and other parts of Asia.  <u>Remarks/Examples:</u> Examples are The Four Noble Truths, Three Qualities, Eightfold Path.</p>		
<p>SS.6.W.4.5</p>	<p>Summarize the important achievements and contributions of ancient Indian civilization.  <u>Remarks/Examples:</u> Examples are Sanskrit, Bhagavad Gita, medicine, metallurgy, and mathematics including Hindu-Arabic numerals and the concept of zero.</p>		
<p>SS.6.W.4.6</p>	<p>Describe the concept of the Mandate of Heaven and its connection to the Zhou and later dynasties.</p>		

<p>SS.6.W.4.7</p>	<p>Explain the basic teachings of Laozi, Confucius, and Han Fei Zi.</p> <p><u>Remarks/Examples:</u> Examples are filial piety, the role of kinship in maintaining order, hierarchy in Chinese society.</p>																							
<p>SS.6.W.4.8</p>	<p>Describe the contributions of classical and post classical China.</p> <p><u>Remarks/Examples:</u> Examples are Great Wall, Silk Road, bronze casting, silk-making, movable type, gunpowder, paper-making, magnetic compass, horse collar, stirrup, civil service system, The Analects.</p>																							
<p>SS.6.W.4.9</p>	<p>Identify key figures from classical and post classical China.</p> <p><u>Remarks/Examples:</u> Examples are Shi Huangdi, Wu-ti, Empress Wu, Chengho.</p>																							
<p><b>Access Point for Students with Significant Cognitive Disabilities</b></p>																								
<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 33%; text-align: center;"><b>Independent</b></th> <th style="width: 33%; text-align: center;"><b>Supported</b></th> <th style="width: 33%; text-align: center;"><b>Participatory</b></th> </tr> </thead> <tbody> <tr> <td data-bbox="479 585 829 800"> <p>SS.6.W.4.In.a Recognize the significance of Ayran and other tribal migrations on Indian civilization, such as the spread of Hinduism. <u>Date Adopted or Revised:</u> 12/08</p> </td> <td data-bbox="836 585 1170 772"> <p>SS.6.W.4.Su.a Recognize that a group of people migrated to India and brought a new religion, Hinduism. <u>Date Adopted or Revised:</u> 12/08</p> </td> <td data-bbox="1177 585 1471 716"> <p>SS.6.W.4.Pa.a Recognize an impact of migration. <u>Date Adopted or Revised:</u> 12/08</p> </td> </tr> <tr> <td data-bbox="479 808 829 1073"> <p>SS.6.W.4.In.j Recognize the significance of the silk roads and maritime routes for trade in Asia, 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<p>SS.6.W.4.In.e Identify an important contribution of ancient Indian civilization, such as Sanskrit, medicine, or mathematics including Hindu-Arabic numerals and the concept of zero. <u>Date Adopted or Revised:</u> 12/08</p>	<p>SS.6.W.4.Su.f Recognize that some Chinese dynasties believed their power came from the Mandate of Heaven. <u>Date Adopted or Revised:</u> 12/08</p>	<p>SS.6.W.4.Pa.g Recognize an achievement or contribution of Asian civilizations. <u>Date Adopted or Revised:</u> 12/08</p>
<p>SS.6.W.4.In.f Identify that some Chinese dynasties believed their power came from the Mandate of Heaven. <u>Date Adopted or Revised:</u> 12/08</p>	<p>SS.6.W.4.Su.g Recognize a basic teaching of Confucius, such as love and respect for one's family (filial piety). <u>Date Adopted or Revised:</u> 12/08</p>	<p>SS.6.W.4.Pa.h Recognize an achievement or contribution of Asian civilizations. <u>Date Adopted or Revised:</u> 12/08</p>
<p>SS.6.W.4.In.g Identify basic teachings of Confucius, such as love and respect for one's family (filial piety) and the role of kinship in maintaining order. <u>Date Adopted or Revised:</u> 12/08</p>	<p>SS.6.W.4.Su.h Recognize a contribution of classical and post classical China, such as the Great Wall, the Silk Road, paper-making, gunpowder, or compass. <u>Date Adopted or Revised:</u> 12/08</p>	<p>SS.6.W.4.Pa.i Recognize that Asian civilizations have leaders. <u>Date Adopted or Revised:</u> 12/08</p>
<p>SS.6.W.4.In.h Identify contributions of classical and post classical China, such as the Great Wall, the Silk Road, paper-making, gunpowder, and compass. <u>Date Adopted or Revised:</u> 12/08</p>	<p>SS.6.W.4.Su.i Recognize that the first emperor in China built the Great Wall. <u>Date Adopted or Revised:</u> 12/08</p>	

	<p>SS.6.W.4.In.i Recognize a key figure from classical China, such as Shi Huangdi, the first emperor who built the Great Wall. <u>Date Adopted or Revised:</u> 12/08</p>											
<p><b>Strand: CIVICS AND GOVERNMENT</b></p>												
<p>Standard 1: Demonstrate an understanding of the origins and purposes of government, law, and the American political system.</p>												
<p><b>BENCHMARK CODE</b></p>		<p><b>BENCHMARK</b></p>										
<p>SS.6.C.1.1</p>	<p>Identify democratic concepts developed in ancient Greece that served as a foundation for American constitutional democracy.  <i>Remarks/Examples:</i> Examples are polis, civic participation and voting rights, legislative bodies, written constitutions, rule of law.</p>											
<p>SS.6.C.1.2</p>	<p>Identify how the government of the Roman Republic contributed to the development of democratic principles (separation of powers, rule of law, representative government, civic duty).</p>											
<p><b>Access Point for Students with Significant Cognitive Disabilities</b></p>												
<table border="1"> <thead> <tr> <th data-bbox="479 1039 812 1081"><i><b>Independent</b></i></th> <th data-bbox="812 1039 1169 1081"><i><b>Supported</b></i></th> <th data-bbox="1169 1039 1477 1081"><i><b>Participatory</b></i></th> </tr> </thead> <tbody> <tr> <td data-bbox="479 1081 812 1354"> <p>SS.6.C.1.In.a Identify foundations of a democratic government developed in ancient Greece, such as civic participation and voting, legislative bodies, and rule of law. <u>Date Adopted or Revised:</u> 12/08</p> </td> <td data-bbox="812 1081 1169 1354"> <p>SS.6.C.1.Su.a Recognize a foundation of a democratic government developed in ancient Greece, such as civic participation or voting. <u>Date Adopted or Revised:</u> 12/08</p> </td> <td data-bbox="1169 1081 1477 1354"> <p>SS.6.C.1.Pa.a Recognize that citizens vote for leaders. <u>Date Adopted or Revised:</u> 12/08</p> </td> </tr> <tr> <td data-bbox="479 1354 812 1732"> <p>SS.6.C.1.In.b Identify foundations of a democratic government developed in the Roman Republic, such as separation of powers, representative government, and civic duty. <u>Date Adopted or Revised:</u> 12/08</p> </td> <td data-bbox="812 1354 1169 1732"> <p>SS.6.C.1.Su.b Recognize a foundation of a democratic government developed in the Roman Republic, such as representative government or civic duty. <u>Date Adopted or Revised:</u> 12/08</p> </td> <td data-bbox="1169 1354 1477 1732"> <p>SS.6.C.1.Pa.b Recognize that citizens must obey the law. <u>Date Adopted or Revised:</u> 12/08</p> </td> </tr> </tbody> </table>				<i><b>Independent</b></i>	<i><b>Supported</b></i>	<i><b>Participatory</b></i>	<p>SS.6.C.1.In.a Identify foundations of a democratic government developed in ancient Greece, such as civic participation and voting, legislative bodies, and rule of law. <u>Date Adopted or Revised:</u> 12/08</p>	<p>SS.6.C.1.Su.a Recognize a foundation of a democratic government developed in ancient Greece, such as civic participation or voting. <u>Date Adopted or Revised:</u> 12/08</p>	<p>SS.6.C.1.Pa.a Recognize that citizens vote for leaders. <u>Date Adopted or Revised:</u> 12/08</p>	<p>SS.6.C.1.In.b Identify foundations of a democratic government developed in the Roman Republic, such as separation of powers, representative government, and civic duty. <u>Date Adopted or Revised:</u> 12/08</p>	<p>SS.6.C.1.Su.b Recognize a foundation of a democratic government developed in the Roman Republic, such as representative government or civic duty. <u>Date Adopted or Revised:</u> 12/08</p>	<p>SS.6.C.1.Pa.b Recognize that citizens must obey the law. <u>Date Adopted or Revised:</u> 12/08</p>
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<p>Standard 2: Evaluate the roles, rights, and responsibilities of United States citizens, and determine methods of active participation in society, government, and the political system.</p>												

BENCHMARK CODE	BENCHMARK												
SS.6.C.2.1	<p>Identify principles (civic participation, role of government) from ancient Greek and Roman civilizations which are reflected in the American political process today, and discuss their effect on the American political process.</p> <p style="text-align: center;"><b>Access Point for Students with Significant Cognitive Disabilities</b></p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 33%; text-align: center;"><i><b>Independent</b></i></th> <th style="width: 33%; text-align: center;"><i><b>Supported</b></i></th> <th style="width: 33%; text-align: center;"><i><b>Participatory</b></i></th> </tr> </thead> <tbody> <tr> <td style="vertical-align: top;">                     SS.6.C.2.In.a                      Identify a characteristic of ancient Greek and Roman civilizations that is part of the United States government today, such as citizen participation in government.  <u>Date Adopted or Revised:</u>                      12/08                 </td> <td style="vertical-align: top;">                     SS.6.C.2.Su.a                      Recognize a characteristic of ancient civilizations that is part of the United States government today, such as citizen participation in government.  <u>Date Adopted or Revised:</u>                      12/08                 </td> <td style="vertical-align: top;">                     SS.6.C.2.Pa.a                      Recognize that citizens participate in government.  <u>Date Adopted or Revised:</u>                      12/08                 </td> </tr> </tbody> </table> <p style="text-align: center; font-size: 1.2em; font-weight: bold;">GRADE: 7</p> <p><b>Strand: GEOGRAPHY</b></p> <p>Standard 1: Understand how to use maps and other geographic representations, tools, and technology to report information.</p>	<i><b>Independent</b></i>	<i><b>Supported</b></i>	<i><b>Participatory</b></i>	SS.6.C.2.In.a Identify a characteristic of ancient Greek and Roman civilizations that is part of the United States government today, such as citizen participation in government. <u>Date Adopted or Revised:</u> 12/08	SS.6.C.2.Su.a Recognize a characteristic of ancient civilizations that is part of the United States government today, such as citizen participation in government. <u>Date Adopted or Revised:</u> 12/08	SS.6.C.2.Pa.a Recognize that citizens participate in government. <u>Date Adopted or Revised:</u> 12/08						
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BENCHMARK CODE	BENCHMARK												
SS.7.G.1.1	Locate the fifty states and their capital cities in addition to the nation's capital on a map.												
SS.7.G.1.2	Locate on a world map the territories and protectorates of the United States of America.  <i>Remarks/Examples:</i> Examples are American Samoa, Guam, Puerto Rico, U.S. Virgin Islands.												
SS.7.G.1.3	Interpret maps to identify geopolitical divisions and boundaries of places in North America.  <p style="text-align: center;"><b>Access Point for Students with Significant Cognitive Disabilities</b></p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 33%; text-align: center;"><i><b>Independent</b></i></th> <th style="width: 33%; text-align: center;"><i><b>Supported</b></i></th> <th style="width: 33%; text-align: center;"><i><b>Participatory</b></i></th> </tr> </thead> <tbody> <tr> <td style="vertical-align: top;">                     SS.7.G.1.In.a                      Locate selected states, capitals, and the nation's capital on a map.  <u>Date Adopted or Revised:</u>                      12/08                 </td> <td style="vertical-align: top;">                     SS.7.G.1.Su.a                      Locate selected states and their capitals on a map.  <u>Date Adopted or Revised:</u>                      12/08                 </td> <td style="vertical-align: top;">                     SS.7.G.1.Pa.a                      Locate the United States on a map.  <u>Date Adopted or Revised:</u>                      12/08                 </td> </tr> <tr> <td style="vertical-align: top;">                     SS.7.G.1.In.b                      Locate on a world map selected United States territories, such as Guam, U.S. Virgin Islands, and Puerto Rico.  <u>Date Adopted or Revised:</u>                      12/08                 </td> <td style="vertical-align: top;">                     SS.7.G.1.Su.b                      Locate on a world map a United States territory, such as Guam, U.S. Virgin Islands, or Puerto Rico.  <u>Date Adopted or Revised:</u>                      12/08                 </td> <td style="vertical-align: top;">                     SS.7.G.1.Pa.b                      Locate the United States on a map.  <u>Date Adopted or Revised:</u>                      12/08                 </td> </tr> <tr> <td style="vertical-align: top;">                     SS.7.G.1.In.c                      Identify the divisions and boundaries of places in North America, including the United States, Canada, Mexico, and Central America.  <u>Date Adopted or Revised:</u> </td> <td style="vertical-align: top;">                     SS.7.G.1.Su.c                      Identify the boundaries of United States, Canada, and Mexico on a map.  <u>Date Adopted or Revised:</u>                      12/08                 </td> <td style="vertical-align: top;">                     SS.7.G.1.Pa.c                      Locate the United States on a map.  <u>Date Adopted or Revised:</u>                      12/08                 </td> </tr> </tbody> </table>	<i><b>Independent</b></i>	<i><b>Supported</b></i>	<i><b>Participatory</b></i>	SS.7.G.1.In.a Locate selected states, capitals, and the nation's capital on a map. <u>Date Adopted or Revised:</u> 12/08	SS.7.G.1.Su.a Locate selected states and their capitals on a map. <u>Date Adopted or Revised:</u> 12/08	SS.7.G.1.Pa.a Locate the United States on a map. <u>Date Adopted or Revised:</u> 12/08	SS.7.G.1.In.b Locate on a world map selected United States territories, such as Guam, U.S. Virgin Islands, and Puerto Rico. <u>Date Adopted or Revised:</u> 12/08	SS.7.G.1.Su.b Locate on a world map a United States territory, such as Guam, U.S. Virgin Islands, or Puerto Rico. <u>Date Adopted or Revised:</u> 12/08	SS.7.G.1.Pa.b Locate the United States on a map. <u>Date Adopted or Revised:</u> 12/08	SS.7.G.1.In.c Identify the divisions and boundaries of places in North America, including the United States, Canada, Mexico, and Central America. <u>Date Adopted or Revised:</u>	SS.7.G.1.Su.c Identify the boundaries of United States, Canada, and Mexico on a map. <u>Date Adopted or Revised:</u> 12/08	SS.7.G.1.Pa.c Locate the United States on a map. <u>Date Adopted or Revised:</u> 12/08
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	12/08		
Standard 2: Understand physical and cultural characteristics of places.			
<b>BENCHMARK CODE</b>		<b>BENCHMARK</b>	
SS.7.G.2.1	Locate major cultural landmarks that are emblematic of the United States.  <i>Remarks/Examples:</i> Examples are Statue of Liberty, White House, Mount Rushmore, Capitol, Empire State Building, Gateway Arch, Independence Hall, Alamo, Hoover Dam.		
SS.7.G.2.2	Locate major physical landmarks that are emblematic of the United States.  <i>Remarks/Examples:</i> Examples are Grand Canyon, Mt. Denali, Everglades, Great Salt Lake, Mississippi River, Great Plains.		
SS.7.G.2.3	Explain how major physical characteristics, natural resources, climate, and absolute and relative location have influenced settlement, economies, and inter-governmental relations in North America.		
SS.7.G.2.4	Describe current major cultural regions of North America.  <i>Remarks/Examples:</i> Examples are the South, Rust-belt, Silicon Valley.		
<b>Access Point for Students with Significant Cognitive Disabilities</b>			
<b>Independent</b>		<b>Supported</b>	
SS.7.G.2.In.a	Recognize major cultural landmarks that are emblematic of the United States, such as the Statue of Liberty, White House, and Mount Rushmore. <u>Date Adopted or Revised:</u> 12/08	SS.7.G.2.Su.a	Recognize a major cultural landmark that is emblematic of the United States, such as the Statue of Liberty or the White House. <u>Date Adopted or Revised:</u> 12/08
SS.7.G.2.In.b	Locate selected major physical landmarks that are emblematic of the United States, such as the Grand Canyon, Everglades, Great Salt Lake, and Great Plains. <u>Date Adopted or Revised:</u> 12/08	SS.7.G.2.Su.b	Locate a major physical landmark that is emblematic of the United States, such as the Grand Canyon, Everglades, Great Salt Lake, or Great Plains. <u>Date Adopted or Revised:</u> 12/08
SS.7.G.2.In.c	Identify how major physical characteristics, climate, and location have influenced settlement and the economy in the United States. <u>Date Adopted or Revised:</u> 12/08	SS.7.G.2.Su.c	Recognize major physical characteristics, climate, and location that have influenced settlement and the economy in the United States. <u>Date Adopted or Revised:</u> 12/08
SS.7.G.2.In.d	Recognize major cultural regions of the United States, such as the	SS.7.G.2.Su.d	Recognize a major cultural region of the United States, such as the South.
		SS.7.G.2.Pa.a	Associate a major cultural landmark with the United States, such as the Statue of Liberty. <u>Date Adopted or Revised:</u> 12/08
		SS.7.G.2.Pa.b	Associate a major physical landmark with the United States, such as the Grand Canyon. <u>Date Adopted or Revised:</u> 12/08
		SS.7.G.2.Pa.c	Recognize how a physical characteristic of a location affects people. <u>Date Adopted or Revised:</u> 12/08
		SS.7.G.2.Pa.d	Recognize a characteristic of culture in North America. <u>Date Adopted or Revised:</u> 12/08

	South, West Coast, and Midwest. <u>Date Adopted or Revised:</u> 12/08	<u>Date Adopted or Revised:</u> 12/08	
Standard 3: Understand the relationships between the Earth's ecosystems and the populations that dwell within them.			
<b>BENCHMARK CODE</b>		<b>BENCHMARK</b>	
SS.7.G.3.1	Use maps to describe the location, abundance, and variety of natural resources in North America.		
<b>Access Point for Students with Significant Cognitive Disabilities</b>			
	<b>Independent</b> SS.7.G.3.In.a Use maps to identify natural resources in North America. <u>Date Adopted or Revised:</u> 12/08	<b>Supported</b> SS.7.G.3.Su.a Use maps to recognize natural resources in North America. <u>Date Adopted or Revised:</u> 12/08	<b>Participatory</b> SS.7.G.3.Pa.a Use a pictorial map to recognize a natural resource. <u>Date Adopted or Revised:</u> 12/08
Standard 4: Understand the characteristics, distribution, and migration of human populations.			
<b>BENCHMARK CODE</b>		<b>BENCHMARK</b>	
SS.7.G.4.1	Use geographic terms and tools to explain cultural diffusion 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.		
<b>Access Point for Students with Significant Cognitive Disabilities</b>			
	<b>Independent</b> SS.7.G.4.In.a Use geographic terms and tools to identify different cultures in North America. <u>Date Adopted or Revised:</u> 12/08	<b>Supported</b> SS.7.G.4.Su.a Use geographic tools to recognize a different culture in North America. <u>Date Adopted or Revised:</u> 12/08	<b>Participatory</b> SS.7.G.4.Pa.a Use a geographic tool to recognize a characteristic of culture in North America. <u>Date Adopted or Revised:</u> 12/08
	SS.7.G.4.In.b Use maps and other geographic tools to identify different population groups of the United States. <u>Date Adopted or Revised:</u> 12/08	SS.7.G.4.Su.b Use maps and other geographic tools to recognize a population group of the United States. <u>Date Adopted or Revised:</u> 12/08	SS.7.G.4.Pa.b Use a geographic tool to recognize a characteristic of culture in North America. <u>Date Adopted or Revised:</u> 12/08
Standard 5: Understand how human actions can impact the environment.			
<b>BENCHMARK CODE</b>		<b>BENCHMARK</b>	

<p>SS.7.G.5.1</p>	<p>Use a choropleth or other map to geographically represent current information about issues of conservation or ecology in the local community.</p> <p><i>Remarks/Examples:</i> Examples are tri-county mangrove decimation, beach erosion.</p> <p style="text-align: center;"><b>Access Point for Students with Significant Cognitive Disabilities</b></p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 33%; text-align: center;"><b>Independent</b></th> <th style="width: 33%; text-align: center;"><b>Supported</b></th> <th style="width: 33%; text-align: center;"><b>Participatory</b></th> </tr> </thead> <tbody> <tr> <td style="vertical-align: top;"> <p>SS.7.G.5.In.a</p> <p style="text-align: center;">Use a map to display information about issues of conservation or ecology in the local community.</p> <p><u>Date Adopted or Revised:</u> 12/08</p> </td> <td style="vertical-align: top;"> <p>SS.7.G.5.Su.a</p> <p style="text-align: center;">Use a map to display information about an issue of conservation or ecology in the local community.</p> <p><u>Date Adopted or Revised:</u> 12/08</p> </td> <td style="vertical-align: top;"> <p>SS.7.G.5.Pa.a</p> <p style="text-align: center;">Use a map to display information about the local environment.</p> <p><u>Date Adopted or Revised:</u> 12/08</p> </td> </tr> </tbody> </table> <p>Standard 6: Understand how to apply geography to interpret the past and present and plan for the future.</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 40%; text-align: left;"><b>BENCHMARK CODE</b></th> <th style="width: 60%; text-align: left;"><b>BENCHMARK</b></th> </tr> </thead> <tbody> <tr> <td> </td> <td> </td> </tr> </tbody> </table>	<b>Independent</b>	<b>Supported</b>	<b>Participatory</b>	<p>SS.7.G.5.In.a</p> <p style="text-align: center;">Use a map to display information about issues of conservation or ecology in the local community.</p> <p><u>Date Adopted or Revised:</u> 12/08</p>	<p>SS.7.G.5.Su.a</p> <p style="text-align: center;">Use a map to display information about an issue of conservation or ecology in the local community.</p> <p><u>Date Adopted or Revised:</u> 12/08</p>	<p>SS.7.G.5.Pa.a</p> <p style="text-align: center;">Use a map to display information about the local environment.</p> <p><u>Date Adopted or Revised:</u> 12/08</p>	<b>BENCHMARK CODE</b>	<b>BENCHMARK</b>		
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<p>SS.7.G.5.In.a</p> <p style="text-align: center;">Use a map to display information about issues of conservation or ecology in the local community.</p> <p><u>Date Adopted or Revised:</u> 12/08</p>	<p>SS.7.G.5.Su.a</p> <p style="text-align: center;">Use a map to display information about an issue of conservation or ecology in the local community.</p> <p><u>Date Adopted or Revised:</u> 12/08</p>	<p>SS.7.G.5.Pa.a</p> <p style="text-align: center;">Use a map to display information about the local environment.</p> <p><u>Date Adopted or Revised:</u> 12/08</p>									
<b>BENCHMARK CODE</b>	<b>BENCHMARK</b>										
<p>SS.7.G.6.1</p>	<p>Use Geographic Information Systems (GIS) or other technology to view maps of current information about the United States.</p> <p><i>Remarks/Examples:</i> Examples are population density, changes in census data, and district reapportionment over time.</p> <p style="text-align: center;"><b>Access Point for Students with Significant Cognitive Disabilities</b></p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 33%; text-align: center;"><b>Independent</b></th> <th style="width: 33%; text-align: center;"><b>Supported</b></th> <th style="width: 33%; text-align: center;"><b>Participatory</b></th> </tr> </thead> <tbody> <tr> <td style="vertical-align: top;"> <p>SS.7.G.6.In.a</p> <p style="text-align: center;">Use a form of technology to locate and view maps with current information about the United States, such as population density.</p> <p><u>Date Adopted or Revised:</u> 12/08</p> </td> <td style="vertical-align: top;"> <p>SS.7.G.6.Su.a</p> <p style="text-align: center;">Use a form of technology to view maps with current information about a region of the United States, such as population maps.</p> <p><u>Date Adopted or Revised:</u> 12/08</p> </td> <td style="vertical-align: top;"> <p>SS.7.G.6.Pa.a</p> <p style="text-align: center;">Use technology to view information about the United States.</p> <p><u>Date Adopted or Revised:</u> 12/08</p> </td> </tr> </tbody> </table> <p><b>Strand: ECONOMICS</b></p> <p>Standard 1: Understand the fundamental concepts relevant to the development of a market economy.</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 40%; text-align: left;"><b>BENCHMARK CODE</b></th> <th style="width: 60%; text-align: left;"><b>BENCHMARK</b></th> </tr> </thead> <tbody> <tr> <td> </td> <td> </td> </tr> </tbody> </table>	<b>Independent</b>	<b>Supported</b>	<b>Participatory</b>	<p>SS.7.G.6.In.a</p> <p style="text-align: center;">Use a form of technology to locate and view maps with current information about the United States, such as population density.</p> <p><u>Date Adopted or Revised:</u> 12/08</p>	<p>SS.7.G.6.Su.a</p> <p style="text-align: center;">Use a form of technology to view maps with current information about a region of the United States, such as population maps.</p> <p><u>Date Adopted or Revised:</u> 12/08</p>	<p>SS.7.G.6.Pa.a</p> <p style="text-align: center;">Use technology to view information about the United States.</p> <p><u>Date Adopted or Revised:</u> 12/08</p>	<b>BENCHMARK CODE</b>	<b>BENCHMARK</b>		
<b>Independent</b>	<b>Supported</b>	<b>Participatory</b>									
<p>SS.7.G.6.In.a</p> <p style="text-align: center;">Use a form of technology to locate and view maps with current information about the United States, such as population density.</p> <p><u>Date Adopted or Revised:</u> 12/08</p>	<p>SS.7.G.6.Su.a</p> <p style="text-align: center;">Use a form of technology to view maps with current information about a region of the United States, such as population maps.</p> <p><u>Date Adopted or Revised:</u> 12/08</p>	<p>SS.7.G.6.Pa.a</p> <p style="text-align: center;">Use technology to view information about the United States.</p> <p><u>Date Adopted or Revised:</u> 12/08</p>									
<b>BENCHMARK CODE</b>	<b>BENCHMARK</b>										
<p>SS.7.E.1.1</p>	<p>Explain how the principles of a market and mixed economy helped to develop the United States into a democratic nation.</p>										
<p>SS.7.E.1.2</p>	<p>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.</p>										
<p>SS.7.E.1.3</p>	<p>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.</p>										
<p>SS.7.E.1.4</p>	<p>Discuss the function of financial institutions in the development of a market economy.</p>										
<p>SS.7.E.1.5</p>	<p>Assess how profits, incentives, and competition motivate individuals, households, and businesses in a free market economy.</p>										
<p>SS.7.E.1.6</p>	<p> </p>										

Compare the national budget process to the personal budget process.

Remarks/Examples:

Prepare an individual budget which includes housing, food, leisure, communication, and miscellaneous categories and compare that to federal government budget allocations.

**Access Point for Students with Significant Cognitive Disabilities**

<b>Independent</b>	<b>Supported</b>	<b>Participatory</b>
SS.7.E.1.In.a Identify major characteristics of market (buyers/sellers) and mixed (buyers/sellers and government-controlled) economies. <u>Date Adopted or Revised:</u> 12/08	SS.7.E.1.Su.a Recognize characteristics of a market (buyers/sellers) economy. <u>Date Adopted or Revised:</u> 12/08	SS.7.E.1.Pa.a Recognize people use money to purchase goods and services. <u>Date Adopted or Revised:</u> 12/08
SS.7.E.1.In.b Identify differences in borrowing and lending money, including the use of credit. <u>Date Adopted or Revised:</u> 12/08	SS.7.E.1.Su.b Recognize differences in borrowing and lending money. <u>Date Adopted or Revised:</u> 12/08	SS.7.E.1.Pa.b Recognize the difference between a loan and a gift. <u>Date Adopted or Revised:</u> 12/08
SS.7.E.1.In.c Identify common examples of the concepts of supply and demand, choice, scarcity, and opportunity cost. <u>Date Adopted or Revised:</u> 12/08	SS.7.E.1.Su.c Recognize common examples of the concepts of supply and demand, choice, and scarcity. <u>Date Adopted or Revised:</u> 12/08	SS.7.E.1.Pa.c Recognize an example of choice and scarcity. <u>Date Adopted or Revised:</u> 12/08
SS.7.E.1.In.d Identify different kinds of accounts and services provided by banks or other financial institutions. <u>Date Adopted or Revised:</u> 12/08	SS.7.E.1.Su.d Recognize common accounts provided by banks or other financial institutions. <u>Date Adopted or Revised:</u> 12/08	SS.7.E.1.Pa.d Recognize that a bank is a place to save money. <u>Date Adopted or Revised:</u> 12/08
SS.7.E.1.In.e Identify that profit and incentives motivate people and businesses to work harder. <u>Date Adopted or Revised:</u> 12/08	SS.7.E.1.Su.e Recognize that incentives motivate people to work. <u>Date Adopted or Revised:</u> 12/08	SS.7.E.1.Pa.e Recognize an incentive for completing work. <u>Date Adopted or Revised:</u> 12/08
SS.7.E.1.In.f Identify an individual budget and how personal needs are used to develop it. <u>Date Adopted or Revised:</u> 12/08	SS.7.E.1.Su.f Recognize the parts of a budget and how personal needs are used to develop it. <u>Date Adopted or Revised:</u> 12/08	SS.7.E.1.Pa.f Recognize a plan (budget) to use resources, such as time, money, or materials. <u>Date Adopted or Revised:</u> 12/08

Standard 2: Understand the fundamental concepts relevant to the institutions, structure, and functions of a national economy.		
<b>BENCHMARK CODE</b>	<b>BENCHMARK</b>	
SS.7.E.2.1	Explain how federal, state, and local taxes support the economy as a function of the United States government.	
SS.7.E.2.2	Describe the banking system in the United States and its impact on the money supply.  <i>Remarks/Examples:</i> Examples are the Federal Reserve System and privately owned banks.	
SS.7.E.2.3	Identify and describe United States laws and regulations adopted to promote economic competition.	
SS.7.E.2.4	Identify entrepreneurs from various gender, social, and ethnic backgrounds who started a business seeking to make a profit.	
SS.7.E.2.5	Explain how economic institutions impact the national economy.  <i>Remarks/Examples:</i> Examples are the stock market, banks, credit unions.	
<b>Access Point for Students with Significant Cognitive Disabilities</b>		
<b>Independent</b>	<b>Supported</b>	
<b>Participatory</b>		
SS.7.E.2.In.a Identify how federal and local taxes are used by the government. <u>Date Adopted or Revised:</u> 12/08	SS.7.E.2.Su.a Recognize how taxes are used by the government. <u>Date Adopted or Revised:</u> 12/08	SS.7.E.2.Pa.a Recognize that taxes pay for services. <u>Date Adopted or Revised:</u> 12/08
SS.7.E.2.In.b Identify that the banking system in the United States controls the money supply and interest rates. <u>Date Adopted or Revised:</u> 12/08	SS.7.E.2.Su.b Recognize that the banking system in the United States controls money. <u>Date Adopted or Revised:</u> 12/08	SS.7.E.2.Pa.b Associate banks with money. <u>Date Adopted or Revised:</u> 12/08
SS.7.E.2.In.c Identify that there are laws that affect the economy, such as anti-monopoly or patent laws. <u>Date Adopted or Revised:</u> 12/08	SS.7.E.2.Su.c Recognize that there are laws that affect the economy, such as patent laws. <u>Date Adopted or Revised:</u> 12/08	SS.7.E.2.Pa.c Recognize that businesses must follow rules. <u>Date Adopted or Revised:</u> 12/08
SS.7.E.2.In.d Identify people from diverse backgrounds who have created successful businesses. <u>Date Adopted or Revised:</u> 12/08	SS.7.E.2.Su.d Recognize people from diverse backgrounds who have created successful businesses. <u>Date Adopted or Revised:</u> 12/08	SS.7.E.2.Pa.d Recognize that people create businesses. <u>Date Adopted or Revised:</u> 12/08
SS.7.E.2.In.e Identify an impact that financial institutions have on the national economy, such as the stock market, banks, and	SS.7.E.2.Su.e Recognize that financial institutions impact the national economy, such as banks and credit unions. <u>Date Adopted or Revised:</u> 12/08	SS.7.E.2.Pa.e Associate banks with money. <u>Date Adopted or Revised:</u> 12/08

	credit unions. <u>Date Adopted or Revised:</u> 12/08		
Standard 3: Understand the fundamental concepts and interrelationships of the United States economy in the international marketplace.			
<b>BENCHMARK CODE</b>		<b>BENCHMARK</b>	
SS.7.E.3.1	Explain how international trade requires a system for exchanging currency between and among nations.		
SS.7.E.3.2	Assess how the changing value of currency affects trade of goods and services between nations.		
SS.7.E.3.3	Compare and contrast a single resource economy with a diversified economy.		
SS.7.E.3.4	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.		
<b>Access Point for Students with Significant Cognitive Disabilities</b>			
	<b>Independent</b>	<b>Supported</b>	<b>Participatory</b>
	SS.7.E.3.In.a Recognize that currencies from different countries can be exchanged for trade. <u>Date Adopted or Revised:</u> 12/08	SS.7.E.3.Su.a Recognize that countries use different types of currency for trade. <u>Date Adopted or Revised:</u> 12/08	SS.7.E.3.Pa.a Recognize coins or bills from the United States. <u>Date Adopted or Revised:</u> 12/08
	SS.7.E.3.In.b Recognize that currencies from different countries can be exchanged for trade. <u>Date Adopted or Revised:</u> 12/08	SS.7.E.3.Su.b Recognize that countries use different types of currency for trade. <u>Date Adopted or Revised:</u> 12/08	SS.7.E.3.Pa.b Recognize coins or bills from the United States. <u>Date Adopted or Revised:</u> 12/08
	SS.7.E.3.In.c Identify differences between a single resource economy and a diversified economy. <u>Date Adopted or Revised:</u> 12/08	SS.7.E.3.Su.c Recognize a difference between a single resource economy and a diversified economy. <u>Date Adopted or Revised:</u> 12/08	SS.7.E.3.Pa.c Recognize a product of an economy. <u>Date Adopted or Revised:</u> 12/08
	SS.7.E.3.In.d Identify characteristics of the standard of living in the United States and other countries. <u>Date Adopted or Revised:</u> 12/08	SS.7.E.3.Su.d Recognize characteristics of the standard of living in the United States. <u>Date Adopted or Revised:</u> 12/08	SS.7.E.3.Pa.d Recognize that some people have more than others. <u>Date Adopted or Revised:</u> 12/08
<b>Strand: CIVICS AND GOVERNMENT</b>			

Standard 1: Demonstrate an understanding of the origins and purposes of government, law, and the American political system.		
BENCHMARK CODE	BENCHMARK	
SS.7.C.1.1	Recognize how Enlightenment ideas including Montesquieu's view of separation of power and John Locke's theories related to natural law and how Locke's social contract influenced the Founding Fathers.	
SS.7.C.1.2	Trace the impact that the Magna Carta, English Bill of Rights, Mayflower Compact, and Thomas Paine's "Common Sense" had on colonists' views of government.	
SS.7.C.1.3	Describe how English policies and responses to colonial concerns led to the writing of the Declaration of Independence.	
SS.7.C.1.4	Analyze the ideas (natural rights, role of the government) and complaints set forth in the Declaration of Independence.	
SS.7.C.1.5	Identify how the weaknesses of the Articles of Confederation led to the writing of the Constitution.	
SS.7.C.1.6	Interpret the intentions of the Preamble of the Constitution.	
SS.7.C.1.7	Describe how the Constitution limits the powers of government through separation of powers and checks and balances.	
SS.7.C.1.8	Explain the viewpoints of the Federalists and the Anti-Federalists regarding the ratification of the Constitution and inclusion of a bill of rights.	
SS.7.C.1.9	Define the rule of law and recognize its influence on the development of the American legal, political, and governmental systems.	
<b>Access Point for Students with Significant Cognitive Disabilities</b>		
<b>Independent</b>	<b>Supported</b>	
<b>Participatory</b>		
SS.7.C.1.In.a Recognize that ideas of separation of powers and natural rights influenced the authors of the United States Constitution. <u>Date Adopted or Revised:</u> 12/08	SS.7.C.1.Su.a Recognize the United States Constitution was based on ideas from the past. <u>Date Adopted or Revised:</u> 12/08	SS.7.C.1.Pa.a Recognize that ideas of people influence others. <u>Date Adopted or Revised:</u> 12/08
SS.7.C.1.In.b Recognize influences on the colonists' view of government, such as the Magna Carta, the Mayflower Compact, and Thomas Paine's "Common Sense." <u>Date Adopted or Revised:</u> 12/08	SS.7.C.1.Su.b Recognize an influence on the colonists' view of government, such as the Mayflower Compact. <u>Date Adopted or Revised:</u> 12/08	SS.7.C.1.Pa.b Recognize that ideas of people influence others. <u>Date Adopted or Revised:</u> 12/08
SS.7.C.1.In.c Identify concerns of the American colonists that led to the writing of the Declaration of Independence, such as taxation and laws of England. <u>Date Adopted or Revised:</u> 12/08	SS.7.C.1.Su.c Recognize that American colonists were unhappy with the way England was treating them and this led to the writing of the Declaration of Independence. <u>Date Adopted or Revised:</u> 12/08	SS.7.C.1.Pa.c Recognize people in the American colonies were unhappy with the way England was treating them. <u>Date Adopted or Revised:</u> 12/08
SS.7.C.1.In.d Identify complaints described in the Declaration of Independence, such as stationing soldiers in people's homes, taxes, and	SS.7.C.1.Su.d Recognize a complaint described in the Declaration of Independence, such as stationing soldiers in people's homes, taxes, or cutting off trade with other countries. <u>Date Adopted or Revised:</u> 12/08	SS.7.C.1.Pa.d Recognize people in the American colonies were unhappy with the way England was treating them. <u>Date Adopted or Revised:</u> 12/08
		SS.7.C.1.Pa.e Recognize that government can be

<p>cutting off trade with other countries. <u>Date Adopted or Revised:</u> 12/08</p>	<p>SS.7.C.1.Su.e Recognize that the Articles of Confederation had weaknesses and the Constitution replaced it. <u>Date Adopted or Revised:</u> 12/08</p>	<p>changed. <u>Date Adopted or Revised:</u> 12/08</p>
<p>SS.7.C.1.In.e Identify a weakness of the Articles of Confederation that led to the writing of the Constitution, such as no president, a weak central government, and each state had its own money system. <u>Date Adopted or Revised:</u> 12/08</p>	<p>SS.7.C.1.Su.f Recognize that the Preamble of the United States Constitution states the reasons the government was created. <u>Date Adopted or Revised:</u> 12/08</p>	<p>SS.7.C.1.Pa.f Recognize a reason for government. <u>Date Adopted or Revised:</u> 12/08</p>
<p>SS.7.C.1.In.f Identify the reasons for establishing a government listed in the Preamble of the United States Constitution. <u>Date Adopted or Revised:</u> 12/08</p>	<p>SS.7.C.1.Su.g Recognize the powers of the branches of government of the United States. <u>Date Adopted or Revised:</u> 12/08</p>	<p>SS.7.C.1.Pa.g Recognize that the government has different parts. <u>Date Adopted or Revised:</u> 12/08</p>
<p>SS.7.C.1.In.g Identify examples of separation of powers in the Constitution, such as the three branches of government. <u>Date Adopted or Revised:</u> 12/08</p>	<p>SS.7.C.1.Su.h Recognize a reason for inclusion of a bill of rights in the Constitution, such as the Bill of Rights is for all states. <u>Date Adopted or Revised:</u> 12/08</p>	<p>SS.7.C.1.Pa.h Recognize that both individuals and groups have rights. <u>Date Adopted or Revised:</u> 12/08</p>
<p>SS.7.C.1.In.h Identify an argument for and against the inclusion of a bill of rights in the Constitution. <u>Date Adopted or Revised:</u> 12/08</p>	<p>SS.7.C.1.Su.i Recognize that people must follow the laws of American government. <u>Date Adopted or Revised:</u> 12/08</p>	<p>SS.7.C.1.Pa.i Recognize that people must follow laws of government. <u>Date Adopted or Revised:</u> 12/08</p>
<p>SS.7.C.1.In.i Identify how the rule of law is used in American government, such as people must follow the laws of the government. <u>Date Adopted or Revised:</u> 12/08</p>		

Standard 2: Evaluate the roles, rights, and responsibilities of United States citizens, and determine methods of active participation in society, government, and the political system.

**BENCHMARK CODE**

**BENCHMARK**

SS.7.C.2.1	Define the term "citizen," and identify legal means of becoming a United States citizen.	
SS.7.C.2.10	Examine the impact of media, individuals, and interest groups on monitoring and influencing government.	
SS.7.C.2.11	Analyze media and political communications (bias, symbolism, propaganda).	
SS.7.C.2.12	Develop a plan to resolve a state or local problem by researching public policy alternatives, identifying appropriate government agencies to address the issue, and determining a course of action.	
SS.7.C.2.13	Examine multiple perspectives on public and current issues.	
SS.7.C.2.14	Conduct a service project to further the public good.  <i>Remarks/Examples:</i> The project can be at the school, community, state, national, or international level.	
SS.7.C.2.2	Evaluate the obligations citizens have to obey laws, pay taxes, defend the nation, and serve on juries.	
SS.7.C.2.3	Experience the responsibilities of citizens at the local, state, or federal levels.  <i>Remarks/Examples:</i> Examples are registering or pre-registering to vote, volunteering, communicating with government officials, informing others about current issues, participating in a political campaign/mock election.	
SS.7.C.2.4	Evaluate rights contained in the Bill of Rights and other amendments to the Constitution.	
SS.7.C.2.5	Distinguish how the Constitution safeguards and limits individual rights.	
SS.7.C.2.6	Simulate the trial process and the role of juries in the administration of justice.	
SS.7.C.2.7	Conduct a mock election to demonstrate the voting process and its impact on a school, community, or local level.	
SS.7.C.2.8	Identify America's current political parties, and illustrate their ideas about government.	
SS.7.C.2.9	Evaluate candidates for political office by analyzing their qualifications, experience, issue-based platforms, debates, and political ads.	
<b>Access Point for Students with Significant Cognitive Disabilities</b>		
<b>Independent</b>	<b>Supported</b>	
<b>Participatory</b>		
SS.7.C.2.In.a Identify that a citizen is a legal resident of a country and recognize that people become citizens by birth or naturalization. <u>Date Adopted or Revised:</u> 12/08	SS.7.C.2.Su.a Recognize that a citizen is a legal resident of a country. <u>Date Adopted or Revised:</u> 12/08	SS.7.C.2.Pa.a Recognize a person who is an American citizen. <u>Date Adopted or Revised:</u> 12/08
SS.7.C.2.In.j Identify how the media and people influence government. <u>Date Adopted or Revised:</u> 12/08	SS.7.C.2.Su.j Recognize that the media and people can influence government. <u>Date Adopted or Revised:</u> 12/08	SS.7.C.2.Pa.j Recognize that the media influences people. <u>Date Adopted or Revised:</u> 12/08
SS.7.C.2.In.k Identify how the media and people influence government. <u>Date Adopted or Revised:</u> 12/08	SS.7.C.2.Su.k Recognize that the media and people can influence government. <u>Date Adopted or Revised:</u> 12/08	SS.7.C.2.Pa.k Recognize that the media influences people. <u>Date Adopted or Revised:</u> 12/08
SS.7.C.2.In.l Recognize a problem in the local community and the appropriate governmental agency to respond to that problem. <u>Date Adopted or Revised:</u>	SS.7.C.2.Su.l Recognize a problem in the local community and an authority to respond to that problem. <u>Date Adopted or Revised:</u> 12/08	SS.7.C.2.Pa.l Recognize an authority to respond to a problem. <u>Date Adopted or Revised:</u> 12/08
		SS.7.C.2.Pa.m Recognize a point of view on current

12/08	SS.7.C.2.Su.m Recognize different perspectives on current issues. <u>Date Adopted or Revised:</u> 12/08	issues. <u>Date Adopted or Revised:</u> 12/08
SS.7.C.2.In.m Identify different perspectives on current issues. <u>Date Adopted or Revised:</u> 12/08	SS.7.C.2.Su.n Assist with a service project to further the public good, such as at school, community, or state levels. <u>Date Adopted or Revised:</u> 12/08	SS.7.C.2.Pa.n Participate in a service project to further the public good, such as at school, community, or state levels. <u>Date Adopted or Revised:</u> 12/08
SS.7.C.2.In.n Engage in a service project to further the public good, such as at school, community, or state levels. <u>Date Adopted or Revised:</u> 12/08	SS.7.C.2.Su.b Recognize obligations of citizens, such as obeying laws, paying taxes, and serving on juries. <u>Date Adopted or Revised:</u> 12/08	SS.7.C.2.Pa.b Recognize an obligation of citizens, such as obeying laws. <u>Date Adopted or Revised:</u> 12/08
SS.7.C.2.In.b Identify obligations of citizens, such as obeying laws, paying taxes, and serving on juries. <u>Date Adopted or Revised:</u> 12/08	SS.7.C.2.Su.c Identify the responsibilities of a good citizen, such as voting and keeping informed about current issues. <u>Date Adopted or Revised:</u> 12/08	SS.7.C.2.Pa.c Recognize a responsibility of a good citizen, such as voting. <u>Date Adopted or Revised:</u> 12/08
SS.7.C.2.In.c Describe the responsibilities of a good citizen, such as registering and voting and keeping informed about current issues. <u>Date Adopted or Revised:</u> 12/08	SS.7.C.2.Su.d Recognize the rights of individuals in the Bill of Rights. <u>Date Adopted or Revised:</u> 12/08	SS.7.C.2.Pa.d Recognize a right of citizens guaranteed by law. <u>Date Adopted or Revised:</u> 12/08
SS.7.C.2.In.d Identify the rights of individuals in the Bill of Rights and other amendments to the Constitution. <u>Date Adopted or Revised:</u> 12/08	SS.7.C.2.Su.e Recognize the rights of individuals in the Bill of Rights. <u>Date Adopted or Revised:</u> 12/08	SS.7.C.2.Pa.e Recognize a right of citizens guaranteed by law. <u>Date Adopted or Revised:</u> 12/08
SS.7.C.2.In.e Identify the rights of individuals in the Bill of Rights and other amendments to the Constitution. <u>Date Adopted or Revised:</u> 12/08	SS.7.C.2.Su.f Recognize the purpose of the jury in a trial. <u>Date Adopted or Revised:</u> 12/08	SS.7.C.2.Pa.f Recognize a right of citizens guaranteed by law. <u>Date Adopted or Revised:</u> 12/08
SS.7.C.2.In.f Identify the purpose of a jury in a trial. <u>Date Adopted or Revised:</u> 12/08	SS.7.C.2.Su.g Identify how to vote for a leader in the school or community. <u>Date Adopted or Revised:</u> 12/08	SS.7.C.2.Pa.g Recognize that people can vote to select a leader in the school or community. <u>Date Adopted or Revised:</u> 12/08
SS.7.C.2.In.g	12/08	SS.7.C.2.Pa.h Recognize that

	<p>Describe the voting process for selecting leaders in the school or community. <u>Date Adopted or Revised:</u> 12/08</p> <p>SS.7.C.2.In.h Identify the current political parties in America. <u>Date Adopted or Revised:</u> 12/08</p> <p>SS.7.C.2.In.i Identify the qualifications of candidates for a political office. <u>Date Adopted or Revised:</u> 12/08</p>	<p>SS.7.C.2.Su.h Recognize the current political parties in America. <u>Date Adopted or Revised:</u> 12/08</p> <p>SS.7.C.2.Su.i Recognize that candidates run for a political office. <u>Date Adopted or Revised:</u> 12/08</p>	<p>there are political parties in America. <u>Date Adopted or Revised:</u> 12/08</p> <p>SS.7.C.2.Pa.i Recognize a political office. <u>Date Adopted or Revised:</u> 12/08</p>			
<p><b>Standard 3: Demonstrate an understanding of the principles, functions, and organization of government.</b></p>						
<table border="1" style="width:100%"> <tr> <th style="width:30%">BENCHMARK CODE</th> <th>BENCHMARK</th> </tr> </table>				BENCHMARK CODE	BENCHMARK	
BENCHMARK CODE	BENCHMARK					
SS.7.C.3.1	Compare different forms of government (direct democracy, representative democracy, socialism, communism, monarchy, oligarchy, autocracy).					
SS.7.C.3.10	Identify sources and types (civil, criminal, constitutional, military) of law.					
SS.7.C.3.11	Diagram the levels, functions, and powers of courts at the state and federal levels.					
SS.7.C.3.12	Analyze the significance and outcomes of landmark Supreme Court cases including, but not limited to, Marbury v. Madison, Plessy v. Ferguson, Brown v. Board of Education, Gideon v. Wainwright, Miranda v. Arizona, in re Gault, Tinker v. Des Moines, Hazelwood v. Kuhlmeier, United States v. Nixon, and Bush v. Gore.					
SS.7.C.3.13	Compare the constitutions of the United States and Florida.					
SS.7.C.3.14	Differentiate between local, state, and federal governments' obligations and services.					
SS.7.C.3.2	Compare parliamentary, federal, confederal, and unitary systems of government.					
SS.7.C.3.3	Illustrate the structure and function (three branches of government established in Articles I, II, and III with corresponding powers) of government in the United States as established in the Constitution.					
SS.7.C.3.4	Identify the relationship and division of powers between the federal government and state governments.					
SS.7.C.3.5	Explain the Constitutional amendment process.					
SS.7.C.3.6	Evaluate Constitutional rights and their impact on individuals and society.					
SS.7.C.3.7	Analyze the impact of the 13th, 14th, 15th, 19th, 24th, and 26th amendments on participation of minority groups in the American political process.					
SS.7.C.3.8	Analyze the structure, functions, and processes of the legislative, executive, and judicial branches.					
SS.7.C.3.9	Illustrate the law making process at the local, state, and federal levels.					
<p><b>Access Point for Students with Significant Cognitive Disabilities</b></p>						
<table border="1" style="width:100%"> <tr> <th style="width:33%">Independent</th> <th style="width:33%">Supported</th> <th style="width:33%">Participatory</th> </tr> </table>				Independent	Supported	Participatory
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<p>SS.7.C.3.In.a Identify characteristics of different forms of government, such as democracy, monarchy, and communism.</p>	<p>SS.7.C.3.Su.a Recognize different forms of government, such as democracy and communism. <u>Date Adopted or Revised:</u></p>		<p>SS.7.C.3.Pa.a Recognize that in a democracy, people vote to elect government leaders. <u>Date Adopted or Revised:</u></p>			

<p><u>Date Adopted or Revised:</u> 12/08</p> <p>SS.7.C.3.In.j Identify how government makes a law. <u>Date Adopted or Revised:</u> 12/08</p>	<p>12/08</p> <p>SS.7.C.3.Su.j Recognize how government makes a law. <u>Date Adopted or Revised:</u> 12/08</p>	<p>12/08</p> <p>SS.7.C.3.Pa.j Recognize that the government makes laws. <u>Date Adopted or Revised:</u> 12/08</p>
<p>SS.7.C.3.In.k Identify court systems, such as criminal and civil courts at different levels of government. <u>Date Adopted or Revised:</u> 12/08</p>	<p>SS.7.C.3.Su.k Recognize different court systems, such as criminal and civil courts. <u>Date Adopted or Revised:</u> 12/08</p>	<p>SS.7.C.3.Pa.k Recognize that courts settle conflicts. <u>Date Adopted or Revised:</u> 12/08</p>
<p>SS.7.C.3.In.l Identify the importance of landmark Supreme Court cases, such as Brown v. Board of Education and Miranda v. Arizona. <u>Date Adopted or Revised:</u> 12/08</p>	<p>SS.7.C.3.Su.l Recognize the importance of landmark Supreme Court cases, such as Brown v. Board of Education. <u>Date Adopted or Revised:</u> 12/08</p>	<p>SS.7.C.3.Pa.l Recognize that the Supreme Court recognizes that all citizens are equal. <u>Date Adopted or Revised:</u> 12/08</p>
<p>SS.7.C.3.In.m Describe the Constitution of the State of Florida. <u>Date Adopted or Revised:</u> 12/08</p>	<p>SS.7.C.3.Su.m Identify the Constitution of the State of Florida. <u>Date Adopted or Revised:</u> 12/08</p>	<p>SS.7.C.3.Pa.m Recognize that the State of Florida has laws. <u>Date Adopted or Revised:</u> 12/08</p>
<p>SS.7.C.3.In.n Identify obligations and services of local, state, and federal governments. <u>Date Adopted or Revised:</u> 12/08</p>	<p>SS.7.C.3.Su.n Recognize major obligations and services of local, state, and federal governments. <u>Date Adopted or Revised:</u> 12/08</p>	<p>SS.7.C.3.Pa.n Recognize that local, state, and federal governments provide services. <u>Date Adopted or Revised:</u> 12/08</p>
<p>SS.7.C.3.In.b Identify characteristics of different forms of government, such as democracy, monarchy, and communism. <u>Date Adopted or Revised:</u> 12/08</p>	<p>SS.7.C.3.Su.b Recognize different forms of government, such as democracy and communism. <u>Date Adopted or Revised:</u> 12/08</p>	<p>SS.7.C.3.Pa.b Recognize that in a democracy, people vote to elect government leaders. <u>Date Adopted or Revised:</u> 12/08</p>
<p>SS.7.C.3.In.c Identify the major function of the three branches of the United States government established by the Constitution. <u>Date Adopted or Revised:</u> 12/08</p>	<p>SS.7.C.3.Su.c Recognize the major function of the three branches of the United States government. <u>Date Adopted or Revised:</u> 12/08</p>	<p>SS.7.C.3.Pa.c Recognize that the United States government has three parts. <u>Date Adopted or Revised:</u> 12/08</p>
<p><u>Date Adopted or Revised:</u> 12/08</p>	<p>SS.7.C.3.Su.d Recognize the relationship of power between the federal and state</p>	<p>SS.7.C.3.Pa.d Recognize that governments have different powers. <u>Date Adopted or Revised:</u></p>

<p>SS.7.C.3.In.d Identify the relationship of power between the federal and state governments. <u>Date Adopted or Revised:</u> 12/08</p>	<p>governments. <u>Date Adopted or Revised:</u> 12/08</p> <p>SS.7.C.3.Su.e Identify that the Constitution can be changed by amendments. <u>Date Adopted or Revised:</u> 12/08</p>	<p>12/08</p> <p>SS.7.C.3.Pa.e Recognize that the government can change laws. <u>Date Adopted or Revised:</u> 12/08</p>
<p>SS.7.C.3.In.e Identify steps to amending the Constitution. <u>Date Adopted or Revised:</u> 12/08</p>	<p>SS.7.C.3.Su.f Recognize the rights of individuals provided by the Constitution and Bill of Rights. <u>Date Adopted or Revised:</u> 12/08</p>	<p>SS.7.C.3.Pa.f Recognize individual rights provided by the government. <u>Date Adopted or Revised:</u> 12/08</p>
<p>SS.7.C.3.In.f Identify the rights of individuals provided by the Constitution and Bill of Rights. <u>Date Adopted or Revised:</u> 12/08</p>	<p>SS.7.C.3.Su.g Recognize that amendments to the United States Constitution promoted the full participation of minority groups in American democracy, such as the right to vote and nondiscrimination on account of race. <u>Date Adopted or Revised:</u> 12/08</p>	<p>SS.7.C.3.Pa.g Recognize that American citizens have the right to vote. <u>Date Adopted or Revised:</u> 12/08</p>
<p>SS.7.C.3.In.g Identify ways amendments to the United States Constitution have promoted the full participation of minority groups in American democracy, such as the abolition of slavery, the right to vote, and nondiscrimination on account of race. <u>Date Adopted or Revised:</u> 12/08</p>	<p>SS.7.C.3.Su.h Recognize the major function of the three branches of the United States government. <u>Date Adopted or Revised:</u> 12/08</p>	<p>SS.7.C.3.Pa.h Recognize that the United States government has three parts. <u>Date Adopted or Revised:</u> 12/08</p> <p>SS.7.C.3.Pa.i Recognize that the government makes laws. <u>Date Adopted or Revised:</u> 12/08</p>
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<p>SS.7.C.3.In.i Identify how government makes a law. <u>Date Adopted or Revised:</u> 12/08</p>		
<p>Standard 4: Demonstrate an understanding of contemporary issues in world affairs, and evaluate the role and impact of United States foreign policy.</p>		
<p><b>BENCHMARK CODE</b>   <b>BENCHMARK</b></p>		
<p>SS.7.C.4.1</p>	<p>Differentiate concepts related to United States domestic and foreign policy.</p>	

<p>SS.7.C.4.2</p>	<p>Recognize government and citizen participation in international organizations.</p> <p><i>Remarks/Examples:</i> Examples are United Nations, NATO, Peace Corps, World Health Organization, World Trade Organization, International Court of Justice.</p>								
<p>SS.7.C.4.3</p>	<p>Describe examples of how the United States has dealt with international conflicts.</p> <p style="text-align: center;"><b>Access Point for Students with Significant Cognitive Disabilities</b></p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 33%; text-align: center;"><b>Independent</b></th> <th style="width: 33%; text-align: center;"><b>Supported</b></th> <th style="width: 33%; text-align: center;"><b>Participatory</b></th> </tr> </thead> <tbody> <tr> <td style="vertical-align: top;"> <p>SS.7.C.4.In.a Identify that the United States government creates domestic policy to guide decisions at home and foreign policy to guide decisions in foreign countries. <u>Date Adopted or Revised:</u> 12/08</p> <p>SS.7.C.4.In.b Identify ways the United States works with other nations through international organizations, such as the United Nations, Peace Corps, and World Health Organization. <u>Date Adopted or Revised:</u> 12/08</p> <p>SS.7.C.4.In.c Identify how the United States has been involved in an international conflict. <u>Date Adopted or Revised:</u> 12/08</p> </td> <td style="vertical-align: top;"> <p>SS.7.C.4.Su.a Recognize that the United States government solves problems at home (domestic policies) and in other countries (foreign policies). <u>Date Adopted or Revised:</u> 12/08</p> <p>SS.7.C.4.Su.b Recognize that the United States assists other nations, such as providing aid through the United Nations and Peace Corps. <u>Date Adopted or Revised:</u> 12/08</p> <p>SS.7.C.4.Su.c Recognize that the United States has been involved in an international conflict. <u>Date Adopted or Revised:</u> 12/08</p> </td> <td style="vertical-align: top;"> <p>SS.7.C.4.Pa.a Recognize that the government solves problems. <u>Date Adopted or Revised:</u> 12/08</p> <p>SS.7.C.4.Pa.b Recognize that the United States helps other countries. <u>Date Adopted or Revised:</u> 12/08</p> <p>SS.7.C.4.Pa.c Recognize an international conflict. <u>Date Adopted or Revised:</u> 12/08</p> </td> </tr> </tbody> </table> <p style="text-align: center; font-size: 1.2em;"><b>GRADE: 8</b></p> <p><b>Strand: AMERICAN HISTORY</b></p> <p>Standard 1: Use research and inquiry skills to analyze American History using primary and secondary sources.</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 25%; text-align: left;"><b>BENCHMARK CODE</b></th> <th style="text-align: left;"><b>BENCHMARK</b></th> </tr> </thead> </table>	<b>Independent</b>	<b>Supported</b>	<b>Participatory</b>	<p>SS.7.C.4.In.a Identify that the United States government creates domestic policy to guide decisions at home and foreign policy to guide decisions in foreign countries. <u>Date Adopted or Revised:</u> 12/08</p> <p>SS.7.C.4.In.b Identify ways the United States works with other nations through international organizations, such as the United Nations, Peace Corps, and World Health Organization. <u>Date Adopted or Revised:</u> 12/08</p> <p>SS.7.C.4.In.c Identify how the United States has been involved in an international conflict. <u>Date Adopted or Revised:</u> 12/08</p>	<p>SS.7.C.4.Su.a Recognize that the United States government solves problems at home (domestic policies) and in other countries (foreign policies). <u>Date Adopted or Revised:</u> 12/08</p> <p>SS.7.C.4.Su.b Recognize that the United States assists other nations, such as providing aid through the United Nations and Peace Corps. <u>Date Adopted or Revised:</u> 12/08</p> <p>SS.7.C.4.Su.c Recognize that the United States has been involved in an international conflict. <u>Date Adopted or Revised:</u> 12/08</p>	<p>SS.7.C.4.Pa.a Recognize that the government solves problems. <u>Date Adopted or Revised:</u> 12/08</p> <p>SS.7.C.4.Pa.b Recognize that the United States helps other countries. <u>Date Adopted or Revised:</u> 12/08</p> <p>SS.7.C.4.Pa.c Recognize an international conflict. <u>Date Adopted or Revised:</u> 12/08</p>	<b>BENCHMARK CODE</b>	<b>BENCHMARK</b>
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<p>SS.8.A.1.1</p>	<p>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.</p> <p><i>Remarks/Examples:</i> Students should be encouraged to utilize FINDS (Focus, Investigate, Note, Develop, Score), Florida's research process model accessible at: <a href="http://www.fdoe.org/bii/Library_Media/pdf/12TotalFINDS.pdf">http://www.fdoe.org/bii/Library_Media/pdf/12TotalFINDS.pdf</a>.</p>								
<p>SS.8.A.1.2</p>	<p>Analyze charts, graphs, maps, photographs and timelines; analyze political cartoons; determine cause and effect.</p>								
<p>SS.8.A.1.3</p>	<p>Analyze current events relevant to American History topics through a variety of electronic and print media resources.</p>								

	<p><u>Remarks/Examples:</u> Examples may include, but are not limited to, articles, editorials, journals, periodicals, reports, websites, videos, and podcasts.</p>		
SS.8.A.1.4	Differentiate fact from opinion, utilize appropriate historical research and fiction/nonfiction support materials.		
SS.8.A.1.5	Identify, within both primary and secondary sources, the author, audience, format, and purpose of significant historical documents.		
	<p><u>Remarks/Examples:</u> Examples of primary and secondary sources may be found on various websites such as the site for <a href="#">The Kinsey Collection</a>.</p>		
SS.8.A.1.6	Compare interpretations of key events and issues throughout American History.		
	<p><u>Remarks/Examples:</u> Examples may include, but are not limited to, historiography.</p>		
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.		
	<b>Access Point for Students with Significant Cognitive Disabilities</b>		
	<b>Independent</b>	<b>Supported</b>	<b>Participatory</b>
	<p>SS.8.A.1.In.a Provide supporting details for an answer from a reference, ask questions to gather information for oral history, and check the accuracy of a source. <u>Date Adopted or Revised:</u> 12/08</p> <p>SS.8.A.1.In.b Interpret graphs, maps, photographs, and timelines. <u>Date Adopted or Revised:</u> 12/08</p> <p>SS.8.A.1.In.c Identify current events relevant to American History topics using media resources and print. <u>Date Adopted or Revised:</u> 12/08</p> <p>SS.8.A.1.In.d Identify the difference between fact and opinion and use appropriate resources and support materials to gather information. <u>Date Adopted or Revised:</u> 12/08</p> <p>SS.8.A.1.In.e Identify the author and purpose of significant historical documents and distinguish between a primary and</p>	<p>SS.8.A.1.Su.a Select a supporting detail for an answer from a reference and ask questions to gather information. <u>Date Adopted or Revised:</u> 12/08</p> <p>SS.8.A.1.Su.b Interpret simple graphs, maps, photographs, and pictorial timelines. <u>Date Adopted or Revised:</u> 12/08</p> <p>SS.8.A.1.Su.c Recognize current events relevant to American History topics using media resources and print. <u>Date Adopted or Revised:</u> 12/08</p> <p>SS.8.A.1.Su.d Recognize fact and opinion and use appropriate resources and support materials to gather information. <u>Date Adopted or Revised:</u> 12/08</p> <p>SS.8.A.1.Su.e Recognize the author and purpose of significant historical documents. <u>Date Adopted or Revised:</u> 12/08</p>	<p>SS.8.A.1.Pa.a Ask simple questions to gather information. <u>Date Adopted or Revised:</u> 12/08</p> <p>SS.8.A.1.Pa.b Gather information from simple maps, photographs, and pictorial timelines. <u>Date Adopted or Revised:</u> 12/08</p> <p>SS.8.A.1.Pa.c Recognize a current event in a media resource or book. <u>Date Adopted or Revised:</u> 12/08</p> <p>SS.8.A.1.Pa.d Use appropriate resources to obtain factual information. <u>Date Adopted or Revised:</u> 12/08</p> <p>SS.8.A.1.Pa.e Use appropriate resources to obtain factual information. <u>Date Adopted or Revised:</u> 12/08</p> <p>SS.8.A.1.Pa.f Use appropriate resources to</p>

	<p>secondary historical source. <u>Date Adopted or Revised:</u> 12/08</p> <p>SS.8.A.1.In.f Identify similarities and differences in points of view of historical interpretations of key events. <u>Date Adopted or Revised:</u> 12/08</p> <p>SS.8.A.1.In.g Identify well-known historical events shown in art, writings, music, and artifacts. <u>Date Adopted or Revised:</u> 12/08</p>	<p>SS.8.A.1.Su.f Recognize differences in points of view of historical interpretations of key events. <u>Date Adopted or Revised:</u> 12/08</p> <p>SS.8.A.1.Su.g Recognize well-known historical events shown in art, writings, music, or artifacts. <u>Date Adopted or Revised:</u> 12/08</p>	<p>obtain factual information. <u>Date Adopted or Revised:</u> 12/08</p> <p>SS.8.A.1.Pa.g Recognize a well-known historical event shown in art or artifacts. <u>Date Adopted or Revised:</u> 12/08</p>
<p>Standard 2: Examine the causes, course, and consequences of British settlement in the American colonies.</p>			
<p><b>BENCHMARK CODE</b></p>		<p><b>BENCHMARK</b></p>	
<p>SS.8.A.2.1</p>	<p>Compare the relationships among the British, French, Spanish, and Dutch in their struggle for colonization of North America.</p> <p><u>Remarks/Examples:</u> This benchmark implies a study of the ways that economic, political, cultural, and religious competition between these Atlantic powers shaped early colonial America.</p>		
<p>SS.8.A.2.2</p>	<p>Compare the characteristics of the New England, Middle, and Southern colonies.</p> <p><u>Remarks/Examples:</u> Examples may include, but are not limited to, colonial governments, geographic influences, occupations, religion, education, settlement patterns, and social patterns.</p>		
<p>SS.8.A.2.3</p>	<p>Differentiate economic systems of New England, Middle and Southern colonies including indentured servants and slaves as labor sources.</p> <p><u>Remarks/Examples:</u> Examples may include, but are not limited to, subsistence farming, cash crop farming, and maritime industries.</p>		
<p>SS.8.A.2.4</p>	<p>Identify the impact of key colonial figures on the economic, political, and social development of the colonies.</p> <p><u>Remarks/Examples:</u> Examples may include, but are not limited to, John Smith, William Penn, Roger Williams, Anne Hutchinson, John Winthrop, Jonathan Edwards, William Bradford, Nathaniel Bacon, John Peter Zenger, and Lord Calvert.</p>		
<p>SS.8.A.2.5</p>	<p>Discuss the impact of colonial settlement on Native American populations.</p> <p><u>Remarks/Examples:</u> Examples may include, but are not limited to, war, disease, loss of land, westward displacement of tribes causing increased conflict between tribes, and dependence on trade for Western goods, including guns.</p>		
<p>SS.8.A.2.6</p>	<p>Examine the causes, course, and consequences of the French and Indian War.</p> <p><u>Remarks/Examples:</u> Examples may include, but are not limited to, ongoing conflict between France and England,</p>		

	territorial disputes, trade competition, Ft. Duquesne, Ft. Quebec, Treaty of Paris, heavy British debt.		
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.		
	<b>Access Point for Students with Significant Cognitive Disabilities</b>		
	<b>Independent</b>	<b>Supported</b>	<b>Participatory</b>
	<p>SS.8.A.2.In.a Recognize important differences among the European nations struggling for control over colonization of North America. <u>Date Adopted or Revised:</u> 12/08</p> <p>SS.8.A.2.In.b Identify that the colonies were grouped into three divisions (New England, Middle, and Southern) and describe their occupations, religion, and social patterns. <u>Date Adopted or Revised:</u> 12/08</p> <p>SS.8.A.2.In.c Identify characteristics of economic systems in the colonies, including the ways slaves and indentured servants were used. <u>Date Adopted or Revised:</u> 12/08</p> <p>SS.8.A.2.In.d Identify the impact of key colonial figures on the development of the colonies, such as John Smith, William Penn, and Roger Williams. <u>Date Adopted or Revised:</u> 12/08</p> <p>SS.8.A.2.In.e Identify the impact of colonial settlement on Native Americans. <u>Date Adopted or Revised:</u> 12/08</p> <p>SS.8.A.2.In.f Describe a cause and outcome of the French and Indian War, such as the desire to control the Ohio River Valley and that the French lost to the English. <u>Date Adopted or Revised:</u> 12/08</p>	<p>SS.8.A.2.Su.a Recognize an important difference of each of the European nations struggling for control over colonization of North America. <u>Date Adopted or Revised:</u> 12/08</p> <p>SS.8.A.2.Su.b Recognize characteristics of the colonies in different regions, such as location, occupations, and social patterns. <u>Date Adopted or Revised:</u> 12/08</p> <p>SS.8.A.2.Su.c Recognize a characteristic of economic systems in the colonies, including the use of slaves. <u>Date Adopted or Revised:</u> 12/08</p> <p>SS.8.A.2.Su.d Recognize the impact of key colonial figures on the development of the colonies, such as John Smith and William Penn. <u>Date Adopted or Revised:</u> 12/08</p> <p>SS.8.A.2.Su.e Recognize the impact of colonial settlement on Native Americans. <u>Date Adopted or Revised:</u> 12/08</p> <p>SS.8.A.2.Su.f Identify an outcome of the French and Indian War, such as that the French lost to the English. <u>Date Adopted or Revised:</u> 12/08</p> <p>SS.8.A.2.Su.g Recognize contributions of Africans,</p>	<p>SS.8.A.2.Pa.a Recognize that different groups fought for ownership of the same land. <u>Date Adopted or Revised:</u> 12/08</p> <p>SS.8.A.2.Pa.b Recognize social aspects of living in a colony. <u>Date Adopted or Revised:</u> 12/08</p> <p>SS.8.A.2.Pa.c Recognize that workers are part of an economic system. <u>Date Adopted or Revised:</u> 12/08</p> <p>SS.8.A.2.Pa.d Recognize leaders who guide other people. <u>Date Adopted or Revised:</u> 12/08</p> <p>SS.8.A.2.Pa.e Recognize a change due to colonial settlement. <u>Date Adopted or Revised:</u> 12/08</p> <p>SS.8.A.2.Pa.f Recognize a change due to colonial settlement. <u>Date Adopted or Revised:</u> 12/08</p> <p>SS.8.A.2.Pa.g Recognize a contribution of a key group to colonial society. <u>Date Adopted or Revised:</u> 12/08</p>

	SS.8.A.2.In.g Identify contributions of Africans, Native Americans, women, and children to colonial America. <u>Date Adopted or Revised:</u> 12/08	Native Americans, women, and children to colonial America. <u>Date Adopted or Revised:</u> 12/08	
Standard 3: Demonstrate an understanding of the causes, course, and consequences of the American Revolution and the founding principles of our nation.			
<b>BENCHMARK CODE</b>		<b>BENCHMARK</b>	
SS.8.A.3.1	Explain the consequences of the French and Indian War in British policies for the American colonies from 1763 - 1774.  <u>Remarks/Examples:</u> Examples may include, but are not limited to, Proclamation of 1763, Sugar Act, Quartering Act, Stamp Act, Declaratory Act, Townshend Acts, Tea Act, Quebec Act, and Coercive Acts.		
SS.8.A.3.10	Examine the course and consequences of the Constitutional Convention (New Jersey Plan, Virginia Plan, Great Compromise, Three-Fifths Compromise, compromises regarding taxation and slave trade, Electoral College, state vs. federal power, empowering a president).		
SS.8.A.3.11	Analyze support and opposition (Federalists, Federalist Papers, AntiFederalists, Bill of Rights) to ratification of the U.S. Constitution.		
SS.8.A.3.12	Examine the influences of George Washington's presidency in the formation of the new nation.  <u>Remarks/Examples:</u> Examples may include, but are not limited to, personal motivations, military experience, political influence, establishing Washington, D.C. as the nation's capital, rise of the party system, setting of precedents (e.g., the Cabinet), Farewell Address.		
SS.8.A.3.13	Explain major domestic and international economic, military, political, and socio-cultural events of John Adams's presidency.  <u>Remarks/Examples:</u> Examples may include, but are not limited to, XYZ Affairs, Alien and Sedition Acts, Land Act of 1800, the quasi-war, the Midnight Judges.		
SS.8.A.3.14	Explain major domestic and international economic, military, political, and socio-cultural events of Thomas Jefferson's presidency.  <u>Remarks/Examples:</u> Examples may include, but are not limited to, Election of 1800, birth of political parties, Marbury v. Madison, judicial review, Jefferson's First Inaugural Address, Judiciary Act of 1801, Louisiana Purchase, Barbary War, Lewis and Clark Expedition, Hamilton and Burr conflict/duel, Embargo of 1807.		
SS.8.A.3.15	Examine this time period (1763-1815) from the perspective of historically under-represented groups (children, indentured servants, Native Americans, slaves, women, working class).		
SS.8.A.3.16	Examine key events in Florida history as each impacts this era of American history.  <u>Remarks/Examples:</u> Examples may include, but are not limited to, Treaty of Paris, British rule, Second Spanish Period.		
SS.8.A.3.2	Explain American colonial reaction to British policy from 1763 - 1774.  <u>Remarks/Examples:</u> Examples may include, but are not limited to, written protests, boycotts, unrest leading to the Boston Massacre, Boston Tea Party, First Continental Congress, Stamp Act Congress, Committees of Correspondence.		

<p>SS.8.A.3.3</p>	<p>Recognize the contributions of the Founding Fathers (John Adams, Sam Adams, Benjamin Franklin, John Hancock, Alexander Hamilton, Thomas Jefferson, James Madison, George Mason, George Washington) during American Revolutionary efforts.</p> <p><u>Remarks/Examples:</u> Examples may also include, but are not limited to, Thomas Paine, John Jay, Peter Salem.</p>															
<p>SS.8.A.3.4</p>	<p>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.</p> <p><u>Remarks/Examples:</u> Examples may include, but are not limited to, foreign alliances, freedmen, Native Americans, slaves, women, soldiers, Hessians.</p>															
<p>SS.8.A.3.5</p>	<p>Describe the influence of individuals on social and political developments during the Revolutionary era.</p> <p><u>Remarks/Examples:</u> Examples may include, but are not limited to, James Otis, Mercy Otis Warren, Abigail Adams, Benjamin Banneker, Lemuel Haynes, Phyllis Wheatley.</p>															
<p>SS.8.A.3.6</p>	<p>Examine the causes, course, and consequences of the American Revolution.</p> <p><u>Remarks/Examples:</u> Examples may include, but are not limited to, Battles of Lexington and Concord, Common Sense, Second Continental Congress, Battle of Bunker Hill, Battle of Cowpens, Battle of Trenton, Olive Branch Petition, Declaration of Independence, winter at Valley Forge, Battles of Saratoga and Yorktown, Treaty of Paris.</p>															
<p>SS.8.A.3.7</p>	<p>Examine the structure, content, and consequences of the Declaration of Independence.</p>															
<p>SS.8.A.3.8</p>	<p>Examine individuals and groups that affected political and social motivations during the American Revolution.</p> <p><u>Remarks/Examples:</u> Examples may include, but are not limited to, Ethan Allen and the Green Mountain Boys, the Committees of Correspondence, Sons of Liberty, Daughters of Liberty, the Black Regiment (in churches), Patrick Henry, Patriots, Loyalists, individual colonial militias, and undecideds.</p>															
<p>SS.8.A.3.9</p>	<p>Evaluate the structure, strengths, and weaknesses of the Articles of Confederation and its aspects that led to the Constitutional Convention.</p> <table border="1" data-bbox="477 1129 1472 1944"> <thead> <tr> <th colspan="3" data-bbox="477 1129 1472 1161"><b>Access Point for Students with Significant Cognitive Disabilities</b></th> </tr> <tr> <th data-bbox="477 1161 821 1199"><b>Independent</b></th> <th data-bbox="821 1161 1166 1199"><b>Supported</b></th> <th data-bbox="1166 1161 1472 1199"><b>Participatory</b></th> </tr> </thead> <tbody> <tr> <td data-bbox="477 1199 821 1451"> <p>SS.8.A.3.In.a Identify the consequences of the French and Indian War on the British rule of the colonies, such as the Proclamation of 1763, the Stamp Act, and the Tea Act. <u>Date Adopted or Revised:</u> 12/08</p> </td> <td data-bbox="821 1199 1166 1451"> <p>SS.8.A.3.Su.a Recognize a consequence of the French and Indian War on British rule of the colonies, such as restricting freedom and creating more taxes. <u>Date Adopted or Revised:</u> 12/08</p> </td> <td data-bbox="1166 1199 1472 1451"> <p>SS.8.A.3.Pa.a Recognize that the colonists were unhappy with British rule. <u>Date Adopted or Revised:</u> 12/08</p> </td> </tr> <tr> <td data-bbox="477 1451 821 1787"> <p>SS.8.A.3.In.j Identify major consequences of the Constitutional Convention, such as developing different plans for the number of votes allotted for each state in Congress, the Great Compromise (the makeup of Congress), and the power of the president. <u>Date Adopted or Revised:</u> 12/08</p> </td> <td data-bbox="821 1451 1166 1787"> <p>SS.8.A.3.Su.j Recognize major consequences of the Constitutional Convention, such as the makeup of Congress, how votes would be given to states, and the power of the president. <u>Date Adopted or Revised:</u> 12/08</p> </td> <td data-bbox="1166 1451 1472 1787"> <p>SS.8.A.3.Pa.j Recognize a way individuals or groups reach agreement. <u>Date Adopted or Revised:</u> 12/08</p> <p>SS.8.A.3.Pa.k Recognize a way individuals or groups reach agreement. <u>Date Adopted or Revised:</u> 12/08</p> </td> </tr> <tr> <td data-bbox="477 1787 821 1944"> <p>SS.8.A.3.In.k Recognize</p> </td> <td data-bbox="821 1787 1166 1944"> <p>SS.8.A.3.Su.k Recognize that some people supported and others opposed the</p> </td> <td data-bbox="1166 1787 1472 1944"> <p>SS.8.A.3.Pa.l Recognize that George Washington</p> </td> </tr> </tbody> </table>	<b>Access Point for Students with Significant Cognitive Disabilities</b>			<b>Independent</b>	<b>Supported</b>	<b>Participatory</b>	<p>SS.8.A.3.In.a Identify the consequences of the French and Indian War on the British rule of the colonies, such as the Proclamation of 1763, the Stamp Act, and the Tea Act. <u>Date Adopted or Revised:</u> 12/08</p>	<p>SS.8.A.3.Su.a Recognize a consequence of the French and Indian War on British rule of the colonies, such as restricting freedom and creating more taxes. <u>Date Adopted or Revised:</u> 12/08</p>	<p>SS.8.A.3.Pa.a Recognize that the colonists were unhappy with British rule. <u>Date Adopted or Revised:</u> 12/08</p>	<p>SS.8.A.3.In.j Identify major consequences of the Constitutional Convention, such as developing different plans for the number of votes allotted for each state in Congress, the Great Compromise (the makeup of Congress), and the power of the president. <u>Date Adopted or Revised:</u> 12/08</p>	<p>SS.8.A.3.Su.j Recognize major consequences of the Constitutional Convention, such as the makeup of Congress, how votes would be given to states, and the power of the president. <u>Date Adopted or Revised:</u> 12/08</p>	<p>SS.8.A.3.Pa.j Recognize a way individuals or groups reach agreement. <u>Date Adopted or Revised:</u> 12/08</p> <p>SS.8.A.3.Pa.k Recognize a way individuals or groups reach agreement. <u>Date Adopted or Revised:</u> 12/08</p>	<p>SS.8.A.3.In.k Recognize</p>	<p>SS.8.A.3.Su.k Recognize that some people supported and others opposed the</p>	<p>SS.8.A.3.Pa.l Recognize that George Washington</p>
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<p>reasons why people supported or opposed the Constitution, such as the inclusion of the Bill of Rights. <u>Date Adopted or Revised:</u> 12/08</p>	<p>Constitution. <u>Date Adopted or Revised:</u> 12/08</p>	<p>was the first president. <u>Date Adopted or Revised:</u> 12/08</p>
<p>SS.8.A.3.In.l Identify influences of George Washington's presidency, such as forming the Cabinet, keeping the country out of war, paying off the debt, and establishing a national bank and money system. <u>Date Adopted or Revised:</u> 12/08</p>	<p>SS.8.A.3.Su.l Recognize an influence of George Washington's presidency, such as forming the Cabinet and establishing a national bank and money system. <u>Date Adopted or Revised:</u> 12/08</p>	<p>SS.8.A.3.Pa.m Recognize that new leaders bring changes to the country. <u>Date Adopted or Revised:</u> 12/08</p>
<p>SS.8.A.3.In.m Identify major developments of the presidency of John Adams, such as extending the waiting period for citizenship (Alien Act) and prohibiting criticism of the government (Sedition Act). <u>Date Adopted or Revised:</u> 12/08</p>	<p>SS.8.A.3.Su.m Recognize a major development of the presidency of John Adams, such as prohibiting criticism of the government (Sedition Act). <u>Date Adopted or Revised:</u> 12/08</p>	<p>SS.8.A.3.Pa.n Recognize that new leaders bring changes to the country. <u>Date Adopted or Revised:</u> 12/08</p>
<p>SS.8.A.3.In.n Identify major developments of the presidency of Thomas Jefferson, such as the Louisiana Purchase, the Lewis and Clark Expedition, and the embargo on goods traded with Great Britain and France. <u>Date Adopted or Revised:</u> 12/08</p>	<p>SS.8.A.3.Su.n Recognize a major development of the presidency of Thomas Jefferson, such as the Louisiana Purchase and the Lewis and Clark Expedition. <u>Date Adopted or Revised:</u> 12/08</p>	<p>SS.8.A.3.Pa.o Recognize an aspect of the quality of life. <u>Date Adopted or Revised:</u> 12/08</p>
<p>SS.8.A.3.In.o Identify the quality of life of under-represented groups during the American Revolution and after, such as children, indentured servants, Native Americans, slaves, women, and the working class. <u>Date Adopted or Revised:</u> 12/08</p>	<p>SS.8.A.3.Su.o Recognize the quality of life of an under-represented group, such as children, indentured servants, Native Americans, slaves, women, or the working class. <u>Date Adopted or Revised:</u> 12/08</p>	<p>SS.8.A.3.Pa.p Recognize a consequence of a key event in Florida during this era of American history. <u>Date Adopted or Revised:</u> 12/08</p>
<p>SS.8.A.3.In.p Identify the consequences of key events in Florida history as they relate to the American Revolution, such as Florida being a refuge for Loyalists, Indian resistance,</p>	<p>SS.8.A.3.Su.p Recognize a consequence of key events in Florida as they relate to the American Revolution, such as Florida being a refuge for Loyalists, Indian resistance, or Spanish control of Florida. <u>Date Adopted or Revised:</u> 12/08</p>	<p>SS.8.A.3.Pa.b Recognize that the colonists were unhappy with British rule. <u>Date Adopted or Revised:</u> 12/08</p>
<p>SS.8.A.3.In.p Identify the consequences of key events in Florida history as they relate to the American Revolution, such as Florida being a refuge for Loyalists, Indian resistance,</p>	<p>SS.8.A.3.Su.b Recognize American colonial reaction to British policy, such as protests to the acts, the Boston Massacre, the Boston Tea</p>	<p>SS.8.A.3.Pa.c Recognize a Founding Father, such as George Washington. <u>Date Adopted or Revised:</u> 12/08</p>
<p>SS.8.A.3.In.p Identify the consequences of key events in Florida history as they relate to the American Revolution, such as Florida being a refuge for Loyalists, Indian resistance,</p>	<p>SS.8.A.3.Su.p Recognize a consequence of key events in Florida as they relate to the American Revolution, such as Florida being a refuge for Loyalists, Indian resistance, or Spanish control of Florida. <u>Date Adopted or Revised:</u> 12/08</p>	<p>SS.8.A.3.Pa.d Recognize ways groups help during times of war. <u>Date Adopted or Revised:</u> 12/08</p>
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<p>and Spanish control of Florida. <u>Date Adopted or Revised:</u> 12/08</p>	<p>Party, and the First Continental Congress. <u>Date Adopted or Revised:</u> 12/08</p>	<p>developments. <u>Date Adopted or Revised:</u> 12/08</p>
<p>SS.8.A.3.In.b Identify American colonial reaction to British policy, such as protests to the acts, the Boston Massacre, the Boston Tea Party, and the First Continental Congress. <u>Date Adopted or Revised:</u> 12/08</p>	<p>SS.8.A.3.Su.c Recognize a contribution of one of the Founding Fathers, such as Benjamin Franklin, Thomas Jefferson, or George Washington. <u>Date Adopted or Revised:</u> 12/08</p>	<p>SS.8.A.3.Pa.f Recognize that the colonists were unhappy with British rule. <u>Date Adopted or Revised:</u> 12/08</p>
<p>SS.8.A.3.In.c Recognize major contributions of the Founding Fathers, such as John Adams, Benjamin Franklin, Thomas Jefferson, and George Washington. <u>Date Adopted or Revised:</u> 12/08</p>	<p>SS.8.A.3.Su.d Recognize contributions of a key group to the American Revolutionary War, including Native Americans, slaves, or women. <u>Date Adopted or Revised:</u> 12/08</p>	<p>SS.8.A.3.Pa.g Recognize freedom as a goal of the Declaration of Independence. <u>Date Adopted or Revised:</u> 12/08</p>
<p>SS.8.A.3.In.d Identify contributions of key groups to the outcomes of the American Revolutionary War, including Native Americans, slaves, and women. <u>Date Adopted or Revised:</u> 12/08</p>	<p>SS.8.A.3.Su.e Recognize an influence of an individual on social and political developments, such as James Otis—"taxation without representation," Abigail Adams—women's rights, Mercy Otis Warren—abolition of slavery, or Benjamin Banneker—architecture. <u>Date Adopted or Revised:</u> 12/08</p>	<p>SS.8.A.3.Pa.h Recognize ways groups help during times of war. <u>Date Adopted or Revised:</u> 12/08</p>
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<p>SS.8.A.3.In.f Identify major causes, events, and consequences of the American Revolution, such as "Common Sense," unfair taxes, the Declaration of Independence, winter at Valley Forge, and the Treaty of Paris. <u>Date Adopted or Revised:</u> 12/08</p>	<p>SS.8.A.3.Su.g Recognize the key ideas included in the Declaration of Independence. <u>Date Adopted or Revised:</u> 12/08</p>	
	<p>SS.8.A.3.Su.h Recognize the impact of individuals and groups on the American</p>	

	<p>SS.8.A.3.In.g Identify important content of the Declaration of Independence. <u>Date Adopted or Revised:</u> 12/08</p> <p>SS.8.A.3.In.h Identify the impact of individuals and groups on the American Revolution, such as Ethan Allen, the Sons of Liberty, Patrick Henry, Patriots, and individual militias. <u>Date Adopted or Revised:</u> 12/08</p> <p>SS.8.A.3.In.i Identify major characteristics of the Articles of Confederation, such as a weak central government and power for the states. <u>Date Adopted or Revised:</u> 12/08</p>	<p>Revolution, such as some led resistance toward the British while others provided support for the British. <u>Date Adopted or Revised:</u> 12/08</p> <p>SS.8.A.3.Su.i Recognize that the Articles of Confederation set up a weak central government. <u>Date Adopted or Revised:</u> 12/08</p>	
<p><b>Standard 4: Demonstrate an understanding of the domestic and international causes, course, and consequences of westward expansion.</b></p>			
<p><b>BENCHMARK CODE</b></p>		<p><b>BENCHMARK</b></p>	
<p>SS.8.A.4.1</p>	<p>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).</p>		
<p>SS.8.A.4.10</p>	<p>Analyze the impact of technological advancements on the agricultural economy and slave labor.  <u>Remarks/Examples:</u> Examples may include, but are not limited to, cotton gin, steel plow, rapid growth of slave trade.</p>		
<p>SS.8.A.4.11</p>	<p>Examine the aspects of slave culture including plantation life, resistance efforts, and the role of the slaves' spiritual system.</p>		
<p>SS.8.A.4.12</p>	<p>Examine the effects of the 1804 Haitian Revolution on the United States acquisition of the Louisiana Territory.</p>		
<p>SS.8.A.4.13</p>	<p>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.</p>		
<p>SS.8.A.4.14</p>	<p>Examine the causes, course, and consequences of the women's suffrage movement (1848 Seneca Falls Convention, Declaration of Sentiments).</p>		
<p>SS.8.A.4.15</p>	<p>Examine the causes, course, and consequences of literature movements (Transcendentalism) significant to this era of American history.</p>		
<p>SS.8.A.4.16</p>	<p>Identify key ideas and influences of Jacksonian democracy.  <u>Remarks/Examples:</u> Examples may include, but are not limited to, political participation, political parties,</p>		

	constitutional government, spoils system, National Bank veto, Maysville Road veto, tariff battles, Indian Removal Act, nullification crisis.
SS.8.A.4.17	<p>Examine key events and peoples in Florida history as each impacts this era of American history.</p> <p><i>Remarks/Examples:</i> Examples may include, but are not limited to, Andrew Jackson's military expeditions to end Indian uprisings, developing relationships between the Seminole and runaway slaves, Adams-Onis Treaty, Florida becoming a United States territory, combining former East and West Floridas, establishing first state capital, Florida's constitution, Florida's admittance to the Union as 27th state.</p>
SS.8.A.4.18	<p>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.</p> <p><i>Remarks/Examples:</i> Examples may include, but are not limited to, Osceola, white settlers, U.S. troops, Black Seminoles, southern plantation and slave owners, Seminole Wars, Treaty of Moultrie Creek, Seminole relocation, Chief Billy Bowlegs, Florida Crackers.</p>
SS.8.A.4.2	<p>Describe the debate surrounding the spread of slavery into western territories and Florida.</p> <p><i>Remarks/Examples:</i> Examples may include, but are not limited to, abolitionist movement, Ft. Mose, Missouri Compromise, Bleeding Kansas, Kansas-Nebraska Act, Compromise of 1850.</p>
SS.8.A.4.3	<p>Examine the experiences and perspectives of significant individuals and groups during this era of American History.</p> <p><i>Remarks/Examples:</i> Examples may include, but are not limited to, Lewis and Clark, Sacajawea, York, Pike, Native Americans, Buffalo Soldiers, Mexicanos, Chinese immigrants, Irish immigrants, children, slaves, women, Alexis de Tocqueville, political parties.</p>
SS.8.A.4.4	<p>Discuss the impact of westward expansion on cultural practices and migration patterns of Native American and African slave populations.</p>
SS.8.A.4.5	<p>Explain the causes, course, and consequences of the 19th century transportation revolution on the growth of the nation's economy.</p> <p><i>Remarks/Examples:</i> Examples may include, but are not limited to, roads, canals, bridges, steamboats, railroads.</p>
SS.8.A.4.6	<p>Identify technological improvements (inventions/inventors) that contributed to industrial growth.</p> <p><i>Remarks/Examples:</i> Examples may include, but are not limited to, Fitch/steamboat, Slater/textile mill machinery, Whitney/cotton gin, interchangeable parts, McCoy/industrial lubrication, Fulton/commercial steamboat, Lowell/ mechanized cotton mill, Isaac Singer/sewing machine.</p>
SS.8.A.4.7	<p>Explain the causes, course, and consequences (industrial growth, subsequent effect on children and women) of New England's textile industry.</p>
SS.8.A.4.8	<p>Describe the influence of individuals on social and political developments of this era in American History.</p> <p><i>Remarks/Examples:</i> Examples may include, but are not limited to, Daniel Boone, Tecumseh, Black Hawk, John Marshall, James Madison, Dolly Madison, Andrew Jackson, John C. Calhoun, Henry Clay, Daniel Webster, James Polk, Susan B. Anthony, Elizabeth Cady Stanton, William Lloyd Garrison, Frederick Douglass, Horace Mann, Dorothea Dix, Lucretia Mott, Sojourner Truth, Harriet Tubman.</p>
SS.8.A.4.9	<p>Analyze the causes, course and consequences of the Second Great Awakening on social reform movements.</p> <p><i>Remarks/Examples:</i> Examples may include, but are not limited to, abolition, women's rights, temperance, education, prison and mental health reform, Charles Grandison Finney, the Beecher family.</p>
<b>Access Point for Students with Significant Cognitive Disabilities</b>	
<i>Independent</i>	<i>Supported</i>
<i>Participatory</i>	

<p>SS.8.A.4.In.a Identify major events and consequences of America's westward expansion, such as the War of 1812, the acquisition of Florida, the Trail of Tears, and the California Gold Rush. <u>Date Adopted or Revised:</u> 12/08</p>	<p>SS.8.A.4.Su.a Recognize major events and consequences of America's westward expansion, such as the acquisition of Florida, the Trail of Tears, and the California Gold Rush. <u>Date Adopted or Revised:</u> 12/08</p>	<p>SS.8.A.4.Pa.a Recognize a consequence of America's westward expansion. <u>Date Adopted or Revised:</u> 12/08</p>
<p>SS.8.A.4.In.j Recognize technological improvements in industry, such as Eli Whitney and the cotton gin, Robert Fulton and the steam engine, and Francis Cabot Lowell and the mechanized cotton mill. <u>Date Adopted or Revised:</u> 12/08</p>	<p>SS.8.A.4.Su.j Recognize a technological improvement in industry, such as Eli Whitney and the cotton gin. <u>Date Adopted or Revised:</u> 12/08</p>	<p>SS.8.A.4.Pa.j Recognize the benefit of an invention. <u>Date Adopted or Revised:</u> 12/08</p>
<p>SS.8.A.4.In.k Identify characteristics of slave life on plantations, including resistance efforts. <u>Date Adopted or Revised:</u> 12/08</p>	<p>SS.8.A.4.Su.k Recognize characteristics of slave life on plantations. <u>Date Adopted or Revised:</u> 12/08</p>	<p>SS.8.A.4.Pa.k Recognize a characteristic of slave life on a plantation. <u>Date Adopted or Revised:</u> 12/08</p>
<p>SS.8.A.4.In.l Identify an effect of the Haitian Revolution, such as forcing the French to give up the Louisiana Territory to the United States. <u>Date Adopted or Revised:</u> 12/08</p>	<p>SS.8.A.4.Su.l Recognize an effect of the Haitian Revolution, such as forcing the French to give up the Louisiana Territory to the United States. <u>Date Adopted or Revised:</u> 12/08</p>	<p>SS.8.A.4.Pa.l Recognize an unintended effect of a revolution. <u>Date Adopted or Revised:</u> 12/08</p>
<p>SS.8.A.4.In.m Identify a consequence of landmark Supreme Court cases during the westward expansion, such as that Native American tribes came under federal jurisdiction and were subsequently forced from their land. <u>Date Adopted or Revised:</u> 12/08</p>	<p>SS.8.A.4.Su.m Recognize a consequence of landmark Supreme Court cases during the westward expansion, such as the forced removal of Native Americans from their lands. <u>Date Adopted or Revised:</u> 12/08</p>	<p>SS.8.A.4.Pa.m Recognize a social justice issue. <u>Date Adopted or Revised:</u> 12/08</p>
<p>SS.8.A.4.In.n Identify the major causes, events, and consequences of the women's suffrage movement. <u>Date Adopted or Revised:</u> 12/08</p>	<p>SS.8.A.4.Su.n Recognize the major cause and consequences of the women's suffrage movement. <u>Date Adopted or Revised:</u> 12/08</p>	<p>SS.8.A.4.Pa.n Recognize that women can vote. <u>Date Adopted or Revised:</u> 12/08</p>
<p>SS.8.A.4.In.o</p>	<p>SS.8.A.4.Su.o Recognize stories and poems written to support social reform in the era of westward expansion. <u>Date Adopted or Revised:</u> 12/08</p>	<p>SS.8.A.4.Pa.o Recognize that stories tell about the era of westward expansion. <u>Date Adopted or Revised:</u> 12/08</p>
		<p>SS.8.A.4.Pa.p Recognize that new leaders bring change to the government. <u>Date Adopted or Revised:</u> 12/08</p>
		<p>SS.8.A.4.Pa.q Recognize that Florida became a state. <u>Date Adopted or Revised:</u></p>

<p>Identify literature that supported social reform in the era of westward expansion. <u>Date Adopted or Revised:</u> 12/08</p>	<p>SS.8.A.4.Su.p Recognize a key idea of Jacksonian democracy, such as an expansion of voting rights, the spoils system, a strong federal government, or the Indian Removal Act. <u>Date Adopted or Revised:</u> 12/08</p>	<p>12/08 SS.8.A.4.Pa.r Recognize a contribution of a key group to Florida's culture. <u>Date Adopted or Revised:</u> 12/08</p>
<p>SS.8.A.4.In.p Recognize influences of Jacksonian democracy, such as an expansion of voting rights, the spoils system, a strong federal government, and the Indian Removal Act. <u>Date Adopted or Revised:</u> 12/08</p>	<p>SS.8.A.4.Su.q Recognize an impact that Florida had on the era of the westward expansion, such as relations with Seminoles and runaway slaves, or the establishment of Florida as a territory and admittance as a state. <u>Date Adopted or Revised:</u> 12/08</p>	<p>SS.8.A.4.Pa.b Recognize that groups did not agree about slavery. <u>Date Adopted or Revised:</u> 12/08</p>
<p>SS.8.A.4.In.q Identify impacts that Florida had on the era of the westward expansion, such as relations with Seminoles and runaway slaves, and the establishment of Florida as a territory and admittance as a state. <u>Date Adopted or Revised:</u> 12/08</p>	<p>SS.8.A.4.Su.r Recognize an impact that Florida had on the era of the westward expansion, such as relations with Seminoles and runaway slaves, or the establishment of Florida as a territory and admittance as a state. <u>Date Adopted or Revised:</u> 12/08</p>	<p>SS.8.A.4.Pa.c Recognize a consequence of America's westward expansion. <u>Date Adopted or Revised:</u> 12/08</p>
<p>SS.8.A.4.In.r Identify impacts that Florida had on the era of the westward expansion, such as relations with Seminoles and runaway slaves, and the establishment of Florida as a territory and admittance as a state. <u>Date Adopted or Revised:</u> 12/08</p>	<p>SS.8.A.4.Su.b Recognize why people supported or opposed slavery in the western territories and Florida. <u>Date Adopted or Revised:</u> 12/08</p>	<p>SS.8.A.4.Pa.d Recognize a consequence of America's westward expansion. <u>Date Adopted or Revised:</u> 12/08</p> <p>SS.8.A.4.Pa.e Recognize an effect of transportation. <u>Date Adopted or Revised:</u> 12/08</p>
<p>SS.8.A.4.In.b Identify reasons why people supported or opposed slavery in the western territories and Florida. <u>Date Adopted or Revised:</u> 12/08</p>	<p>SS.8.A.4.Su.c Recognize the role of an individual or group during westward expansion, such as Lewis and Clark, Sacajawea, Native Americans, slaves, or Chinese immigrants. <u>Date Adopted or Revised:</u> 12/08</p>	<p>SS.8.A.4.Pa.f Recognize the benefit of an invention. <u>Date Adopted or Revised:</u> 12/08</p> <p>SS.8.A.4.Pa.g Recognize a characteristic of poor working conditions. <u>Date Adopted or Revised:</u> 12/08</p>
<p>SS.8.A.4.In.c Identify the roles of individuals and groups during westward expansion, such as Lewis and Clark, Sacajawea, Native Americans, slaves, and Chinese immigrants. <u>Date Adopted or Revised:</u> 12/08</p>	<p>SS.8.A.4.Su.d Recognize the role of an individual or group during westward expansion, such as Lewis and Clark, Sacajawea, Native Americans, slaves, or Chinese immigrants. <u>Date Adopted or Revised:</u> 12/08</p>	<p>SS.8.A.4.Pa.h Recognize a social justice issue. <u>Date Adopted or Revised:</u> 12/08</p>
<p>SS.8.A.4.In.d</p>	<p><u>Date Adopted or Revised:</u></p>	<p>SS.8.A.4.Pa.i Recognize a</p>

<p>Identify the roles of individuals and groups during westward expansion, such as Lewis and Clark, Sacajawea, Native Americans, slaves, and Chinese immigrants. <u>Date Adopted or Revised:</u> 12/08</p>	<p>12/08 SS.8.A.4.Su.e Recognize how transportation changed America's economy in the 1800s. <u>Date Adopted or Revised:</u> 12/08</p>	<p>social justice issue. <u>Date Adopted or Revised:</u> 12/08</p>
<p>SS.8.A.4.In.e Identify how transportation changed America's economy in the 1800s. <u>Date Adopted or Revised:</u> 12/08</p>	<p>SS.8.A.4.Su.f Recognize a technological improvement in industry, such as Eli Whitney and the cotton gin. <u>Date Adopted or Revised:</u> 12/08</p>	
<p>SS.8.A.4.In.f Recognize technological improvements in industry, such as Eli Whitney and the cotton gin, Robert Fulton and the steam engine, and Francis Cabot Lowell and the mechanized cotton mill. <u>Date Adopted or Revised:</u> 12/08</p>	<p>SS.8.A.4.Su.g Recognize working conditions in textile mills in New England in the 1800s. <u>Date Adopted or Revised:</u> 12/08</p>	
<p>SS.8.A.4.In.g Identify working conditions in textile mills in New England as they affected women and children. <u>Date Adopted or Revised:</u> 12/08</p>	<p>SS.8.A.4.Su.h Recognize the influence of individuals on social and political developments, such as Thomas Jefferson—westward expansion, Frederick Douglass—the abolitionist movement, Dorothea Dix—social reforms, and Susan B. Anthony—women's rights. <u>Date Adopted or Revised:</u> 12/08</p>	
<p>SS.8.A.4.In.h Identify the influence of individuals on social and political developments, such as Thomas Jefferson—westward expansion, Frederick Douglass—the abolitionist movement, Dorothea Dix—social reforms, and Susan B. Anthony—women's rights. <u>Date Adopted or Revised:</u> 12/08</p>	<p>SS.8.A.4.Su.i Recognize the influence of individuals on social and political developments, such as Thomas Jefferson—westward expansion, Frederick Douglass—the abolitionist movement, Dorothea Dix—social reforms, and Susan B. Anthony—women's rights. <u>Date Adopted or Revised:</u> 12/08</p>	
<p>SS.8.A.4.In.i Identify the influence of individuals on social and political developments, such as Thomas Jefferson—westward expansion, Frederick Douglass—the abolitionist movement, Dorothea Dix—social reforms, and Susan B. Anthony—women's rights.</p>	<p>12/08</p>	

<u>Date Adopted or Revised:</u> 12/08		
Standard 5: Examine the causes, course, and consequence of the Civil War and Reconstruction including its effects on American peoples.		
<b>BENCHMARK CODE</b>	<b>BENCHMARK</b>	
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).	
SS.8.A.5.2	Analyze the role of slavery in the development of sectional conflict.  <u>Remarks/Examples:</u> Examples may include, but are not limited to, Abolition Movement, Nat Turner's Rebellion, Black Codes, Missouri Compromise, Compromise of 1850, Uncle Tom's Cabin, Kansas-Nebraska Act, Dred Scott v. Sandford, Lincoln-Douglas Debates, raid on Harper's Ferry, Underground Railroad, Presidential Election of 1860, Southern secession.	
SS.8.A.5.3	Explain major domestic and international economic, military, political, and socio-cultural events of Abraham Lincoln's presidency.  <u>Remarks/Examples:</u> Examples may include, but are not limited to, sectionalism, states' rights, slavery, Civil War, attempts at foreign alliances, Emancipation Proclamation, Gettysburg Address, suspension of habeas corpus, First and Second Inaugural Addresses.	
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.	
SS.8.A.5.5	Compare Union and Confederate strengths and weaknesses.  <u>Remarks/Examples:</u> Examples may include, but are not limited to, technology, resources, alliances, geography, military leaders-Lincoln, Davis, Grant, Lee, Jackson, Sherman.	
SS.8.A.5.6	Compare significant Civil War battles and events and their effects on civilian populations.  <u>Remarks/Examples:</u> Examples may include, but are not limited to, Fort Sumter, Bull Run, Monitor v. Merrimack, Antietam, Vicksburg, Gettysburg, Emancipation Proclamation, Sherman's March, Lee's surrender at Appomattox.	
SS.8.A.5.7	Examine key events and peoples in Florida history as each impacts this era of American history.  <u>Remarks/Examples:</u> Examples may include, but are not limited to, slavery, influential planters, Florida's secession and Confederate membership, women, children, pioneer environment, Union occupation, Battle of Olustee and role of 54th Massachusetts regiment, Battle at Natural Bridge.	
SS.8.A.5.8	Explain and evaluate the policies, practices, and consequences of Reconstruction (presidential and congressional reconstruction, Johnson's impeachment, Civil Rights Act of 1866, the 13th, 14th, and 15th Amendments, opposition of Southern whites to Reconstruction, accomplishments and failures of Radical Reconstruction, presidential election of 1876, end of Reconstruction, rise of Jim Crow laws, rise of Ku Klux Klan).	
<b>Access Point for Students with Significant Cognitive Disabilities</b>		
<b>Independent</b>	<b>Supported</b>	<b>Participatory</b>
SS.8.A.5.In.a Identify the major causes, events, and consequence of the Civil War, such as states' rights, sectional differences, war between the northern and southern states, and slaves being freed.	SS.8.A.5.Su.a Recognize a major cause and consequence of the Civil War, such as states' rights, sectional differences, and slaves being freed. <u>Date Adopted or Revised:</u> 12/08	SS.8.A.5.Pa.a Recognize that groups of people disagreed about slavery. <u>Date Adopted or Revised:</u> 12/08  SS.8.A.5.Pa.b

<p><u>Date Adopted or Revised:</u> 12/08</p> <p>SS.8.A.5.In.b</p> <p>Identify factors related to slavery that led to the Civil War, such as the Abolition Movement, Nat Turner's Rebellion, the Underground Railroad, and Southern secession.</p> <p><u>Date Adopted or Revised:</u> 12/08</p> <p>SS.8.A.5.In.c</p> <p>Identify major developments during Abraham Lincoln's presidency, such as the defeat of Confederate States in the Civil War, the Emancipation Proclamation, and the Gettysburg Address.</p> <p><u>Date Adopted or Revised:</u> 12/08</p> <p>SS.8.A.5.In.d</p> <p>Identify the Union and Confederate States at the outbreak of the Civil War.</p> <p><u>Date Adopted or Revised:</u> 12/08</p> <p>SS.8.A.5.In.e</p> <p>Identify a strength and weakness of the Union and Confederacy, such as technology, resources, and military leaders.</p> <p><u>Date Adopted or Revised:</u> 12/08</p> <p>SS.8.A.5.In.f</p> <p>Identify outcomes of significant Civil War battles, such as Fort Sumter, the Monitor v. Merrimack, Gettysburg, and the surrender of General Lee at Appomattox.</p> <p><u>Date Adopted or Revised:</u> 12/08</p> <p>SS.8.A.5.In.g</p> <p>Identify key events in Florida that impacted the nation during the time of the Civil War, such as membership in the</p>	<p>SS.8.A.5.Su.b</p> <p>Recognize a factor related to slavery that led to the Civil War, such as the support for freeing slaves or the secession of the Southern states from the Union.</p> <p><u>Date Adopted or Revised:</u> 12/08</p> <p>SS.8.A.5.Su.c</p> <p>Recognize a major development during the presidency of Abraham Lincoln, such as the defeat of the Confederate States in the Civil War or the Emancipation Proclamation.</p> <p><u>Date Adopted or Revised:</u> 12/08</p> <p>SS.8.A.5.Su.d</p> <p>Recognize the Union and Confederate States at the outbreak of the Civil War.</p> <p><u>Date Adopted or Revised:</u> 12/08</p> <p>SS.8.A.5.Su.e</p> <p>Recognize a strength and weakness of the Union and Confederacy, such as technology, resources, and military leaders.</p> <p><u>Date Adopted or Revised:</u> 12/08</p> <p>SS.8.A.5.Su.f</p> <p>Recognize the outcome of a significant Civil War battle, such as Fort Sumter, Gettysburg, or the surrender of General Lee at Appomattox.</p> <p><u>Date Adopted or Revised:</u> 12/08</p> <p>SS.8.A.5.Su.g</p> <p>Recognize key events in Florida that impacted the nation during the time of the Civil War, such as membership in the Confederate states, Union occupation of coastal towns, battles in Florida, and the quality of life in the pioneer environment.</p> <p><u>Date Adopted or Revised:</u> 12/08</p> <p>SS.8.A.5.Su.h</p>	<p>Recognize that groups of people disagreed about slavery.</p> <p><u>Date Adopted or Revised:</u> 12/08</p> <p>SS.8.A.5.Pa.c</p> <p>Recognize that President Abraham Lincoln ended slavery.</p> <p><u>Date Adopted or Revised:</u> 12/08</p> <p>SS.8.A.5.Pa.d</p> <p>Recognize that states disagreed about slavery.</p> <p><u>Date Adopted or Revised:</u> 12/08</p> <p>SS.8.A.5.Pa.e</p> <p>Recognize a strength of groups in a war.</p> <p><u>Date Adopted or Revised:</u> 12/08</p> <p>SS.8.A.5.Pa.f</p> <p>Recognize a strength of groups in a war.</p> <p><u>Date Adopted or Revised:</u> 12/08</p> <p>SS.8.A.5.Pa.g</p> <p>Recognize an aspect of the quality of life during the time of the Civil War.</p> <p><u>Date Adopted or Revised:</u> 12/08</p> <p>SS.8.A.5.Pa.h</p> <p>Recognize an aspect of the quality of life during Reconstruction.</p> <p><u>Date Adopted or Revised:</u> 12/08</p>
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	<p>Confederate states, Union occupation of coastal towns, battles in Florida, and the quality of life in the pioneer environment. <u>Date Adopted or Revised:</u> 12/08</p> <p>SS.8.A.5.In.h Identify changes that occurred during the period of Reconstruction, such as the reuniting of the governments and the treatment of freed slaves. <u>Date Adopted or Revised:</u> 12/08</p>	<p>Recognize changes that occurred during the period of Reconstruction, such as reuniting of the governments and the treatment of freed slaves. <u>Date Adopted or Revised:</u> 12/08</p>										
<b>Strand: GEOGRAPHY</b>												
Standard 1: Understand how to use maps and other geographic representations, tools, and technology to report information.												
<table border="1"> <tr> <th data-bbox="479 934 730 976">BENCHMARK CODE</th> <th data-bbox="730 934 1477 976">BENCHMARK</th> </tr> </table>				BENCHMARK CODE	BENCHMARK							
BENCHMARK CODE	BENCHMARK											
SS.8.G.1.1	Use maps to explain 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.											
<b>Access Point for Students with Significant Cognitive Disabilities</b>												
<table border="1"> <thead> <tr> <th data-bbox="479 1123 820 1165"><i>Independent</i></th> <th data-bbox="820 1123 1153 1165"><i>Supported</i></th> <th data-bbox="1153 1123 1477 1165"><i>Participatory</i></th> </tr> </thead> <tbody> <tr> <td data-bbox="479 1165 820 1396">                     SS.8.G.1.In.a Use maps to identify physical and cultural attributes of major regions of the United States throughout American history. <u>Date Adopted or Revised:</u> 12/08                 </td> <td data-bbox="820 1165 1153 1396">                     SS.8.G.1.Su.a Use maps to recognize physical or cultural attributes of major regions of the United States. <u>Date Adopted or Revised:</u> 12/08                 </td> <td data-bbox="1153 1165 1477 1396">                     SS.8.G.1.Pa.a Use a map to recognize a physical or cultural attribute of the United States. <u>Date Adopted or Revised:</u> 12/08                 </td> </tr> <tr> <td data-bbox="479 1396 820 1690">                     SS.8.G.1.In.b Use appropriate geographic terms and tools to identify places and regions in American history. <u>Date Adopted or Revised:</u> 12/08                 </td> <td data-bbox="820 1396 1153 1690">                     SS.8.G.1.Su.b Use appropriate geographic tools to recognize places and regions of the United States. <u>Date Adopted or Revised:</u> 12/08                 </td> <td data-bbox="1153 1396 1477 1690">                     SS.8.G.1.Pa.b Use a map to recognize a physical or cultural attribute of the United States. <u>Date Adopted or Revised:</u> 12/08                 </td> </tr> </tbody> </table>				<i>Independent</i>	<i>Supported</i>	<i>Participatory</i>	SS.8.G.1.In.a Use maps to identify physical and cultural attributes of major regions of the United States throughout American history. <u>Date Adopted or Revised:</u> 12/08	SS.8.G.1.Su.a Use maps to recognize physical or cultural attributes of major regions of the United States. <u>Date Adopted or Revised:</u> 12/08	SS.8.G.1.Pa.a Use a map to recognize a physical or cultural attribute of the United States. <u>Date Adopted or Revised:</u> 12/08	SS.8.G.1.In.b Use appropriate geographic terms and tools to identify places and regions in American history. <u>Date Adopted or Revised:</u> 12/08	SS.8.G.1.Su.b Use appropriate geographic tools to recognize places and regions of the United States. <u>Date Adopted or Revised:</u> 12/08	SS.8.G.1.Pa.b Use a map to recognize a physical or cultural attribute of the United States. <u>Date Adopted or Revised:</u> 12/08
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Standard 2: Understand physical and cultural characteristics of places.												
<table border="1"> <tr> <th data-bbox="479 1827 730 1869">BENCHMARK CODE</th> <th data-bbox="730 1827 1477 1869">BENCHMARK</th> </tr> </table>				BENCHMARK CODE	BENCHMARK							
BENCHMARK CODE	BENCHMARK											
SS.8.G.2.1	Identify the physical elements and the human elements that define and differentiate regions as relevant to American history.											

	<p><u>Remarks/Examples:</u>                  Examples of physical elements are climate, terrain, resources.                  Examples of human elements are religion, government, economy, language, demography.</p>														
SS.8.G.2.2	<p>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.</p> <p><u>Remarks/Examples:</u>                  Examples are cataclysmic natural disasters, shipwrecks.</p>														
SS.8.G.2.3	<p>Use geographic terms and tools to analyze case studies of how selected regions of the United States have changed over time.</p> <p style="text-align: center;"><b>Access Point for Students with Significant Cognitive Disabilities</b></p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 33%; text-align: center;"><i>Independent</i></th> <th style="width: 33%; text-align: center;"><i>Supported</i></th> <th style="width: 33%; text-align: center;"><i>Participatory</i></th> </tr> </thead> <tbody> <tr> <td>                     SS.8.G.2.In.a                      Identify physical elements, such as climate and terrain, and human elements—religion and economy—that explain settlement patterns in regions of the United States over time.  <u>Date Adopted or Revised:</u>                      12/08                 </td> <td>                     SS.8.G.2.Su.a                      Recognize physical elements, such as climate and terrain, and human elements—religion and economy—that affected where people settled in the United States.  <u>Date Adopted or Revised:</u>                      12/08                 </td> <td>                     SS.8.G.2.Pa.a                      Recognize the effect of a physical element of a place, such as climate or terrain, on people.  <u>Date Adopted or Revised:</u>                      12/08                 </td> </tr> <tr> <td>                     SS.8.G.2.In.b                      Use geographic terms and tools to describe areas of the United States that have experienced critical economic or physical changes, such as flooding, earthquakes, or oil spills from ships.  <u>Date Adopted or Revised:</u>                      12/08                 </td> <td>                     SS.8.G.2.Su.b                      Use geographic tools to identify areas in the United States that have experienced a critical economic or physical change, such as flooding, earthquakes, or oil spills from ships.  <u>Date Adopted or Revised:</u>                      12/08                 </td> <td>                     SS.8.G.2.Pa.b                      Recognize a change in a place due to a natural disaster or other event in the United States.  <u>Date Adopted or Revised:</u>                      12/08                 </td> </tr> <tr> <td>                     SS.8.G.2.In.c                      Use geographic terms and tools to examine how selected regions in the United States have changed over time.  <u>Date Adopted or Revised:</u>                      12/08                 </td> <td>                     SS.8.G.2.Su.c                      Use geographic tools to identify a way that a region in the United States has changed over time.  <u>Date Adopted or Revised:</u>                      12/08                 </td> <td>                     SS.8.G.2.Pa.c                      Recognize a change in a place due to a natural disaster or other event in the United States.  <u>Date Adopted or Revised:</u>                      12/08                 </td> </tr> </tbody> </table>			<i>Independent</i>	<i>Supported</i>	<i>Participatory</i>	SS.8.G.2.In.a Identify physical elements, such as climate and terrain, and human elements—religion and economy—that explain settlement patterns in regions of the United States over time. <u>Date Adopted or Revised:</u> 12/08	SS.8.G.2.Su.a Recognize physical elements, such as climate and terrain, and human elements—religion and economy—that affected where people settled in the United States. <u>Date Adopted or Revised:</u> 12/08	SS.8.G.2.Pa.a Recognize the effect of a physical element of a place, such as climate or terrain, on people. <u>Date Adopted or Revised:</u> 12/08	SS.8.G.2.In.b Use geographic terms and tools to describe areas of the United States that have experienced critical economic or physical changes, such as flooding, earthquakes, or oil spills from ships. <u>Date Adopted or Revised:</u> 12/08	SS.8.G.2.Su.b Use geographic tools to identify areas in the United States that have experienced a critical economic or physical change, such as flooding, earthquakes, or oil spills from ships. <u>Date Adopted or Revised:</u> 12/08	SS.8.G.2.Pa.b Recognize a change in a place due to a natural disaster or other event in the United States. <u>Date Adopted or Revised:</u> 12/08	SS.8.G.2.In.c Use geographic terms and tools to examine how selected regions in the United States have changed over time. <u>Date Adopted or Revised:</u> 12/08	SS.8.G.2.Su.c Use geographic tools to identify a way that a region in the United States has changed over time. <u>Date Adopted or Revised:</u> 12/08	SS.8.G.2.Pa.c Recognize a change in a place due to a natural disaster or other event in the United States. <u>Date Adopted or Revised:</u> 12/08
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	<p>Standard 3: Understand the relationships between the Earth's ecosystems and the populations that dwell within them.</p>														
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SS.8.G.3.1	<p>Locate and describe in geographic terms the major ecosystems of the United States.</p>														
SS.8.G.3.2	<p>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.</p> <p style="text-align: center;"><b>Access Point for Students with Significant Cognitive Disabilities</b></p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 33%; text-align: center;"><i>Independent</i></th> <th style="width: 33%; text-align: center;"><i>Supported</i></th> <th style="width: 33%; text-align: center;"><i>Participatory</i></th> </tr> </thead> <tbody> <tr> <td>                     SS.8.G.3.In.a                      Locate and identify characteristics of major                 </td> <td>                     SS.8.G.3.Su.a                      Locate and recognize characteristics of                 </td> <td>                     SS.8.G.3.Pa.a                      Recognize a characteristic of a major                 </td> </tr> </tbody> </table>			<i>Independent</i>	<i>Supported</i>	<i>Participatory</i>	SS.8.G.3.In.a Locate and identify characteristics of major	SS.8.G.3.Su.a Locate and recognize characteristics of	SS.8.G.3.Pa.a Recognize a characteristic of a major						
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	SS.8.G.3.In.b Use geographic terms and tools to identify different opinions on the use of renewable and non-renewable resources in the United States and Florida. <u>Date Adopted or Revised:</u> 12/08	SS.8.G.3.Su.b Use geographic tools to recognize ways that people have used renewable and non-renewable resources in the United States and Florida. <u>Date Adopted or Revised:</u> 12/08	SS.8.G.3.Pa.b Recognize a resource as recyclable. <u>Date Adopted or Revised:</u> 12/08
<b>Standard 4: Understand the characteristics, distribution, and migration of human populations.</b>			
<b>BENCHMARK CODE</b>		<b>BENCHMARK</b>	
SS.8.G.4.1	Interpret population growth and other demographic data for any given place in the United States throughout its history.		
SS.8.G.4.2	Use geographic terms and tools to analyze the effects throughout American history of migration to and within the United States, both on the place of origin and destination.		
SS.8.G.4.3	Use geographic terms and tools to explain 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.		
SS.8.G.4.5	Use geographic terms and tools to analyze case studies of the development, growth, and changing nature of cities and urban centers in the United States over time.		
SS.8.G.4.6	Use political maps to describe changes in boundaries and governance throughout American history.		
<b>Access Point for Students with Significant Cognitive Disabilities</b>			
	<b>Independent</b>	<b>Supported</b>	<b>Participatory</b>
	SS.8.G.4.In.a Identify changes in population for selected places in the United States over time. <u>Date Adopted or Revised:</u> 12/08	SS.8.G.4.Su.a Recognize changes in population for selected places in the United States over time. <u>Date Adopted or Revised:</u> 12/08	SS.8.G.4.Pa.a Recognize that change is a characteristic of population. <u>Date Adopted or Revised:</u> 12/08
	SS.8.G.4.In.b Use geographic terms and tools to examine effects of migration to and within the United States, such as westward expansion and crossing the Mexican border. <u>Date Adopted or Revised:</u> 12/08	SS.8.G.4.Su.b Use geographic tools to recognize effects of migration within the United States, such as westward expansion. <u>Date Adopted or Revised:</u> 12/08	SS.8.G.4.Pa.b Recognize that change is a characteristic of population. <u>Date Adopted or Revised:</u> 12/08
	SS.8.G.4.In.c Use geographic terms and tools to	SS.8.G.4.Su.c Use geographic tools to recognize characteristics of different cultures that spread to different regions of the United	SS.8.G.4.Pa.c Use a geographic tool to recognize characteristics of trade, culture, or migration. <u>Date Adopted or Revised:</u> 12/08

	<p>identify characteristics of different cultures that spread to different regions of the United States over time. <u>Date Adopted or Revised:</u> 12/08</p> <p>SS.8.G.4.In.d 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. <u>Date Adopted or Revised:</u> 12/08</p> <p>SS.8.G.4.In.e Use geographic terms and tools to identify changes in cities and urban centers in the United States over time. <u>Date Adopted or Revised:</u> 12/08</p> <p>SS.8.G.4.In.f Use political maps to identify changes in boundaries of the United States throughout American history. <u>Date Adopted or Revised:</u> 12/08</p>	<p>States over time. <u>Date Adopted or Revised:</u> 12/08</p> <p>SS.8.G.4.Su.d Use geographic tools to recognize the role that selected regions play in influencing trade, migration, and cultural interaction in the United States over time. <u>Date Adopted or Revised:</u> 12/08</p> <p>SS.8.G.4.Su.e Use geographic tools to recognize changes in cities and urban centers in the United States over time. <u>Date Adopted or Revised:</u> 12/08</p> <p>SS.8.G.4.Su.f Use political maps to recognize changes in boundaries of the United States throughout American history. <u>Date Adopted or Revised:</u> 12/08</p>	<p>SS.8.G.4.Pa.d Use a geographic tool to recognize characteristics of trade, culture, or migration. <u>Date Adopted or Revised:</u> 12/08</p> <p>SS.8.G.4.Pa.e Recognize characteristics of a city. <u>Date Adopted or Revised:</u> 12/08</p> <p>SS.8.G.4.Pa.f Use a map to recognize a boundary. <u>Date Adopted or Revised:</u> 12/08</p>						
<p>Standard 5: Understand how human actions can impact the environment.</p>									
<p><b>BENCHMARK CODE</b></p>		<p><b>BENCHMARK</b></p>							
<p>SS.8.G.5.1</p>	<p>Describe human dependence on the physical environment and natural resources to satisfy basic needs in local environments in the United States.</p>								
<p>SS.8.G.5.2</p>	<p>Describe the impact of human modifications on the physical environment and ecosystems of the United States throughout history.</p> <p><i>Remarks/Examples:</i> Examples are deforestation, urbanization, agriculture.</p> <p><b>Access Point for Students with Significant Cognitive Disabilities</b></p> <table border="1" data-bbox="475 1654 1479 1950"> <thead> <tr> <th data-bbox="475 1654 800 1690"><b>Independent</b></th> <th data-bbox="800 1654 1154 1690"><b>Supported</b></th> <th data-bbox="1154 1654 1479 1690"><b>Participatory</b></th> </tr> </thead> <tbody> <tr> <td data-bbox="475 1690 800 1950"> <p>SS.8.G.5.In.a Identify ways humans depend on the physical environment and natural resources to satisfy basic needs in their local environments in the United States. <u>Date Adopted or Revised:</u></p> </td> <td data-bbox="800 1690 1154 1950"> <p>SS.8.G.5.Su.a Recognize ways that humans depend on the physical environment and natural resources to satisfy basic needs in their local environments in the United States. <u>Date Adopted or Revised:</u> 12/08</p> </td> <td data-bbox="1154 1690 1479 1950"> <p>SS.8.G.5.Pa.a Recognize that people use natural resources to satisfy basic needs. <u>Date Adopted or Revised:</u> 12/08</p> </td> </tr> </tbody> </table>			<b>Independent</b>	<b>Supported</b>	<b>Participatory</b>	<p>SS.8.G.5.In.a Identify ways humans depend on the physical environment and natural resources to satisfy basic needs in their local environments in the United States. <u>Date Adopted or Revised:</u></p>	<p>SS.8.G.5.Su.a Recognize ways that humans depend on the physical environment and natural resources to satisfy basic needs in their local environments in the United States. <u>Date Adopted or Revised:</u> 12/08</p>	<p>SS.8.G.5.Pa.a Recognize that people use natural resources to satisfy basic needs. <u>Date Adopted or Revised:</u> 12/08</p>
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	<p>12/08</p> <p>SS.8.G.5.In.b Identify impacts of selected human modifications, such as deforestation and agriculture, on the environment in the United States throughout history. <u>Date Adopted or Revised:</u> 12/08</p>	<p>SS.8.G.5.Su.b Recognize impacts of a selected human modification, such as deforestation, on the environment in the United States. <u>Date Adopted or Revised:</u> 12/08</p>	<p>SS.8.G.5.Pa.b Recognize the impact of a human modification on the environment. <u>Date Adopted or Revised:</u> 12/08</p>
<p>Standard 6: Understand how to apply geography to interpret the past and present and plan for the future.</p>			
<p><b>BENCHMARK CODE</b></p>		<p><b>BENCHMARK</b></p>	
<p>SS.8.G.6.1</p>	<p>Use appropriate maps and other graphic representations to analyze geographic problems and changes over time throughout American history.</p>		
<p>SS.8.G.6.2</p>	<p>Illustrate places and events in U.S. history through the use of narratives and graphic representations.  <i>Remarks/Examples:</i> Examples are maps, graphs, tables.</p>		
<p><b>Access Point for Students with Significant Cognitive Disabilities</b></p>			
<p><b>Independent</b></p>		<p><b>Supported</b></p>	<p><b>Participatory</b></p>
<p>SS.8.G.6.In.a Use maps and other graphic representations to describe geographic problems and changes in the United States over time. <u>Date Adopted or Revised:</u> 12/08</p>	<p>SS.8.G.6.Su.a Use a map or other graphic representation to identify a geographic problem or change in the United States. <u>Date Adopted or Revised:</u> 12/08</p>	<p>SS.8.G.6.Pa.a Use a map or other graphic representation to recognize a geographic change. <u>Date Adopted or Revised:</u> 12/08</p>	
<p>SS.8.G.6.In.b Illustrate a place or event in United States history using a narrative and graphic representation, such as a map, graph, or table. <u>Date Adopted or Revised:</u> 12/08</p>	<p>SS.8.G.6.Su.b Illustrate a place or event in United States history using a graphic representation, such as a map, graph, or table. <u>Date Adopted or Revised:</u> 12/08</p>	<p>SS.8.G.6.Pa.b Create a simple representation about a place or event in the United States. <u>Date Adopted or Revised:</u> 12/08</p>	
<p><b>Strand: ECONOMICS</b></p>			
<p>Standard 1: Understand the fundamental concepts relevant to the development of a market economy.</p>			
<p><b>BENCHMARK CODE</b></p>		<p><b>BENCHMARK</b></p>	
<p>SS.8.E.1.1</p>	<p>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.</p>		

Remarks/Examples:

Examples are Triangular Trade, colonial development - New England, Middle, and Southern colonies - Revolutionary War, Manifest Destiny, compromises over slavery issues, the Civil War, Reconstruction.

**Access Point for Students with Significant Cognitive Disabilities**

<b>Independent</b>	<b>Supported</b>	<b>Participatory</b>
SS.8.E.1.In.a Identify how economic factors affected the development of America over time, such as supply and demand, scarcity, profits, and incentives. <u>Date Adopted or Revised:</u> 12/08	SS.8.E.1.Su.a Recognize that economic factors affected the development of America over time, such as supply and demand, scarcity, and incentives. <u>Date Adopted or Revised:</u> 12/08	SS.8.E.1.Pa.a Recognize that people work for incentives. <u>Date Adopted or Revised:</u> 12/08

Standard 2: Understand the fundamental concepts relevant to the institutions, structure, and functions of a national economy.

**BENCHMARK CODE | BENCHMARK**

SS.8.E.2.1 Analyze contributions of entrepreneurs, inventors, and other key individuals from various gender, social, and ethnic backgrounds in the development of the United States economy.

SS.8.E.2.2 Explain the economic impact of government policies.

Remarks/Examples:

Examples are mercantilism, colonial establishment, Articles of Confederation, Constitution, compromises over slavery.

SS.8.E.2.3 Assess the role of Africans and other minority groups in the economic development of the United States.

**Access Point for Students with Significant Cognitive Disabilities**

<b>Independent</b>	<b>Supported</b>	<b>Participatory</b>
SS.8.E.2.In.a Identify contributions of entrepreneurs, inventors, or other key individuals from diverse backgrounds in the development of the United States economy. <u>Date Adopted or Revised:</u> 12/08	SS.8.E.2.Su.a Recognize contributions of entrepreneurs, inventors, or other key individuals from diverse backgrounds in the development of the United States economy. <u>Date Adopted or Revised:</u> 12/08	SS.8.E.2.Pa.a Recognize a contribution of a person to the economy. <u>Date Adopted or Revised:</u> 12/08
SS.8.E.2.In.b Identify an economic impact of government actions in United States history, such as the Constitutional power to collect taxes and compromises over slavery. <u>Date Adopted or Revised:</u> 12/08	SS.8.E.2.Su.b Recognize the economic impact of a government action in United States history, such as the power to collect taxes and compromises over slavery. <u>Date Adopted or Revised:</u> 12/08	SS.8.E.2.Pa.b Recognize that the government collects taxes. <u>Date Adopted or Revised:</u> 12/08
SS.8.E.2.In.c Identify the influence and contributions of	SS.8.E.2.Su.c Recognize contributions of Africans or other minorities in the economic development of the United	SS.8.E.2.Pa.c Recognize a contribution of a person to the economy. <u>Date Adopted or Revised:</u> 12/08

	<p>Africans and other minorities in the economic development of the United States. <u>Date Adopted or Revised:</u> 12/08</p>	<p>States. <u>Date Adopted or Revised:</u> 12/08</p>							
<p>Standard 3: Understand the fundamental concepts and interrelationships of the United States economy in the international marketplace.</p>									
<b>BENCHMARK CODE</b>		<b>BENCHMARK</b>							
SS.8.E.3.1	<p>Evaluate domestic and international interdependence.</p> <p><u>Remarks/Examples:</u> Examples are triangular trade routes and regional exchange of resources.</p> <p><b>Access Point for Students with Significant Cognitive Disabilities</b></p> <table border="1"> <thead> <tr> <th><b>Independent</b></th> <th><b>Supported</b></th> <th><b>Participatory</b></th> </tr> </thead> <tbody> <tr> <td> <p>SS.8.E.3.In.a</p> <p>Identify examples of domestic and international interdependence, such as regional exchange of resources. <u>Date Adopted or Revised:</u> 12/08</p> </td> <td> <p>SS.8.E.3.Su.a</p> <p>Recognize ways that countries are interdependent, such as exchange of resources. <u>Date Adopted or Revised:</u> 12/08</p> </td> <td> <p>SS.8.E.3.Pa.a</p> <p>Recognize that groups depend on each other. <u>Date Adopted or Revised:</u> 12/08</p> </td> </tr> </tbody> </table>			<b>Independent</b>	<b>Supported</b>	<b>Participatory</b>	<p>SS.8.E.3.In.a</p> <p>Identify examples of domestic and international interdependence, such as regional exchange of resources. <u>Date Adopted or Revised:</u> 12/08</p>	<p>SS.8.E.3.Su.a</p> <p>Recognize ways that countries are interdependent, such as exchange of resources. <u>Date Adopted or Revised:</u> 12/08</p>	<p>SS.8.E.3.Pa.a</p> <p>Recognize that groups depend on each other. <u>Date Adopted or Revised:</u> 12/08</p>
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<p><b>Strand: CIVICS AND GOVERNMENT</b></p>									
<p>Standard 1: The student will evaluate the roles, rights, and responsibilities of United States citizens and determine methods of active participation in society, government, and the political system.</p>									
<b>BENCHMARK CODE</b>		<b>BENCHMARK</b>							
SS.8.C.1.1	Identify the constitutional provisions for establishing citizenship.								
SS.8.C.1.2	Compare views of self-government and the rights and responsibilities of citizens held by Patriots, Loyalists, and other colonists.								
SS.8.C.1.3	Recognize the role of civic virtue in the lives of citizens and leaders from the colonial period through Reconstruction.								
SS.8.C.1.4	Identify the evolving forms of civic and political participation from the colonial period through Reconstruction.								
SS.8.C.1.5	Apply the rights and principles contained in the Constitution and Bill of Rights to the lives of citizens today.								
SS.8.C.1.6	Evaluate how amendments to the Constitution have expanded voting rights from our nation's early history to present day.								
<p><b>Access Point for Students with Significant Cognitive Disabilities</b></p> <table border="1"> <thead> <tr> <th><b>Independent</b></th> <th><b>Supported</b></th> <th><b>Participatory</b></th> </tr> </thead> <tbody> <tr> <td> <p>SS.8.C.1.In.a</p> <p>Identify ways the Constitution provides for citizenship, such as being born and being naturalized in the United States. <u>Date Adopted or Revised:</u> 12/08</p> </td> <td> <p>SS.8.C.1.Su.a</p> <p>Recognize a way the Constitution provides for citizenship, such as being born or naturalized in the United States. <u>Date Adopted or Revised:</u> 12/08</p> </td> <td> <p>SS.8.C.1.Pa.a</p> <p>Recognize that people who are born in the United States are citizens. <u>Date Adopted or Revised:</u> 12/08</p> </td> </tr> </tbody> </table>				<b>Independent</b>	<b>Supported</b>	<b>Participatory</b>	<p>SS.8.C.1.In.a</p> <p>Identify ways the Constitution provides for citizenship, such as being born and being naturalized in the United States. <u>Date Adopted or Revised:</u> 12/08</p>	<p>SS.8.C.1.Su.a</p> <p>Recognize a way the Constitution provides for citizenship, such as being born or naturalized in the United States. <u>Date Adopted or Revised:</u> 12/08</p>	<p>SS.8.C.1.Pa.a</p> <p>Recognize that people who are born in the United States are citizens. <u>Date Adopted or Revised:</u> 12/08</p>
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<p>SS.8.C.1.In.a</p> <p>Identify ways the Constitution provides for citizenship, such as being born and being naturalized in the United States. <u>Date Adopted or Revised:</u> 12/08</p>	<p>SS.8.C.1.Su.a</p> <p>Recognize a way the Constitution provides for citizenship, such as being born or naturalized in the United States. <u>Date Adopted or Revised:</u> 12/08</p>	<p>SS.8.C.1.Pa.a</p> <p>Recognize that people who are born in the United States are citizens. <u>Date Adopted or Revised:</u> 12/08</p>							

<p>SS.8.C.1.In.b Identify different views held by colonists on self-government and rights and responsibilities of citizens. <u>Date Adopted or Revised:</u> 12/08</p>	<p>SS.8.C.1.Su.b Recognize different views that colonists held about the rights and responsibilities of citizens. <u>Date Adopted or Revised:</u> 12/08</p>	<p>SS.8.C.1.Pa.b Recognize a responsibility of citizens, such as keeping informed. <u>Date Adopted or Revised:</u> 12/08</p>
<p>SS.8.C.1.In.c Identify activities that reflect civic virtue in the lives of citizens from the Colonial period through Reconstruction, such as voting, volunteering, and giving to the poor. <u>Date Adopted or Revised:</u> 12/08</p>	<p>SS.8.C.1.Su.c Recognize activities that reflect civic virtues in the lives of citizens from the Colonial period through Reconstruction, such as voting and serving in local government. <u>Date Adopted or Revised:</u> 12/08</p>	<p>SS.8.C.1.Pa.c Recognize an activity of citizens that reflects civic virtue, such as voting. <u>Date Adopted or Revised:</u> 12/08</p>
<p>SS.8.C.1.In.d Identify forms of civic and political participation from the Colonial period through Reconstruction, such as complying with laws and rules, voting, and serving in the government. <u>Date Adopted or Revised:</u> 12/08</p>	<p>SS.8.C.1.Su.d Recognize forms of civic and political participation from the Colonial period through Reconstruction, such as complying with laws and rules and voting. <u>Date Adopted or Revised:</u> 12/08</p>	<p>SS.8.C.1.Pa.d Recognize an activity of citizens that reflects civic virtue, such as voting. <u>Date Adopted or Revised:</u> 12/08</p>
<p>SS.8.C.1.In.e Identify ways citizens benefit from rights provided by the Constitution and Bill of Rights. <u>Date Adopted or Revised:</u> 12/08</p>	<p>SS.8.C.1.Su.e Recognize a way citizens benefit from the rights provided by the Constitution and Bill of Rights. <u>Date Adopted or Revised:</u> 12/08</p>	<p>SS.8.C.1.Pa.e Recognize that the law guarantees individual rights. <u>Date Adopted or Revised:</u> 12/08</p>
<p>SS.8.C.1.In.f Identify ways amendments to the Constitution have expanded voting rights, such as at first allowing only landowners to vote, then white males, former slaves, and females. <u>Date Adopted or Revised:</u> 12/08</p>	<p>SS.8.C.1.Su.f Recognize how amendments to the Constitution expanded voting rights to white males, former slaves, and females. <u>Date Adopted or Revised:</u> 12/08</p>	<p>SS.8.C.1.Pa.f Recognize that men and women can vote in the United States. <u>Date Adopted or Revised:</u> 12/08</p>
<p>Standard 2: The student will demonstrate an understanding of the principles, functions, and organization of government.</p>		
<p><b>BENCHMARK CODE</b></p>	<p><b>BENCHMARK</b></p>	

SS.8.C.2.1	Evaluate and compare the essential ideals and principles of American constitutional government expressed in primary sources from the colonial period to Reconstruction.	
<b>Access Point for Students with Significant Cognitive Disabilities</b>		
<b>Independent</b>	<b>Supported</b>	<b>Participatory</b>
SS.8.C.2.In.a Identify principles of the American government, such as representative democracy (republicanism), separation of powers, and freedom expressed in important documents in American history. <u>Date Adopted or Revised:</u> 12/08	SS.8.C.2.Su.a Recognize a principle of the American government, such as representative democracy (republicanism) or separation of powers expressed in important documents in American history. <u>Date Adopted or Revised:</u> 12/08	SS.8.C.2.Pa.a Recognize that the government in the United States is based on freedom. <u>Date Adopted or Revised:</u> 12/08
<b>Strand: FINANCIAL LITERACY</b>		
Standard 1: Earning Income		
<b>BENCHMARK CODE</b>	<b>BENCHMARK</b>	
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.  <u>Remarks/Examples:</u> Interview individuals and create a timeline that shows the education, training, and job experiences that occurred as the individuals progressed through different stages of their careers.	
SS.8.FL.1.2	Identify the many decisions people must make over a lifetime about their education, jobs, and careers that affect their incomes and job opportunities.  <u>Remarks/Examples:</u> Conduct research on a specific career. Describe the education, job, or career decisions individuals in this field might make over their lifetime and explain how this could affect their incomes and job opportunities.	
SS.8.FL.1.3	Explain that getting more education and learning new job skills can increase a person's human capital and productivity.  <u>Remarks/Examples:</u> Explain how taking a babysitting class or getting lifeguard training can improve a young person's human capital or productivity.	
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.  <u>Remarks/Examples:</u> Gather data on the average wage or salary for different jobs and explain how they differ by the level of education, job skill, or years of experience.	
SS.8.FL.1.5	Examine the fact that investment in education and training generally has a positive rate of return in terms of the income that people earn over a lifetime, with some education or training having a higher rate of return than others.  <u>Remarks/Examples:</u> Using data on the lifetime earnings of workers with different levels of education, explain why adults with a college education typically earn more than adults with only a high school education.	
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.	

	<p><u>Remarks/Examples:</u> Describe the opportunity costs of attending a training course on babysitting, lifeguarding, or first aid.</p>		
SS.8.FL.1.7	<p>Identify that interest, dividends, and capital appreciation (gains) are forms of income earned from financial investments.</p> <p><u>Remarks/Examples:</u> Find the interest rate a bank pays on a savings account.</p>		
SS.8.FL.1.8	<p>Discuss the fact that some people receive income support from government because they have low incomes or qualify in other ways for government assistance.</p> <p><u>Remarks/Examples:</u> Look up government programs, including but not limited to, Medicaid or SNAP (Supplemental Nutrition Assistance Program) and explain the financial situation the programs are addressing.</p> <p><b>Standard 2: Buying Goods and Services</b></p> <table border="1"> <thead> <tr> <th>BENCHMARK CODE</th> <th>BENCHMARK</th> </tr> </thead> </table>	BENCHMARK CODE	BENCHMARK
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SS.8.FL.2.1	<p>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.</p> <p><u>Remarks/Examples:</u> Gather information for an electronic good from sources such as manufacturers' websites, retail websites, and consumer review websites. Explain what information is most helpful in making their decision. Search the Internet and print materials and identify deceptive selling practices.</p>		
SS.8.FL.2.2	<p>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.</p> <p><u>Remarks/Examples:</u> Explain why advice from a source such as a salesperson may or may not be useful when deciding which product to buy.</p>		
SS.8.FL.2.3	<p>Describe the variety of payment methods people can use in order to buy goods and services.</p> <p><u>Remarks/Examples:</u> Explain how they would use the following payment methods to purchase a good or service: cash, check, debit card, credit card, mobile phone, online payment, prepaid card, layaway, and rent to own.</p>		
SS.8.FL.2.4	<p>Examine choosing a payment method, by weighing the costs and benefits of the different payment options.</p> <p><u>Remarks/Examples:</u> Choose the best payment method for the following purchases by weighing the costs and benefits of various payment options: ticket to a concert, food at a convenience store, airline ticket, cell phone bill, beverage at a middle school basketball game, and car payment.</p>		
SS.8.FL.2.5	<p>Discuss the fact that people may revise their budget based on unplanned expenses and changes in income.</p> <p><u>Remarks/Examples:</u> Offer ways to balance a family's budget given unplanned expenses such as health care costs, car repairs, or change in income.</p> <p><b>Standard 3: Saving</b></p> <table border="1"> <thead> <tr> <th>BENCHMARK CODE</th> <th>BENCHMARK</th> </tr> </thead> </table>	BENCHMARK CODE	BENCHMARK
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SS.8.FL.3.1	<p>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.</p> <p><u>Remarks/Examples:</u> Draw and label a diagram showing the role that financial institutions play in channeling funds from savers to borrowers. Conduct research into the interest rate paid on savings and charged for loans by financial institutions in their community and create a classroom bulletin board summarizing their findings.</p>		



	<p><u>Remarks/Examples:</u> Examine a credit card statement and identify the interest rate and fees charged.</p>		
SS.8.FL.4.3	<p>Examine the fact that borrowers who use credit cards for purchases and who do not pay the full balance when it is due pay much higher costs for their purchases because interest is charged monthly. Explain how a credit card user can avoid interest charges by paying the entire balance within the grace period specified by the financial institution.</p> <p><u>Remarks/Examples:</u> For an expensive good purchased using credit, find the total interest paid and the amount still owed after one year when only the minimum payment is made each month. Give advice to a friend explaining what happens to the total cost of borrowing on a credit card when only the minimum payment is made each month.</p>		
SS.8.FL.4.4	<p>Explain that lenders charge different interest rates based on the risk of nonpayment by borrowers. Describe why the higher the risk of nonpayment, the higher the interest rate charged by financial institutions, and the lower the risk of nonpayment, the lower the interest rate charged.</p> <p><u>Remarks/Examples:</u> As a banker, decide for each of three potential borrowers with different credit backgrounds whether to extend credit, and if so, what the interest rate should be. Write a decision letter to the borrower justifying the banker's decision.</p>		
<p>Standard 5: Financial Investing</p> <table border="1"> <thead> <tr> <th>BENCHMARK CODE</th> <th>BENCHMARK</th> </tr> </thead> </table>		BENCHMARK CODE	BENCHMARK
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SS.8.FL.5.1	<p>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.</p> <p><u>Remarks/Examples:</u> Find the prices of a variety of current possible investments.</p>		
SS.8.FL.5.2	<p>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.</p>		
SS.8.FL.5.3	<p>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.</p> <p><u>Remarks/Examples:</u> Determine the amount of dividends paid from a selected stock and how much the price of the stock has appreciated or depreciated over the year.</p>		
SS.8.FL.5.4	<p>Explain that the price of a financial asset is determined by the interaction of buyers and sellers in a financial market.</p> <p><u>Remarks/Examples:</u> Explain why the price of a stock might change if more individuals decide to purchase the stock. Explain why the price of a stock might change if more companies issue new shares of stock to raise new investment funds.</p>		
SS.8.FL.5.5	<p>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.</p> <p><u>Remarks/Examples:</u> Compare rates of return of a variety of different investments and speculate on the amount of risk each of the investments entails.</p>		
<p>Standard 6: Protecting and Insuring</p> <table border="1"> <thead> <tr> <th>BENCHMARK CODE</th> <th>BENCHMARK</th> </tr> </thead> </table>		BENCHMARK CODE	BENCHMARK
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SS.8.FL.6.1	<p>Analyze the fact that personal financial risk exists when unexpected events can damage health, income, property, wealth, or future opportunities.</p>		

	<p><u>Remarks/Examples:</u> Write a scenario describing how a storm blowing a tree onto a roof can impact a family's financial situation.</p>														
SS.8.FL.6.2	<p>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.</p> <p><u>Remarks/Examples:</u> Explain why homeowners buy flood insurance for \$300 a year when the likelihood of a flood in their area is extremely low.</p>														
SS.8.FL.6.3	<p>Describe how a person may self-insure by accepting a risk and saving money on a regular basis to cover a potential loss.</p> <p><u>Remarks/Examples:</u> List examples of potential events and costs against which people might self-insure.</p>														
SS.8.FL.6.4	<p>Discuss why insurance policies that guarantee higher levels of payment in the event of a loss (coverage) have higher prices.</p> <p><u>Remarks/Examples:</u> Explain how a deductible affects the payout on an auto insurance claim, and how the individual's choice of deductible affects the price of the policy at the time it is purchased.</p>														
SS.8.FL.6.5	<p>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.</p> <p><u>Remarks/Examples:</u> Explain why drivers who receive repeated speeding tickets will see their insurance premiums increase.</p>														
SS.8.FL.6.6	<p>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.</p> <p><u>Remarks/Examples:</u> Identify ways in which an automobile driver can avoid, reduce, or transfer the risk of being in an automobile accident. Explain why people may prefer to purchase insurance against fire in their apartment, but self-insure to handle the cost of tooth cavities.</p>														
SS.8.FL.6.7	<p>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.</p> <p><u>Remarks/Examples:</u> Identify ways that identity thieves can obtain someone's personal information. List actions an individual can take to protect personal information.</p> <p style="text-align: center;"><b>GRADE: 912</b></p> <p><b>Strand: AMERICAN HISTORY</b></p> <p>Standard 1: Use research and inquiry skills to analyze American history using primary and secondary sources.</p> <table border="1" style="width: 100%;"> <thead> <tr> <th style="text-align: left;">BENCHMARK CODE</th> <th style="text-align: left;">BENCHMARK</th> </tr> </thead> <tbody> <tr> <td>SS.912.A.1.1</td> <td>Describe the importance of historiography, which includes how historical knowledge is obtained and transmitted, when interpreting events in history.</td> </tr> <tr> <td>SS.912.A.1.2</td> <td>Utilize a variety of primary and secondary sources to identify author, historical significance, audience, and authenticity to understand a historical period.</td> </tr> <tr> <td></td> <td><u>Remarks/Examples:</u> Examples of primary and secondary sources may be found on various websites such as the site for <a href="#">The Kinsey Collection</a>.</td> </tr> <tr> <td>SS.912.A.1.3</td> <td>Utilize timelines to identify the time sequence of historical data.</td> </tr> <tr> <td>SS.912.A.1.4</td> <td>Analyze how images, symbols, objects, cartoons, graphs, charts, maps, and artwork may be used to interpret the significance of time periods and events from the past.</td> </tr> <tr> <td>SS.912.A.1.5</td> <td></td> </tr> </tbody> </table>	BENCHMARK CODE	BENCHMARK	SS.912.A.1.1	Describe the importance of historiography, which includes how historical knowledge is obtained and transmitted, when interpreting events in history.	SS.912.A.1.2	Utilize a variety of primary and secondary sources to identify author, historical significance, audience, and authenticity to understand a historical period.		<u>Remarks/Examples:</u> Examples of primary and secondary sources may be found on various websites such as the site for <a href="#">The Kinsey Collection</a> .	SS.912.A.1.3	Utilize timelines to identify the time sequence of historical data.	SS.912.A.1.4	Analyze how images, symbols, objects, cartoons, graphs, charts, maps, and artwork may be used to interpret the significance of time periods and events from the past.	SS.912.A.1.5	
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	Evaluate the validity, reliability, bias, and authenticity of current events and Internet resources.  <i>Remarks/Examples:</i> Students should be encouraged to utilize FINDS (Focus, Investigate, Note, Develop, Score), Florida's research process model accessible at: <a href="http://www.fldoe.org/bii/Library_Media/pdf/12TotalFINDS.pdf">http://www.fldoe.org/bii/Library_Media/pdf/12TotalFINDS.pdf</a>																								
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SS.912.A.1.In.e Determine the accuracy of current events and Internet resources by comparing them to reliable sources. <u>Date Adopted or Revised:</u> 12/08	SS.912.A.1.Su.e Recognize the accuracy of current events and Internet resources by comparing them to reliable sources. <u>Date Adopted or Revised:</u> 12/08	SS.912.A.1.Pa.e Recognize information about current events. <u>Date Adopted or Revised:</u> 12/08																							
SS.912.A.1.In.f Use a case study to identify social, political, legal, and economic	SS.912.A.1.Su.f Use a case study to recognize social, political, legal, and economic relationships in history. <u>Date Adopted or Revised:</u>	SS.912.A.1.Pa.f Use a case study to obtain information on history. <u>Date Adopted or Revised:</u> 12/08																							
		SS.912.A.1.Pa.g Recognize a selected socio-cultural aspect of American life, such as the arts, artifacts, literature, education, or publications.																							

	relationships in history. <u>Date Adopted or Revised:</u> 12/08  SS.912.A.1.In.g Identify selected socio-cultural aspects of American life, such as the arts, artifacts, literature, education, and publications. <u>Date Adopted or Revised:</u> 12/08	12/08  SS.912.A.1.Su.g Recognize selected socio-cultural aspects of American life, such as the arts, artifacts, literature, education, and publications. <u>Date Adopted or Revised:</u> 12/08	<u>Date Adopted or Revised:</u> 12/08		
Standard 2: Understand the causes, course, and consequences of the Civil War and Reconstruction and its effects on the American people.					
<b>BENCHMARK CODE</b>		<b>BENCHMARK</b>			
SS.912.A.2.1	Review causes and consequences of the Civil War.  <u>Remarks/Examples:</u> Examples may include, but are not limited to, slavery, states' rights, territorial claims, abolitionist movement, regional differences, Reconstruction, 13th, 14th, and 15th amendments.				
SS.912.A.2.2	Assess the influence of significant people or groups on Reconstruction.  <u>Remarks/Examples:</u> Examples may include, but are not limited to, Andrew Johnson, Radical Republicans, Jefferson Davis, Frederick Douglass, Ulysses S. Grant, Robert E. Lee, William T. Sherman, Buffalo Soldiers, Harriet Tubman, and Sojourner Truth.				
SS.912.A.2.3	Describe the issues that divided Republicans during the early Reconstruction era.  <u>Remarks/Examples:</u> Examples may include, but are not limited to, the impeachment of Andrew Johnson, southern whites, blacks, black legislators and white extremist organizations such as the KKK, Knights of the White Camellia, The White League, Red Shirts, and Pale Faces.				
SS.912.A.2.4	Distinguish the freedoms guaranteed to African Americans and other groups with the 13th, 14th, and 15th Amendments to the Constitution.  <u>Remarks/Examples:</u> Examples may include, but are not limited to, abolition of slavery, citizenship, suffrage, equal protection.				
SS.912.A.2.5	Assess how Jim Crow Laws influenced life for African Americans and other racial/ethnic minority groups.				
SS.912.A.2.6	Compare the effects of the Black Codes and the Nadir on freed people, and analyze the sharecropping system and debt peonage as practiced in the United States.				
SS.912.A.2.7	Review the Native American experience.  <u>Remarks/Examples:</u> Examples may include, but are not limited to, westward expansion, reservation system, the Dawes Act, Wounded Knee Massacre, Sand Creek Massacre, Battle of Little Big Horn, Indian Schools, government involvement in the killing of the buffalo.				
<b>Access Point for Students with Significant Cognitive Disabilities</b>					
<b>Independent</b>		<b>Supported</b>		<b>Participatory</b>	
SS.912.A.2.In.a Identify the major causes and consequences of the Civil War. <u>Date Adopted or Revised:</u>		SS.912.A.2.Su.a Recognize the major causes and consequences of the Civil War. <u>Date Adopted or Revised:</u>	SS.912.A.2.Pa.a Recognize characteristics of life during the Civil War. <u>Date Adopted or Revised:</u>		

<p>12/08</p> <p>SS.912.A.2.In.b Describe the influence of significant people or groups on Reconstruction, such as Andrew Johnson, Ulysses S. Grant, Robert E. Lee, Buffalo Soldiers, and Harriet Tubman. <u>Date Adopted or Revised:</u> 12/08</p>	<p>12/08</p> <p>SS.912.A.2.Su.b Recognize the influence of significant people or groups on Reconstruction, such as Andrew Johnson, Ulysses S. Grant, Robert E. Lee, Buffalo Soldiers, and Harriet Tubman. <u>Date Adopted or Revised:</u> 12/08</p>	<p>12/08</p> <p>SS.912.A.2.Pa.b Recognize there were leaders who promoted social justice. <u>Date Adopted or Revised:</u> 12/08</p>
<p>SS.912.A.2.In.c Identify major challenges during Reconstruction, such as initial resistance to readmission by Southern states, disagreements between President Johnson and the Congress, and opposition to blacks by white extremist organizations, such as the Ku Klux Klan (KKK). <u>Date Adopted or Revised:</u> 12/08</p>	<p>SS.912.A.2.Su.c Recognize major challenges in the period of Reconstruction, such as the disagreements between the President and Congress and opposition to blacks by groups such as the Ku Klux Klan (KKK). <u>Date Adopted or Revised:</u> 12/08</p>	<p>SS.912.A.2.Pa.c Recognize that groups of people continued to disagree about slavery after the war. <u>Date Adopted or Revised:</u> 12/08</p>
<p>SS.912.A.2.In.d Identify freedoms guaranteed to African American males in the amendments to the Constitution, such as the abolition of slavery, the right to citizenship, and the right to vote. <u>Date Adopted or Revised:</u> 12/08</p>	<p>SS.912.A.2.Su.d Recognize freedoms guaranteed to African American males in the amendments to the Constitution, such as the abolition of slavery and the right to vote. <u>Date Adopted or Revised:</u> 12/08</p>	<p>SS.912.A.2.Pa.d Recognize that African American males have the right to vote. <u>Date Adopted or Revised:</u> 12/08</p>
<p>SS.912.A.2.In.e Identify the purpose of laws of segregation, often called Jim Crow Laws. <u>Date Adopted or Revised:</u> 12/08</p>	<p>SS.912.A.2.Su.e Recognize examples of laws of segregation, often called Jim Crow Laws. <u>Date Adopted or Revised:</u> 12/08</p>	<p>SS.912.A.2.Pa.e Recognize the social issue of segregation. <u>Date Adopted or Revised:</u> 12/08</p>
<p>SS.912.A.2.In.f Identify the sharecropping and debt peonage system that was practiced in the United States. <u>Date Adopted or Revised:</u> 12/08</p>	<p>SS.912.A.2.Su.f Recognize that sharecropping was a common way of life for freed people. <u>Date Adopted or Revised:</u> 12/08</p>	<p>SS.912.A.2.Pa.f Recognize the social issue of segregation. <u>Date Adopted or Revised:</u> 12/08</p>
<p>SS.912.A.2.In.g Identify the Native American experience during the westward expansion, such as being forced to leave their native lands to go to</p>	<p>SS.912.A.2.Su.g Recognize the Native American experience during the westward expansion, such as being forced to leave their native lands to go to reservations and give up tribal identity and culture. <u>Date Adopted or Revised:</u></p>	<p>SS.912.A.2.Pa.g Recognize the social issue of forced integration. <u>Date Adopted or Revised:</u> 12/08</p>

	reservations and give up tribal identity and culture. <u>Date Adopted or Revised:</u> 12/08	12/08	
Standard 3: Analyze the transformation of the American economy and the changing social and political conditions in response to the Industrial Revolution.			
<b>BENCHMARK CODE</b>		<b>BENCHMARK</b>	
SS.912.A.3.1	Analyze the economic challenges to American farmers and farmers' responses to these challenges in the mid to late 1800s.  <u>Remarks/Examples:</u> Examples may include, but are not limited to, creation of agricultural colleges, Morrill Land Grant Act, gold standard and Bimetallism, the creation of the Populist Party.		
SS.912.A.3.10	Review different economic and philosophic ideologies.  <u>Remarks/Examples:</u> Economic examples may include, but are not limited to, market economy, mixed economy, planned economy and philosophic examples are capitalism, socialism, communism, anarchy.		
SS.912.A.3.11	Analyze the impact of political machines in United States cities in the late 19th and early 20th centuries.  <u>Remarks/Examples:</u> Examples may include, but aren ot limited to, Boss Tweed, Tammany Hall, George Washington Plunkitt, Washington Gladden, Thomas Nast.		
SS.912.A.3.12	Compare how different nongovernmental organizations and progressives worked to shape public policy, restore economic opportunities, and correct injustices in American life.  <u>Remarks/Examples:</u> Examples may include, but are not limited to, NAACP, YMCA, Women's Christian Temperance Union, National Women's Suffrage Association, National Women's Party, Robert LaFollette, Florence Kelley, Ida M. Tarbell, Eugene Debs, Carrie Chapman Catt, Alice Paul, Theodore Roosevelt, William Taft, Woodrow Wilson, Upton Sinclair, Booker T. Washington, W.E.B. DuBois, Gifford Pinchot, William Jennings Bryan.		
SS.912.A.3.13	Examine key events and peoples in Florida history as they relate to United States history.  <u>Remarks/Examples:</u> Examples may include, but are not limited to, the railroad industry, bridge construction in the Florida Keys, the cattle industry, the cigar industry, the influence of Cuban, Greek and Italian immigrants, Henry B. Plant, William Chibley, Henry Flagler, George Proctor, Thomas DeSaille Tucker, Hamilton Disston.		
SS.912.A.3.2	Examine the social, political, and economic causes, course, and consequences of the second Industrial Revolution that began in the late 19th century.		
SS.912.A.3.3	Compare the first and second Industrial Revolutions in the United States.  <u>Remarks/Examples:</u> Examples may include, but are not limited to, trade, development of new industries.		
SS.912.A.3.4	Determine how the development of steel, oil, transportation, communication, and business practices affected the United States economy.  <u>Remarks/Examples:</u> Examples may include, but are not limited to, railroads, the telegraph, pools, holding companies, trusts, corporations, contributed to westward expansion, expansion of trade and development of new industries, vertical and horizontal integration.		
SS.912.A.3.5	Identify significant inventors of the Industrial Revolution including African Americans and women.		

	<p><u>Remarks/Examples:</u> Examples may include, but are not limited to, Lewis Howard Latimer, Jan E. Matzeliger, Sarah E. Goode, Granville T. Woods, Alexander Graham Bell, Thomas Edison, George Pullman, Henry Ford, Orville and Wilbur Wright, Elijah McCoy, Garrett Morgan, Madame C.J. Walker, George Westinghouse.</p>		
SS.912.A.3.6	<p>Analyze changes that occurred as the United States shifted from agrarian to an industrial society.</p> <p><u>Remarks/Examples:</u> Examples may include, but are not limited to, Social Darwinism, laissez-faire, government regulations of food and drugs, migration to cities, urbanization, changes to the family structure, Ellis Island, Angel Island, push-pull factors.</p>		
SS.912.A.3.7	<p>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).</p> <p><u>Remarks/Examples:</u> Examples may include, but are not limited to nativism, integration of immigrants into society when comparing "Old" [before 1890] and "New" immigrants [after 1890], Immigration Act of 1924.</p>		
SS.912.A.3.8	<p>Examine the importance of social change and reform in the late 19th and early 20th centuries (class system, migration from farms to cities, Social Gospel movement, role of settlement houses and churches in providing services to the poor).</p>		
SS.912.A.3.9	<p>Examine causes, course, and consequences of the labor movement in the late 19th and early 20th centuries.</p> <p><u>Remarks/Examples:</u> Examples may include, but are not limited to, unions, Knights of Labor, American Federation of Labor, Socialist Party, labor laws.</p>		
	<p><b>Access Point for Students with Significant Cognitive Disabilities</b></p>		
	<p><b>Independent</b></p>	<p><b>Supported</b></p>	<p><b>Participatory</b></p>
	<p>SS.912.A.3.In.a Identify responses to economic challenges faced by farmers, such as shifting from hand labor to machine farming, the creation of colleges to support agricultural development, and increasing the use of commercial agriculture. <u>Date Adopted or Revised:</u> 12/08</p> <p>SS.912.A.3.In.j Identify major differences in economic systems, such as capitalism and communism. <u>Date Adopted or Revised:</u> 12/08</p> <p>SS.912.A.3.In.k Identify ways powerful groups (political machines) in United States cities controlled the government, such as having enough votes to maintain control of the city and giving jobs or contracts only to people who supported them. <u>Date Adopted or Revised:</u></p>	<p>SS.912.A.3.Su.a Recognize responses to economic challenges faced by farmers, such as shifting from hand labor to machine farming, the creation of colleges to support agricultural development, and increasing the use of commercial agriculture. <u>Date Adopted or Revised:</u> 12/08</p> <p>SS.912.A.3.Su.j Recognize an example of an economic system, such as capitalism. <u>Date Adopted or Revised:</u> 12/08</p> <p>SS.912.A.3.Su.k Recognize that powerful groups in United States cities controlled the government and gave favors to people who supported them. <u>Date Adopted or Revised:</u> 12/08</p> <p>SS.912.A.3.Su.l Recognize a way</p>	<p>SS.912.A.3.Pa.a Recognize employment options in America. <u>Date Adopted or Revised:</u> 12/08</p> <p>SS.912.A.3.Pa.j Recognize that people buy and sell goods and services. <u>Date Adopted or Revised:</u> 12/08</p> <p>SS.912.A.3.Pa.k Recognize that powerful groups have a strong influence on government. <u>Date Adopted or Revised:</u> 12/08</p> <p>SS.912.A.3.Pa.l Recognize an organization in the community that helps people. <u>Date Adopted or Revised:</u> 12/08</p>

<p>12/08</p> <p>SS.912.A.3.In.l</p> <p>Identify ways organizations and people have shaped public policy and corrected injustices in American life, such as the NAACP, the YMCA, Theodore Roosevelt, and Booker T. Washington.</p> <p><u>Date Adopted or Revised:</u> 12/08</p>	<p>an organization or person has shaped public policy and corrected injustices in American life, such as the NAACP, the YMCA, Theodore Roosevelt, or Booker T. Washington.</p> <p><u>Date Adopted or Revised:</u> 12/08</p> <p>SS.912.A.3.Su.m</p> <p>Recognize a key event or person in Florida history related to United States history, such as the railroad industry, the cattle industry, or the influence of immigrants.</p> <p><u>Date Adopted or Revised:</u> 12/08</p>	<p>SS.912.A.3.Pa.m</p> <p>Recognize a key event or person in Florida history.</p> <p><u>Date Adopted or Revised:</u> 12/08</p> <p>SS.912.A.3.Pa.b</p> <p>Recognize goods that are manufactured, such as clothing.</p> <p><u>Date Adopted or Revised:</u> 12/08</p>
<p>SS.912.A.3.In.m</p> <p>Identify key events and people in Florida history related to United States history, such as the railroad industry, the cattle industry, and the influence of immigrants.</p> <p><u>Date Adopted or Revised:</u> 12/08</p>	<p>SS.912.A.3.Su.b</p> <p>Recognize that mass production of transportation, food, and clothing was developed during the second Industrial Revolution.</p> <p><u>Date Adopted or Revised:</u> 12/08</p>	<p>SS.912.A.3.Pa.c</p> <p>Recognize that inventions changed life in the United States.</p> <p><u>Date Adopted or Revised:</u> 12/08</p>
<p>SS.912.A.3.In.b</p> <p>Identify economic developments in the second Industrial Revolution, such as mass production of consumer goods, including transportation, food and drink, clothing, and entertainment (cinema, radio, the gramophone).</p> <p><u>Date Adopted or Revised:</u> 12/08</p>	<p>SS.912.A.3.Su.c</p> <p>Recognize technological developments and inventions in the Industrial Revolutions in the United States.</p> <p><u>Date Adopted or Revised:</u> 12/08</p>	<p>SS.912.A.3.Pa.d</p> <p>Recognize transportation and communication systems.</p> <p><u>Date Adopted or Revised:</u> 12/08</p> <p>SS.912.A.3.Pa.e</p> <p>Recognize that inventions help people.</p> <p><u>Date Adopted or Revised:</u> 12/08</p>
<p>SS.912.A.3.In.c</p> <p>Identify technological developments and inventions in the Industrial Revolutions in the United States.</p> <p><u>Date Adopted or Revised:</u> 12/08</p>	<p>SS.912.A.3.Su.d</p> <p>Recognize how a development in industry affected the United States economy, such as railroads or forms of communication.</p> <p><u>Date Adopted or Revised:</u> 12/08</p>	<p>SS.912.A.3.Pa.f</p> <p>Recognize that government can control business.</p> <p><u>Date Adopted or Revised:</u> 12/08</p>
<p>SS.912.A.3.In.d</p> <p>Identify how developments in industry affected the United States economy, such as railroads, forms of communication, and corporations.</p> <p><u>Date Adopted or Revised:</u> 12/08</p>	<p>SS.912.A.3.Su.e</p> <p>Recognize a significant inventor of the Industrial Revolution, including an African American or a woman.</p> <p><u>Date Adopted or Revised:</u> 12/08</p>	<p>SS.912.A.3.Pa.g</p> <p>Recognize the social issue of inequality.</p> <p><u>Date Adopted or Revised:</u> 12/08</p>
<p>SS.912.A.3.In.e</p> <p>Identify a significant inventor of the</p>	<p>SS.912.A.3.Su.f</p> <p>Recognize changes that occurred as the United States shifted from an agrarian to an industrial society, such as laissez-faire policies</p>	<p>SS.912.A.3.Pa.h</p> <p>Recognize types of assistance for personal and social needs.</p> <p><u>Date Adopted or Revised:</u> 12/08</p> <p>SS.912.A.3.Pa.i</p> <p>Recognize</p>

	<p>Industrial Revolution, including an African American or a woman. <u>Date Adopted or Revised:</u> 12/08</p> <p>SS.912.A.3.In.f Identify changes that occurred as the United States shifted from an agrarian to an industrial society, such as laissez-faire policies and government regulations of food and drugs. <u>Date Adopted or Revised:</u> 12/08</p> <p>SS.912.A.3.In.g Identify similarities in the way European immigrants in the east and Asian immigrants in the west were treated, such as discrimination in housing and employment. <u>Date Adopted or Revised:</u> 12/08</p> <p>SS.912.A.3.In.h Identify the importance of social change and reform, such as settlement houses and churches that helped the poor during the early 1900s. <u>Date Adopted or Revised:</u> 12/08</p> <p>SS.912.A.3.In.i Identify a cause and consequence of the labor movement in the late 1800s and early 1900s, such as the need to improve working conditions and the resulting child labor laws and work regulations. <u>Date Adopted or Revised:</u> 12/08</p>	<p>and government regulations of food and drugs. <u>Date Adopted or Revised:</u> 12/08</p> <p>SS.912.A.3.Su.g Recognize similarities in the way European immigrants in the east and Asian immigrants in the west were treated, such as discrimination in housing and employment. <u>Date Adopted or Revised:</u> 12/08</p> <p>SS.912.A.3.Su.h Recognize the importance of social change and reform, such as settlement houses and churches that helped the poor during the early 1900s. <u>Date Adopted or Revised:</u> 12/08</p> <p>SS.912.A.3.Su.i Recognize a cause and consequence of the labor movement in the late 1800s and early 1900s, such as the need to improve working conditions and the resulting child labor laws and work regulations. <u>Date Adopted or Revised:</u> 12/08</p>	<p>that workers have rights. <u>Date Adopted or Revised:</u> 12/08</p>
<p><b>Standard 4: Demonstrate an understanding of the changing role of the United States in world affairs through the end of World War I.</b></p>			
<p><b>BENCHMARK CODE</b></p>		<p><b>BENCHMARK</b></p>	
<p>SS.912.A.4.1</p>	<p>Analyze the major factors that drove United States imperialism.  <u>Remarks/Examples:</u></p>		

	Examples may include, but are not limited to, the Monroe Doctrine, Manifest Destiny, <i>The Influence of Sea Power Upon History</i> , Turner's thesis, the Roosevelt Corollary, natural resources, markets for resources, elimination of spheres of influence in China.
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.  <i>Remarks/Examples:</i> Examples may include, but are not limited to, self-determination, boundaries, demilitarized zone, sanctions reparations, and the League of Nations (including Article X of the Covenant).
SS.912.A.4.11	Examine key events and peoples in Florida history as they relate to United States history.  <i>Remarks/Examples:</i> Examples may include, but are not limited to, the Spanish-American War, Ybor City, Jose Marti.
SS.912.A.4.2	Explain the motives of the United States acquisition of the territories.  <i>Remarks/Examples:</i> Examples may include, but are not limited to, Alaska, Hawaii, Puerto Rico, Philippines, Guam, Samoa, Marshall Islands, Midway Island, Virgin Islands.
SS.912.A.4.3	Examine causes, course, and consequences of the Spanish American War.  <i>Remarks/Examples:</i> Examples may include, but are not limited to, Cuba as a protectorate, Yellow Journalism, sinking of the <i>Maine</i> , the Philippines, Commodore Dewey, the Rough Riders, acquisition of territories, the Treaty of Paris.
SS.912.A.4.4	Analyze the economic, military, and security motivations of the United States to complete the Panama Canal as well as major obstacles involved in its construction.  <i>Remarks/Examples:</i> Examples may include, but are not limited to, disease, environmental impact, challenges faced by various ethnic groups such as Africans and indigenous populations, shipping routes, increased trade, defense and independence for Panama.
SS.912.A.4.5	Examine causes, course, and consequences of United States involvement in World War I.  <i>Remarks/Examples:</i> Examples may include, but are not limited to, nationalism, imperialism, militarism, entangling alliances vs. neutrality, Zimmerman Note, the <i>Lusitania</i> , the Selective Service Act, the homefront, the American Expeditionary Force, Wilson's Fourteen Points, the Treaty of Versailles (and opposition to it), isolationism.
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).
SS.912.A.4.7	Examine the impact 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.
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.
<b>Access Point for Students with Significant Cognitive Disabilities</b>	
<b>Independent</b>	<b>Supported</b>
SS.912.A.4.In.a Identify major factors that drove the United States to expand its influence to other territories, such as forced trade with China and Japan, policies that restricted access to the Western Hemisphere, and the construction of the Panama Canal. <i>Date Adopted or Revised:</i>	SS.912.A.4.Su.a Recognize a factor that drove the United States to expand its influence to other territories, such as forced trade with China and Japan, policies that restricted access to the Western Hemisphere, or the construction of the Panama Canal. <i>Date Adopted or Revised:</i> 12/08
	<b>Participatory</b>
	SS.912.A.4.Pa.a Recognize the continuing growth over time of the United States. <i>Date Adopted or Revised:</i> 12/08  SS.912.A.4.Pa.j Recognize an unintended effect of an agreement (treaty).

<p>12/08</p> <p>SS.912.A.4.In.j Identify that the Treaty of Versailles held Germany responsible for the damages of World War I and established the League of Nations. <u>Date Adopted or Revised:</u> 12/08</p>	<p>SS.912.A.4.Su.j Recognize that the Treaty of Versailles held Germany responsible for the damages of World War I and established the League of Nations. <u>Date Adopted or Revised:</u> 12/08</p>	<p><u>Date Adopted or Revised:</u> 12/08</p> <p>SS.912.A.4.Pa.k Recognize a contribution of Florida as it relates to American history. <u>Date Adopted or Revised:</u> 12/08</p>
<p>SS.912.A.4.In.k Identify key events and people in Florida history, such as the participation of Florida troops and the role of Tampa during the Spanish-American War. <u>Date Adopted or Revised:</u> 12/08</p>	<p>SS.912.A.4.Su.k Recognize key events and people in Florida history, such as the participation of Florida troops in the Spanish American War. <u>Date Adopted or Revised:</u> 12/08</p>	<p>SS.912.A.4.Pa.b Recognize the continuing growth over time of the United States. <u>Date Adopted or Revised:</u> 12/08</p>
<p>SS.912.A.4.In.b Identify the benefits of expanding into other territories by the United States, such as Alaska and Hawaii, Puerto Rico, and other islands. <u>Date Adopted or Revised:</u> 12/08</p>	<p>SS.912.A.4.Su.b Recognize a benefit of expanding into other territories by the United States, such as Alaska and Hawaii, Puerto Rico, and other islands. <u>Date Adopted or Revised:</u> 12/08</p>	<p>SS.912.A.4.Pa.c Recognize the continuing growth over time of the United States. <u>Date Adopted or Revised:</u> 12/08</p> <p>SS.912.A.4.Pa.d Recognize that a canal is a man-made waterway for travel. <u>Date Adopted or Revised:</u> 12/08</p>
<p>SS.912.A.4.In.c Identify consequences of the Spanish American War, such as ending the Spanish control over Cuba and gaining control of islands in the Caribbean and Pacific. <u>Date Adopted or Revised:</u> 12/08</p>	<p>SS.912.A.4.Su.c Recognize a consequence of the Spanish American War, such as ending the Spanish control over Cuba or gaining control of islands in the Caribbean and Pacific. <u>Date Adopted or Revised:</u> 12/08</p>	<p>SS.912.A.4.Pa.e Recognize how countries help each other in a war. <u>Date Adopted or Revised:</u> 12/08</p>
<p>SS.912.A.4.In.d Identify reasons why the United States completed the Panama Canal, such as improving trade and decreasing travel time; and identify challenges that were faced during its construction, such as disease and environmental impact. <u>Date Adopted or Revised:</u> 12/08</p>	<p>SS.912.A.4.Su.d Recognize why the United States completed the Panama Canal, such as improving trade and decreasing travel time; and recognize challenges that were faced during its construction, such as disease and environmental impact. <u>Date Adopted or Revised:</u> 12/08</p>	<p>SS.912.A.4.Pa.f Recognize that citizens support their country during a war. <u>Date Adopted or Revised:</u> 12/08</p> <p>SS.912.A.4.Pa.g Recognize types of transportation used in wars. <u>Date Adopted or Revised:</u> 12/08</p>
<p>SS.912.A.4.In.e Identify causes and consequences of United States involvement in World War I, such as conflicts among</p>	<p>SS.912.A.4.Su.e Recognize a cause and consequence of United States involvement in World War I, such as conflicts among European nations, sinking of the Lusitania, threats by Germany, the arms race, and</p>	<p>SS.912.A.4.Pa.h Recognize people in the armed services. <u>Date Adopted or Revised:</u> 12/08</p>

	<p>European nations, sinking of the Lusitania, threats by Germany, the arms race, and the Allies' plan for peace. <u>Date Adopted or Revised:</u> 12/08</p> <p>SS.912.A.4.In.f Identify ways the United States government prepared the nation for World War I, such as initiating the draft, issuing war bonds, and using propaganda. <u>Date Adopted or Revised:</u> 12/08</p> <p>SS.912.A.4.In.g Identify impacts of the development of airplanes, battleships, and new weapons during World War I. <u>Date Adopted or Revised:</u> 12/08</p> <p>SS.912.A.4.In.h Identify experiences Americans had while serving in Europe, including groups such as African Americans and women. <u>Date Adopted or Revised:</u> 12/08</p> <p>SS.912.A.4.In.i Identify impacts of the war on diverse groups of people in the United States, including dissenters. <u>Date Adopted or Revised:</u> 12/08</p>	<p>the Allies' plan for peace. <u>Date Adopted or Revised:</u> 12/08</p> <p>SS.912.A.4.Su.f Recognize a way the United States government prepared the nation for World War I, such as initiating the draft, issuing war bonds, or using propaganda. <u>Date Adopted or Revised:</u> 12/08</p> <p>SS.912.A.4.Su.g Recognize an impact of the development of airplanes, battleships, or new weapons during World War I. <u>Date Adopted or Revised:</u> 12/08</p> <p>SS.912.A.4.Su.h Recognize experiences Americans had while serving in Europe, including groups such as African Americans and women. <u>Date Adopted or Revised:</u> 12/08</p> <p>SS.912.A.4.Su.i Recognize an impact of the war on diverse groups of people in the United States, including dissenters. <u>Date Adopted or Revised:</u> 12/08</p>	<p>SS.912.A.4.Pa.i Recognize that some people do not support war. <u>Date Adopted or Revised:</u> 12/08</p>
<p>Standard 5: Analyze the effects of the changing social, political, and economic conditions of the Roaring Twenties and the Great Depression.</p>			
<p><b>BENCHMARK CODE</b></p>		<p><b>BENCHMARK</b></p>	
<p>SS.912.A.5.1</p>	<p>Discuss the economic outcomes of demobilization.</p>		
<p>SS.912.A.5.10</p>	<p>Analyze support for and resistance to civil rights for women, African Americans, Native Americans, and other minorities.</p>		
<p>SS.912.A.5.11</p>	<p>Examine causes, course, and consequences of the Great Depression and the New Deal.</p>		
<p>SS.912.A.5.12</p>	<p>Examine key events and people in Florida history as they relate to United States history.</p>		
<p><u>Remarks/Examples:</u> Examples may include, but are not limited to, Rosewood, land boom, speculation, impact of climate and natural disasters on the end of the land boom, invention of modern air conditioning</p>			

	in 1929, Alfred DuPont, Majorie Kinnan Rawlings, Zora Neale Hurston, James Weldon Johnson.		
SS.912.A.5.2	<p>Explain the causes of the public reaction (Sacco and Vanzetti, labor, racial unrest) associated with the Red Scare.</p> <p><i>Remarks/Examples:</i> Examples may also include, but are not limited to, Palmer Raids, FBI, J. Edgar Hoover.</p>		
SS.912.A.5.3	<p>Examine the impact of United States foreign economic policy during the 1920s.</p> <p><i>Remarks/Examples:</i> Examples may include, but are not limited to, the Depression of 1920-21, "The Business of America is Business," assembly line, installment buying, consumerism.</p>		
SS.912.A.5.4	<p>Evaluate how the economic boom during the Roaring Twenties changed consumers, businesses, manufacturing, and marketing practices.</p>		
SS.912.A.5.5	<p>Describe efforts by the United States and other world powers to avoid future wars.</p> <p><i>Remarks/Examples:</i> Examples may include, but are not limited to, League of Nations, Washington Naval Conference, London Conference, Kellogg-Briand Pact, the Nobel Prize.</p>		
SS.912.A.5.6	<p>Analyze the influence that Hollywood, the Harlem Renaissance, the Fundamentalist movement, and prohibition had in changing American society in the 1920s.</p>		
SS.912.A.5.7	<p>Examine the freedom movements that advocated civil rights for African Americans, Latinos, Asians, and women.</p>		
SS.912.A.5.8	<p>Compare the views of Booker T. Washington, W.E.B. DuBois, and Marcus Garvey relating to the African American experience.</p>		
SS.912.A.5.9	<p>Explain why support for the Ku Klux Klan varied in the 1920s with respect to issues such as anti-immigration, anti-African American, anti-Catholic, anti-Jewish, anti-women, and anti-union ideas.</p> <p><i>Remarks/Examples:</i> Examples may include, but are not limited to, 100 Percent Americanism.</p>		
	<b>Access Point for Students with Significant Cognitive Disabilities</b>		
	<b>Independent</b>	<b>Supported</b>	<b>Participatory</b>
	<p>SS.912.A.5.In.a Identify an economic result of demobilization, such as reintegration of soldiers into civilian life or reconstruction. <i>Date Adopted or Revised:</i> 12/08</p> <p>SS.912.A.5.In.j Identify reasons why there was support for and resistance to civil rights for women, African Americans, Native Americans, and other minorities. <i>Date Adopted or Revised:</i> 12/08</p> <p>SS.912.A.5.In.k Identify a cause of the Great Depression, such as drought, inflation, or the stock market crash, and a consequence, such as the New Deal plan for relief, recovery, and reform. <i>Date Adopted or Revised:</i> 12/08</p>	<p>SS.912.A.5.Su.a Recognize a result of demobilization, such as the reintegration of soldiers into civilian life. <i>Date Adopted or Revised:</i> 12/08</p> <p>SS.912.A.5.Su.j Recognize a reason why there was support for and resistance to civil rights for women, African Americans, Native Americans, and other minorities. <i>Date Adopted or Revised:</i> 12/08</p> <p>SS.912.A.5.Su.k Recognize a cause of the Great Depression, such as drought, inflation, or the stock market crash, and a consequence, such as the New Deal plan for relief, recovery, and reform. <i>Date Adopted or Revised:</i> 12/08</p>	<p>SS.912.A.5.Pa.a Recognize that soldiers return home after a war. <i>Date Adopted or Revised:</i> 12/08</p> <p>SS.912.A.5.Pa.j Recognize that groups may fear people who are different. <i>Date Adopted or Revised:</i> 12/08</p> <p>SS.912.A.5.Pa.k Recognize that people struggle to meet their needs when they don't have enough money. <i>Date Adopted or Revised:</i> 12/08</p> <p>SS.912.A.5.Pa.l Recognize an important development in Florida, such as air conditioning. <i>Date Adopted or Revised:</i></p>

<p>SS.912.A.5.In.l Identify key events and people in Florida, such as the Florida land boom, air conditioning, New Deal programs, and Marjorie Kinnan Rawlings. <u>Date Adopted or Revised:</u> 12/08</p>	<p>SS.912.A.5.Su.l Recognize key events in Florida, such as the Florida land boom and the development of air conditioning. <u>Date Adopted or Revised:</u> 12/08</p>	<p>12/08 SS.912.A.5.Pa.b Recognize behaviors that result from fears. <u>Date Adopted or Revised:</u> 12/08</p>
<p>SS.912.A.5.In.b Identify the causes and reactions associated with the Red Scare, such as fear of a communist revolution, strikes by workers, laws limiting immigration, and racial unrest. <u>Date Adopted or Revised:</u> 12/08</p>	<p>SS.912.A.5.Su.b Recognize a cause and a reaction of the Red Scare, such as fear of a communist revolution, strikes by workers, laws limiting immigration, or racial unrest. <u>Date Adopted or Revised:</u> 12/08</p>	<p>SS.912.A.5.Pa.c Recognize that the government makes rules about taxes and spending. <u>Date Adopted or Revised:</u> 12/08</p>
<p>SS.912.A.5.In.c Identify impacts of United States government economic policies during the 1920s, such as tax cuts, a reduction in federal spending, and high tariffs. <u>Date Adopted or Revised:</u> 12/08</p>	<p>SS.912.A.5.Su.c Recognize an impact of United States government economic policies during the 1920s, such as tax cuts, a reduction in federal spending, and high tariffs. <u>Date Adopted or Revised:</u> 12/08</p>	<p>SS.912.A.5.Pa.d Recognize that when people have more money, they can buy more goods. <u>Date Adopted or Revised:</u> 12/08</p>
<p>SS.912.A.5.In.d Identify results of the economic boom of the Roaring Twenties, such as the rise of automobile ownership, the mass production of goods, and the use of marketing. <u>Date Adopted or Revised:</u> 12/08</p>	<p>SS.912.A.5.Su.d Recognize a result of the economic boom of the Roaring Twenties, such as the rise of automobile ownership, the mass production of goods, or the use of marketing. <u>Date Adopted or Revised:</u> 12/08</p>	<p>SS.912.A.5.Pa.e Recognize that countries want to prevent wars. <u>Date Adopted or Revised:</u> 12/08</p>
<p>SS.912.A.5.In.e Identify actions of the United States and world powers to avoid future wars, such as forming the League of Nations. <u>Date Adopted or Revised:</u> 12/08</p>	<p>SS.912.A.5.Su.e Recognize that the League of Nations was formed to prevent wars. <u>Date Adopted or Revised:</u> 12/08</p>	<p>SS.912.A.5.Pa.f Recognize the influences of groups with different beliefs. <u>Date Adopted or Revised:</u> 12/08</p>
<p>SS.912.A.5.In.f Identify the influences of Hollywood, the Harlem Renaissance, and prohibition on American society in the 1920s. <u>Date Adopted or Revised:</u></p>	<p>SS.912.A.5.Su.f Recognize an influence of Hollywood, the Harlem Renaissance, or prohibition on American society in the 1920s. <u>Date Adopted or Revised:</u> 12/08</p>	<p>SS.912.A.5.Pa.g Recognize that people in the same ethnic group may feel a sense of community. <u>Date Adopted or Revised:</u> 12/08</p>
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	<p>12/08</p> <p>SS.912.A.5.In.g Identify the effects of freedom movements that advocated for civil rights for African Americans, Latinos, Asians, and women, such as a feeling of unity and a sense of community. <u>Date Adopted or Revised:</u> 12/08</p> <p>SS.912.A.5.In.h 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. <u>Date Adopted or Revised:</u> 12/08</p> <p>SS.912.A.5.In.i Identify that support of the Ku Klux Klan changed during the 1920s with respect to groups, such as immigrants, African Americans, Catholics, Jews, women, and unions. <u>Date Adopted or Revised:</u> 12/08</p>	<p>African Americans, Latinos, Asians, and women, such as a feeling of unity and a sense of community. <u>Date Adopted or Revised:</u> 12/08</p> <p>SS.912.A.5.Su.h Recognize the view of a leader relating to the African American experience, such as the way African Americans should go about obtaining their rights. <u>Date Adopted or Revised:</u> 12/08</p> <p>SS.912.A.5.Su.i Recognize that support of the Ku Klux Klan changed during the 1920s with respect to groups, such as immigrants, African Americans, Catholics, Jews, women, and unions. <u>Date Adopted or Revised:</u> 12/08</p>	<p>who are different. <u>Date Adopted or Revised:</u> 12/08</p>
<p>Standard 6: Understand the causes and course of World War II, the character of the war at home and abroad, and its reshaping of the United States role in the post-war world.</p>			
<p><b>BENCHMARK CODE</b></p>		<p><b>BENCHMARK</b></p>	
<p>SS.912.A.6.1</p>	<p>Examine causes, course, and consequences of World War II on the United States and the world.  <u>Remarks/Examples:</u> Examples may include, but are not limited to, rise of dictators, attack on Pearl Harbor, Nazi party, American neutrality, D-Day, Battle of the Bulge, War in the Pacific, internment camps, Holocaust, Yalta.</p>		
<p>SS.912.A.6.10</p>	<p>Examine causes, course, and consequences of the early years of the Cold War (Truman Doctrine, Marshall Plan, NATO, Warsaw Pact).</p>		
<p>SS.912.A.6.11</p>	<p>Examine the controversy surrounding the proliferation of nuclear technology in the United States and the world.</p>		
<p>SS.912.A.6.12</p>	<p>Examine causes, course, and consequences of the Korean War.  <u>Remarks/Examples:</u> Examples may include, but are not limited to, Communist China, 38th parallel, cease fire, firing of Gen. Douglas McArthur.</p>		
<p>SS.912.A.6.13</p>			

	Analyze significant foreign policy events during the Truman, Eisenhower, Kennedy, Johnson, and Nixon administrations.  <i>Remarks/Examples:</i> Examples may include, but are not limited to, the Domino Theory, Sputnik, space race, Korean Conflict, Vietnam Conflict, U-2 and Gary Powers, Bay of Pigs invasion, Cuban Missile Crisis, Berlin Wall, Ping Pong Diplomacy, opening of China.												
SS.912.A.6.14	Analyze causes, course, and consequences of the Vietnam War.  <i>Remarks/Examples:</i> Examples may include, but are not limited to, Geneva Accords, Gulf of Tonkin Resolution, the draft, escalating protest at home, Vietnamization, the War Powers Act.												
SS.912.A.6.15	Examine key events and peoples in Florida history as they relate to United States history.  <i>Remarks/Examples:</i> Examples may include, but are not limited to, Mosquito Fleet, "Double V Campaign", construction of military bases and WWII training centers, 1959 Cuban coup and its impact on Florida, development of the space program and NASA.												
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).												
SS.912.A.6.3	Analyze the impact of the Holocaust during World War II on Jews as well as other groups.												
SS.912.A.6.4	Examine efforts to expand or contract rights for various populations during World War II.  <i>Remarks/Examples:</i> Examples may include, but are not limited to, women, African Americans, German Americans, Japanese Americans and their internment, Native Americans, Hispanic Americans, Italian Americans.												
SS.912.A.6.5	Explain the impact of World War II on domestic government policy.  <i>Remarks/Examples:</i> Examples may include, but are not limited to, rationing, national security, civil rights, increased job opportunities for African Americans, women, Jews, and other refugees.												
SS.912.A.6.6	Analyze 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.												
SS.912.A.6.8	Analyze the effects of the Red Scare on domestic United States policy.  <i>Remarks/Examples:</i> Examples may include, but are not limited to, loyalty review program, House Un-American Activities Committee, McCarthyism (Sen. Joe McCarthy), McCarran Act.												
SS.912.A.6.9	Describe the rationale for the formation of the United Nations, including the contribution of Mary McLeod Bethune.  <i>Remarks/Examples:</i> Examples may include, but are not limited to, the Declaration of Human Rights.												
<b>Access Point for Students with Significant Cognitive Disabilities</b>													
	<table border="1"> <thead> <tr> <th style="text-align: center;"><i>Independent</i></th> <th style="text-align: center;"><i>Supported</i></th> <th style="text-align: center;"><i>Participatory</i></th> </tr> </thead> <tbody> <tr> <td>SS.912.A.6.In.a Identify major causes and consequences of World War II on the United States and the world. <i>Date Adopted or Revised:</i> 12/08</td> <td>SS.912.A.6.Su.a Recognize a major cause and result of World War II on the United States and the world. <i>Date Adopted or Revised:</i> 12/08</td> <td>SS.912.A.6.Pa.a Recognize that the United States fought in a war. <i>Date Adopted or Revised:</i> 12/08</td> </tr> <tr> <td>SS.912.A.6.In.j Identify the consequences of the early years of the Cold War, such as the establishment of the Truman Doctrine, the Marshall Plan, NATO, and the Warsaw Pact.</td> <td>SS.912.A.6.Su.j Recognize a consequence of the Cold War, such as the arms race, fear of the spread of communism, plans to help countries rebuild after World War II, or that countries in communist and western nations</td> <td>SS.912.A.6.Pa.j Recognize that countries help each other to prevent wars. <i>Date Adopted or Revised:</i> 12/08</td> </tr> <tr> <td></td> <td></td> <td>SS.912.A.6.Pa.k</td> </tr> </tbody> </table>	<i>Independent</i>	<i>Supported</i>	<i>Participatory</i>	SS.912.A.6.In.a Identify major causes and consequences of World War II on the United States and the world. <i>Date Adopted or Revised:</i> 12/08	SS.912.A.6.Su.a Recognize a major cause and result of World War II on the United States and the world. <i>Date Adopted or Revised:</i> 12/08	SS.912.A.6.Pa.a Recognize that the United States fought in a war. <i>Date Adopted or Revised:</i> 12/08	SS.912.A.6.In.j Identify the consequences of the early years of the Cold War, such as the establishment of the Truman Doctrine, the Marshall Plan, NATO, and the Warsaw Pact.	SS.912.A.6.Su.j Recognize a consequence of the Cold War, such as the arms race, fear of the spread of communism, plans to help countries rebuild after World War II, or that countries in communist and western nations	SS.912.A.6.Pa.j Recognize that countries help each other to prevent wars. <i>Date Adopted or Revised:</i> 12/08			SS.912.A.6.Pa.k
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<p><u>Date Adopted or Revised:</u> 12/08</p>	<p>formed separate alliances. <u>Date Adopted or Revised:</u> 12/08</p>	<p>Recognize that countries make agreements to prevent war. <u>Date Adopted or Revised:</u> 12/08</p>
<p>SS.912.A.6.In.k Identify concerns about the spread of nuclear technology in the United States and the world. <u>Date Adopted or Revised:</u> 12/08</p>	<p>SS.912.A.6.Su.k Recognize a concern about the spread of nuclear technology in the United States and the world. <u>Date Adopted or Revised:</u> 12/08</p>	<p>SS.912.A.6.Pa.l Recognize that countries help other countries in war. <u>Date Adopted or Revised:</u> 12/08</p>
<p>SS.912.A.6.In.l Identify a cause and consequence of the Korean War. <u>Date Adopted or Revised:</u> 12/08</p>	<p>SS.912.A.6.Su.l Recognize a cause and consequence of the Korean War. <u>Date Adopted or Revised:</u> 12/08</p>	<p>SS.912.A.6.Pa.m Recognize that the United States is involved with other nations. <u>Date Adopted or Revised:</u> 12/08</p>
<p>SS.912.A.6.In.m Identify results of significant foreign policy events, such as the Cuban missile crisis, the Gulf of Tonkin Resolution—Vietnam, and relations with China. <u>Date Adopted or Revised:</u> 12/08</p>	<p>SS.912.A.6.Su.m Recognize the results of a significant foreign policy event, such as the Cuban missile crisis, the Gulf of Tonkin Resolution—Vietnam, or relations with China. <u>Date Adopted or Revised:</u> 12/08</p>	<p>SS.912.A.6.Pa.n Recognize that countries help other countries in war. <u>Date Adopted or Revised:</u> 12/08</p>
<p>SS.912.A.6.In.n Identify causes and results of the Vietnam War. <u>Date Adopted or Revised:</u> 12/08</p>	<p>SS.912.A.6.Su.n Recognize a cause and result of the Vietnam War. <u>Date Adopted or Revised:</u> 12/08</p>	<p>SS.912.A.6.Pa.o Recognize a development in Florida, such as the space program. <u>Date Adopted or Revised:</u> 12/08</p>
<p>SS.912.A.6.In.o Identify key events in Florida, such as the construction of military bases and World War II training centers and the development of the space program and NASA. <u>Date Adopted or Revised:</u> 12/08</p>	<p>SS.912.A.6.Su.o Recognize key events in Florida, such as the construction of military bases and the development of the space program. <u>Date Adopted or Revised:</u> 12/08</p>	<p>SS.912.A.6.Pa.b Recognize that a country can provide aid to other countries (allies) during a war. <u>Date Adopted or Revised:</u> 12/08</p>
<p>SS.912.A.6.In.b Identify the United States response in the early years of World War II, such as the Neutrality Act, giving aid to Britain, and supplying war material to other countries. <u>Date Adopted or Revised:</u> 12/08</p>	<p>SS.912.A.6.Su.b Recognize the United States response in the early years of World War II, such as trying to stay out of the war and providing aid and war material to other countries fighting in the war. <u>Date Adopted or Revised:</u> 12/08</p>	<p>SS.912.A.6.Pa.c Recognize that groups may be treated badly because they are different. <u>Date Adopted or Revised:</u> 12/08</p>
<p>SS.912.A.6.In.c Identify the</p>	<p>SS.912.A.6.Su.c Recognize an impact of the Holocaust during</p>	<p>SS.912.A.6.Pa.d Recognize that groups may be treated differently during a war. <u>Date Adopted or Revised:</u> 12/08</p> <p>SS.912.A.6.Pa.e</p>

<p>impact of the Holocaust during World War II on Jews and other groups. <u>Date Adopted or Revised:</u> 12/08</p>	<p>World War II on Jews and other groups. <u>Date Adopted or Revised:</u> 12/08</p>	<p>Recognize that war causes changes in home life. <u>Date Adopted or Revised:</u> 12/08</p>
<p>SS.912.A.6.In.d Identify actions related to rights for groups during World War II, such as women, African Americans, German Americans, Japanese Americans, Native Americans, Hispanic Americans, or Italian Americans. <u>Date Adopted or Revised:</u> 12/08</p>	<p>SS.912.A.6.Su.d Recognize an action related to rights for groups during World War II, such as women, African Americans, German Americans, Japanese Americans, Native Americans, Hispanic Americans, or Italian Americans. <u>Date Adopted or Revised:</u> 12/08</p>	<p>SS.912.A.6.Pa.f Recognize that countries may take drastic measures to end a war. <u>Date Adopted or Revised:</u> 12/08</p>
<p>SS.912.A.6.In.e Identify an impact of World War II on domestic government policy, such as rationing, national security, civil rights, and increased job opportunities. <u>Date Adopted or Revised:</u> 12/08</p>	<p>SS.912.A.6.Su.e Recognize an impact of World War II on domestic government policy, such as rationing, national security, civil rights, or increased job opportunities. <u>Date Adopted or Revised:</u> 12/08</p>	<p>SS.912.A.6.Pa.g Recognize that people who commit war crimes may have a trial. <u>Date Adopted or Revised:</u> 12/08</p> <p>SS.912.A.6.Pa.h Recognize loyalty to one's country. <u>Date Adopted or Revised:</u> 12/08</p>
<p>SS.912.A.6.In.f Identify a reason why the United States decided to use atomic weapons against Japan and identify the aftermath, such as destruction and the ending of World War II. <u>Date Adopted or Revised:</u> 12/08</p>	<p>SS.912.A.6.Su.f Recognize the aftermath of the use of atomic weapons against Japan, such as destruction and the ending of World War II. <u>Date Adopted or Revised:</u> 12/08</p>	<p>SS.912.A.6.Pa.i Recognize that countries work together in the United Nations. <u>Date Adopted or Revised:</u> 12/08</p>
<p>SS.912.A.6.In.g Identify attempts to promote international justice by trying Nazi war crimes after World War II (Nuremberg Trials). <u>Date Adopted or Revised:</u> 12/08</p>	<p>SS.912.A.6.Su.g Recognize attempts to promote international justice by trying Nazi war crimes after World War II (Nuremberg Trials). <u>Date Adopted or Revised:</u> 12/08</p>	
<p>SS.912.A.6.In.h Identify the effects of the Red Scare on the United States, such as the loyalty review program and the House Un-American Activities Committee. <u>Date Adopted or Revised:</u> 12/08</p>	<p>SS.912.A.6.Su.h Recognize an effect of the Red Scare on the United States, such as the loyalty review program. <u>Date Adopted or Revised:</u> 12/08</p>	
<p>SS.912.A.6.In.i Identify that the</p>	<p>SS.912.A.6.Su.i Recognize a peacekeeping role of the United Nations. <u>Date Adopted or Revised:</u> 12/08</p>	

	<p>United Nations was formed as an international organization to keep world peace and Mary McLeod Bethune was involved in developing the charter.  <u>Date Adopted or Revised:</u>  12/08</p>	
	<p>Standard 7: Understand the rise and continuing international influence of the United States as a world leader and the impact of contemporary social and political movements on American life.</p>	
	<b>BENCHMARK CODE</b>	<b>BENCHMARK</b>
SS.912.A.7.1	<p>Identify causes for Post-World War II prosperity and its effects on American society.</p> <p><u>Remarks/Examples:</u>  Examples may include, but are not limited to, G.I. Bill, Baby Boom, growth of suburbs, Beatnik movement, youth culture, religious revivalism (e.g., Billy Graham and Bishop Fulton J. Sheen), conformity of the 1950s and the protest in the 1960s.</p>	
SS.912.A.7.10	<p>Analyze the significance of Vietnam and Watergate on the government and people of the United States.</p> <p><u>Remarks/Examples:</u>  Examples may include, but are not limited to, mistrust of government, reinforcement of freedom of the press, as well as checks and balances, <i>New York Times v. Nixon</i>.</p>	
SS.912.A.7.11	<p>Analyze the foreign policy of the United States as it relates to Africa, Asia, the Caribbean, Latin America, and the Middle East.</p> <p><u>Remarks/Examples:</u>  Examples may include, but are not limited to, Haiti, Bosnia-Kosovo, Rwanda, Grenada, Camp David Accords, Iran Hostage Crisis, Lebanon, Iran-Iraq War, Reagan Doctrine, Iran-Contra Affair, Persian Gulf War.</p>	
SS.912.A.7.12	<p>Analyze political, economic, and social concerns that emerged at the end of the 20th century and into the 21st century.</p> <p><u>Remarks/Examples:</u>  Examples may include, but are not limited to, AIDS, Green Revolution, outsourcing of jobs, global warming, human rights violations.</p>	
SS.912.A.7.13	<p>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.</p> <p><u>Remarks/Examples:</u>  Examples may include, but are not limited to, Civil Rights Act of 1964, Voting Rights Act of 1965, War on Poverty, Medicare, Medicaid, Headstart.</p>	
SS.912.A.7.14	<p>Review the role of the United States as a participant in the global economy (trade agreements, international competition, impact on American labor, environmental concerns).</p> <p><u>Remarks/Examples:</u>  Examples may include, but are not limited to, NAFTA, World Trade Organization.</p>	
SS.912.A.7.15	<p>Analyze the effects of foreign and domestic terrorism on the American people.</p> <p><u>Remarks/Examples:</u>  Examples may include, but are not limited to, Oklahoma City bombing, attack of September 11, 2001, Patriot Act, wars in Afghanistan and Iraq.</p>	
SS.912.A.7.16	<p>Examine changes in immigration policy and attitudes toward immigration since 1950.</p>	
SS.912.A.7.17	<p>Examine key events and key people in Florida history as they relate to United States history.</p> <p><u>Remarks/Examples:</u>  Examples may include, but are not limited to, selection of Central Florida as a location for</p>	

	Disney, growth of the citrus and cigar industries, construction of Interstates, Harry T. Moore, Pork Chop Gang, Claude Pepper, changes in the space program, use of DEET, Hurricane Andrew, the Election of 2000, migration and immigration, Sunbelt state.
SS.912.A.7.2	Compare the relative prosperity between different ethnic groups and social classes in the post-World War II period.
SS.912.A.7.3	Examine the changing status of women in the United States from post-World War II to present.  <i>Remarks/Examples:</i> Examples may include, but are not limited to, increased numbers of women in the workforce, Civil Rights Act of 1964, <i>The Feminine Mystique</i> , National Organization for Women, <i>Roe v. Wade</i> , Equal Rights Amendment, Title IX, Betty Freidan, Gloria Steinem, Phyllis Schlafly, Billie Jean King, feminism.
SS.912.A.7.4	Evaluate the success of 1960s era presidents' foreign and domestic policies.  <i>Remarks/Examples:</i> Examples may include, but are not limited to, civil rights legislation, Space Race, Great Society, War on Poverty.
SS.912.A.7.5	Compare nonviolent and violent approaches utilized by groups (African Americans, women, Native Americans, Hispanics) to achieve civil rights.  <i>Remarks/Examples:</i> Examples may include, but are not limited to, sit-ins, Freedom Rides, boycotts, riots, protest marches.
SS.912.A.7.6	Assess key figures and organizations in shaping the Civil Rights Movement and Black Power Movement.  <i>Remarks/Examples:</i> Examples may include, but are not limited to, the NAACP, National Urban League, SNCC, CORE, James Farmer, Charles Houston, Thurgood Marshall, Rosa Parks, Constance Baker Motley, the Little Rock Nine, Roy Wilkins, Whitney M. Young, A. Philip Randolph, Dr. Martin Luther King, Jr., Robert F. Williams, Fannie Lou Hamer, Malcolm X [El-Hajj Malik El-Shabazz], Stokely Carmichael [Kwame Ture], H. Rap Brown [Jamil Abdullah Al-Amin], the Black Panther Party [e.g., Huey P. Newton, Bobby Seale].
SS.912.A.7.7	Assess the building of coalitions between African Americans, whites, and other groups in achieving integration and equal rights.  <i>Remarks/Examples:</i> Examples may include, but are not limited to, Freedom Summer, Freedom Rides, Montgomery Bus Boycott, Tallahassee Bus Boycott of 1956, March on Washington.
SS.912.A.7.8	Analyze significant Supreme Court decisions relating to integration, busing, affirmative action, the rights of the accused, and reproductive rights.  <i>Remarks/Examples:</i> Examples may include, but are not limited to, Plessy v. Ferguson [1896], Brown v. Board of Education [1954], Swann v. Charlotte-Mecklenburg Board of Education [1971], Regents of the University of California v. Bakke [1978], Miranda v. Arizona [1966], Gideon v. Wainwright [1963], Mapp v. Ohio [1961], and Roe v. Wade [1973].
SS.912.A.7.9	Examine the similarities of social movements (Native Americans, Hispanics, women, anti-war protesters) of the 1960s and 1970s.
<b>Access Point for Students with Significant Cognitive Disabilities</b>	
<b>Independent</b>	<b>Supported</b>
SS.912.A.7.In.a Identify effects of post-World War II prosperity on American society, such as the Baby Boom and the growth of suburbs. <i>Date Adopted or Revised:</i> 12/08	SS.912.A.7.Su.a Recognize an effect of post-World War II prosperity on American society, such as the Baby Boom or the growth of suburbs. <i>Date Adopted or Revised:</i> 12/08
SS.912.A.7.In.j Identify the impact of the Vietnam War and	SS.912.A.7.Su.j Recognize an impact of the Vietnam War and
	<b>Participatory</b>
	SS.912.A.7.Pa.a Recognize a characteristic of post-World War II, such as suburbs and modern appliances. <i>Date Adopted or Revised:</i> 12/08
	SS.912.A.7.Pa.j Recognize an impact of war on people. <i>Date Adopted or Revised:</i>

<p>Watergate on the United States. <u>Date Adopted or Revised:</u> 12/08</p>	<p>Watergate on the United States. <u>Date Adopted or Revised:</u> 12/08</p>	<p>12/08 SS.912.A.7.Pa.k Recognize</p>
<p>SS.912.A.7.In.k Identify aspects of United States foreign policy as it relates to Africa, Asia, the Caribbean, Latin America, and the Middle East. <u>Date Adopted or Revised:</u> 12/08</p>	<p>SS.912.A.7.Su.k Recognize an aspect of United States foreign policy as it relates to Africa, Asia, the Caribbean, Latin America, and the Middle East. <u>Date Adopted or Revised:</u> 12/08</p>	<p>that the United States has interests in other countries. <u>Date Adopted or Revised:</u> 12/08</p>
<p>SS.912.A.7.In.l Identify political, economic, and social concerns that emerged from the late 1900s to early 2000s. <u>Date Adopted or Revised:</u> 12/08</p>	<p>SS.912.A.7.Su.l Recognize political, economic, and social concerns that emerged from the late 1900s to early 2000s. <u>Date Adopted or Revised:</u> 12/08</p>	<p>SS.912.A.7.Pa.l Recognize a social or economic concern of people. <u>Date Adopted or Revised:</u> 12/08</p>
<p>SS.912.A.7.In.m Identify components of the Great Society program, such as Medicare and Medicaid, urban development, housing, and transit. <u>Date Adopted or Revised:</u> 12/08</p>	<p>SS.912.A.7.Su.m Recognize a component of the Great Society program, such as Medicare and Medicaid, or housing. <u>Date Adopted or Revised:</u> 12/08</p>	<p>SS.912.A.7.Pa.m Recognize a social program of the government. <u>Date Adopted or Revised:</u> 12/08</p>
<p>SS.912.A.7.In.n Identify ways the United States participates in the global economy, such as by trading with other countries and making trade agreements. <u>Date Adopted or Revised:</u> 12/08</p>	<p>SS.912.A.7.Su.n Recognize a way the United States participates in the global economy, such as by trading with other countries or making trade agreements. <u>Date Adopted or Revised:</u> 12/08</p>	<p>SS.912.A.7.Pa.n Recognize a product produced in another country. <u>Date Adopted or Revised:</u> 12/08</p>
<p>SS.912.A.7.In.o Identify effects of terrorism in the United States, such as the attacks on September 11, 2001, which led to the wars in Afghanistan and Iraq. <u>Date Adopted or Revised:</u> 12/08</p>	<p>SS.912.A.7.Su.o Recognize that the United States has been affected by acts of terrorism, such as the attacks on September 11, 2001. <u>Date Adopted or Revised:</u> 12/08</p>	<p>SS.912.A.7.Pa.o Recognize an act of terrorism, such as September 11, 2001. <u>Date Adopted or Revised:</u> 12/08</p>
<p>SS.912.A.7.In.p Identify ways that immigration policy and attitudes have changed since 1950. <u>Date Adopted or Revised:</u> 12/08</p>	<p>SS.912.A.7.Su.p Recognize that immigration policy and attitudes have changed since 1950. <u>Date Adopted or Revised:</u> 12/08</p>	<p>SS.912.A.7.Pa.p Recognize that people immigrate to this country. <u>Date Adopted or Revised:</u> 12/08</p>
<p>SS.912.A.7.In.p Identify ways that immigration policy and attitudes have changed since 1950. <u>Date Adopted or Revised:</u> 12/08</p>	<p>SS.912.A.7.Su.q Identify a key event in Florida, such as the construction of Disney World, the growth of the citrus industry,</p>	<p>SS.912.A.7.Pa.q Recognize a key event in Florida, such as construction of Disney World. <u>Date Adopted or Revised:</u> 12/08</p> <p>SS.912.A.7.Pa.b Recognize that different groups of people may be rich or poor. <u>Date Adopted or Revised:</u> 12/08</p>

<p>SS.912.A.7.In.q Identify key events in Florida, such as the construction of Disney World, the growth of the citrus industry, changes in the space program, and immigration. <u>Date Adopted or Revised:</u> 12/08</p>	<p>changes in the space program, or immigration. <u>Date Adopted or Revised:</u> 12/08</p>	<p>SS.912.A.7.Pa.c Recognize a role of women, such as working outside the home. <u>Date Adopted or Revised:</u> 12/08</p>
<p>SS.912.A.7.In.b Identify the prosperity of different ethnic groups and social classes in the post-World War II period. <u>Date Adopted or Revised:</u> 12/08</p>	<p>SS.912.A.7.Su.b Recognize the prosperity of different ethnic groups and social classes in the post-World War II period. <u>Date Adopted or Revised:</u> 12/08</p>	<p>SS.912.A.7.Pa.d Recognize a government program that helps people. <u>Date Adopted or Revised:</u> 12/08</p>
<p>SS.912.A.7.In.c Identify ways that the role of women in the United States has changed since World War II, such as having more women in the workforce and politics and the use of birth control. <u>Date Adopted or Revised:</u> 12/08</p>	<p>SS.912.A.7.Su.c Recognize a way that the role of women in the United States has changed since World War II, such as having more women in the workforce and politics or the use of birth control. <u>Date Adopted or Revised:</u> 12/08</p>	<p>SS.912.A.7.Pa.e Recognize that people act in violent and nonviolent ways to bring about change. <u>Date Adopted or Revised:</u> 12/08</p>
<p>SS.912.A.7.In.d Examine government policies and programs in the 1960s, such as civil rights legislation, the Space Race, and the Great Society. <u>Date Adopted or Revised:</u> 12/08</p>	<p>SS.912.A.7.Su.d Identify a government policy or program in the 1960s, such as civil rights legislation, the Space Race, or the Great Society. <u>Date Adopted or Revised:</u> 12/08</p>	<p>SS.912.A.7.Pa.f Recognize that people act in violent and nonviolent ways to bring about change. <u>Date Adopted or Revised:</u> 12/08</p>
<p>SS.912.A.7.In.e Identify violent and nonviolent approaches used by groups, such as African Americans, women, Native Americans, and Hispanics, to achieve civil rights. <u>Date Adopted or Revised:</u> 12/08</p>	<p>SS.912.A.7.Su.e Recognize violent and nonviolent approaches used by groups, such as African Americans, women, Native Americans, and Hispanics, to achieve civil rights. <u>Date Adopted or Revised:</u> 12/08</p>	<p>SS.912.A.7.Pa.g Recognize that people act in violent and nonviolent ways to bring about change. <u>Date Adopted or Revised:</u> 12/08</p>
<p>SS.912.A.7.In.f Identify important acts of key persons and organizations in the Civil Rights Movement and Black Power Movement, such as Martin Luther King, Rosa Parks, the NAACP, and Malcolm X. <u>Date Adopted or Revised:</u> 12/08</p>	<p>SS.912.A.7.Su.f Recognize important acts of key persons and organizations in the Civil Rights Movement and Black Power Movement, such as Martin Luther King, Rosa Parks, the NAACP, and Malcolm X. <u>Date Adopted or Revised:</u> 12/08</p>	<p>SS.912.A.7.Pa.h Recognize that Supreme Court cases have important outcomes that affect all citizens. <u>Date Adopted or Revised:</u> 12/08</p>
<p>SS.912.A.7.In.g Identify ways that people work together for positive change. <u>Date Adopted or Revised:</u> 12/08</p>	<p>SS.912.A.7.Su.g Recognize ways African Americans, whites, and other groups joined together to bring about changes in integration and equal rights,</p>	<p>SS.912.A.7.Pa.i Recognize that people work together for positive change. <u>Date Adopted or Revised:</u> 12/08</p>

<p>SS.912.A.7.In.g Identify ways African Americans, whites, and other groups joined together to bring about changes in integration and equal rights, such as the Freedom Rides and the March on Washington. <u>Date Adopted or Revised:</u> 12/08</p> <p>SS.912.A.7.In.h Identify the importance of landmark Supreme Court cases, such as integration—Brown v. Board of Education (1954), affirmative action—Regents of the University of California v. Bakke (1978), rights of the accused—Gideon v. Wainright (1963), and reproductive rights—Roe v. Wade (1973). <u>Date Adopted or Revised:</u> 12/08</p> <p>SS.912.A.7.In.i Identify social movements of the 1960s and 1970s, such as reimbursement for Native American lands, working conditions of Hispanics and bilingual and bicultural education, and women's rights. <u>Date Adopted or Revised:</u> 12/08</p>	<p>such as the Freedom Rides and the March on Washington. <u>Date Adopted or Revised:</u> 12/08</p> <p>SS.912.A.7.Su.h Recognize the importance of landmark Supreme Court cases, such as integration—Brown v. Board of Education (1954), affirmative action—Regents of the University of California v. Bakke (1978), rights of the accused—Gideon v. Wainright (1963), and reproductive rights—Roe v. Wade (1973). <u>Date Adopted or Revised:</u> 12/08</p> <p>SS.912.A.7.Su.i Recognize social movements of the 1960s and 1970s, such as reimbursement for Native American lands, working conditions of Hispanics and bilingual and bicultural education, and women's rights. <u>Date Adopted or Revised:</u> 12/08</p>	
<b>Strand: GEOGRAPHY</b>		
Standard 1: Understand how to use maps and other geographic representations, tools, and technology to report information.		
<b>BENCHMARK CODE</b>	<b>BENCHMARK</b>	
SS.912.G.1.1	Design maps using a variety of technologies based on descriptive data to explain physical and cultural attributes of major world regions.	
SS.912.G.1.2	Use spatial perspective and appropriate geographic terms and tools, including the Six Essential Elements, as organizational schema to describe any given place.	
SS.912.G.1.3	Employ applicable units of measurement and scale to solve simple locational problems using maps and globes.	
SS.912.G.1.4	Analyze geographic information from a variety of sources including primary sources, atlases, computer, and digital sources, Geographic Information Systems (GIS), and a broad variety of maps.  <u>Remarks/Examples:</u> Examples are thematic, contour, and dot-density.	

**Access Point for Students with Significant Cognitive Disabilities**

<b>Independent</b>	<b>Supported</b>	<b>Participatory</b>
SS.912.G.1.In.a Create maps using technology to show physical and cultural attributes of a major world region. <u>Date Adopted or Revised:</u> 12/08	SS.912.G.1.Su.a Create maps using technology to show physical or cultural attributes of a region. <u>Date Adopted or Revised:</u> 12/08	SS.912.G.1.Pa.a Use technology to complete a map to show a physical or cultural attribute of a location. <u>Date Adopted or Revised:</u> 12/08
SS.912.G.1.In.b Use spatial perspective and appropriate geographic terms and tools to organize and identify information about a location. <u>Date Adopted or Revised:</u> 12/08	SS.912.G.1.Su.b Use spatial perspective and appropriate geographic terms and tools to identify information about a location. <u>Date Adopted or Revised:</u> 12/08	SS.912.G.1.Pa.b Associate terms used by geographers with places, people, or the environment. <u>Date Adopted or Revised:</u> 12/08
SS.912.G.1.In.c Use applicable units of measurement and scale to determine the distance between two places on a map or globe to solve simple problems. <u>Date Adopted or Revised:</u> 12/08	SS.912.G.1.Su.c Use applicable units of measurement to identify the distance between two places on a map to solve simple problems. <u>Date Adopted or Revised:</u> 12/08	SS.912.G.1.Pa.c Use positional words to identify a relative location on a map. <u>Date Adopted or Revised:</u> 12/08
SS.912.G.1.In.d Examine geographic information from a variety of sources, such as primary sources, atlases, maps, and digital sources. <u>Date Adopted or Revised:</u> 12/08	SS.912.G.1.Su.d Identify geographic information from a variety of sources, such as primary sources, atlases, maps, and digital sources. <u>Date Adopted or Revised:</u> 12/08	SS.912.G.1.Pa.d Recognize geographic information from a variety of sources, such as digital sources or maps. <u>Date Adopted or Revised:</u> 12/08

**Standard 2: Understand physical and cultural characteristics of places.**

<b>BENCHMARK CODE</b>	<b>BENCHMARK</b>
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SS.912.G.2.1	Identify the physical characteristics and the human characteristics that define and differentiate regions.  <u>Remarks/Examples:</u> Examples of physical characteristics are climate, terrain, resources. Examples of human characteristics are religion, government, economy, demography.
SS.912.G.2.2	Describe the factors and processes that contribute to the differences between developing and developed regions of the world.
SS.912.G.2.3	Use geographic terms and tools to analyze case studies of regional issues in different parts of the world that have critical economic, physical, or political ramifications.  <u>Remarks/Examples:</u> Examples are desertification, global warming, cataclysmic natural disasters.
SS.912.G.2.4	

	Use geographic terms and tools to analyze case studies of how selected regions change over time.		
SS.912.G.2.5	Use geographic terms and tools to analyze case studies of debates over how human actions modify a selected region.  <i>Remarks/Examples:</i> Examples are mining, drilling, farming, housing.		
	<b>Access Point for Students with Significant Cognitive Disabilities</b>		
	<b>Independent</b>	<b>Supported</b>	<b>Participatory</b>
	<p>SS.912.G.2.In.a Identify physical characteristics—such as climate and terrain, and human elements—such as religion and economy, that explain settlement patterns in the United States regions over time. <u>Date Adopted or Revised:</u> 12/08</p> <p>SS.912.G.2.In.b Recognize factors and processes that contribute to differences between developing and developed regions of the world. <u>Date Adopted or Revised:</u> 12/08</p> <p>SS.912.G.2.In.c Use geographic terms and tools to describe areas of the world that have experienced critical economic or physical changes, such as desertification, global warming, or natural disasters. <u>Date Adopted or Revised:</u> 12/08</p> <p>SS.912.G.2.In.d Use geographic terms and tools to describe how regions of the world have changed over time. <u>Date Adopted or Revised:</u> 12/08</p> <p>SS.912.G.2.In.e Use geographic terms and tools to describe how human actions modify selected regions, such as mining, drilling, farming, and housing. <u>Date Adopted or Revised:</u> 12/08</p>	<p>SS.912.G.2.Su.a Recognize physical characteristics—such as climate and terrain, and human elements—such as religion and economy, that affected where people settled in the United States. <u>Date Adopted or Revised:</u> 12/08</p> <p>SS.912.G.2.Su.b Recognize a factor that contributes to differences between developing and developed regions of the world. <u>Date Adopted or Revised:</u> 12/08</p> <p>SS.912.G.2.Su.c Use geographic tools to identify areas in the world that have experienced a critical economic or physical change, such as desertification, global warming, or natural disasters. <u>Date Adopted or Revised:</u> 12/08</p> <p>SS.912.G.2.Su.d Use geographic terms and tools to identify how regions of the world have changed over time. <u>Date Adopted or Revised:</u> 12/08</p> <p>SS.912.G.2.Su.e Use geographic terms and tools to identify how human actions modify selected regions, such as mining, drilling, farming, and housing. <u>Date Adopted or Revised:</u> 12/08</p>	<p>SS.912.G.2.Pa.a Recognize the effect of a physical characteristic of a place on people. <u>Date Adopted or Revised:</u> 12/08</p> <p>SS.912.G.2.Pa.b Recognize a characteristic of development. <u>Date Adopted or Revised:</u> 12/08</p> <p>SS.912.G.2.Pa.c Recognize a change in a place due to a natural disaster or other event in the world. <u>Date Adopted or Revised:</u> 12/08</p> <p>SS.912.G.2.Pa.d Recognize a change in a place due to a natural disaster or other event in the world. <u>Date Adopted or Revised:</u> 12/08</p> <p>SS.912.G.2.Pa.e Recognize how human actions change a location. <u>Date Adopted or Revised:</u> 12/08</p>

Standard 3: Understand the relationships between the Earth's ecosystems and the populations that dwell within them.																			
<b>BENCHMARK CODE</b>	<b>BENCHMARK</b>																		
SS.912.G.3.1	Use geographic terms to locate and describe major ecosystems of Earth.																		
SS.912.G.3.2	Use geographic terms and tools to explain how weather and climate influence the natural character of a place.																		
SS.912.G.3.3	Use geographic terms and tools to explain differing perspectives on the use of renewable and non-renewable resources in Florida, the United States, and the world.																		
SS.912.G.3.4	Use geographic terms and tools to explain how the Earth's internal changes and external changes influence the character of places.  <i>Remarks/Examples:</i> Examples of internal are volcanic activity, folding. Examples of external are erosion, water cycle.																		
SS.912.G.3.5	Use geographic terms and tools to explain how hydrology influences the physical character of a place.  <b>Access Point for Students with Significant Cognitive Disabilities</b>																		
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<p>12/08</p> <p>SS.912.G.3.In.e 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. <u>Date Adopted or Revised:</u> 12/08</p>	<p>12/08</p> <p>SS.912.G.3.Su.e Use geographic terms and tools to identify how changes in the distribution or use of water (hydrology), such as building a dam, can impact a location. <u>Date Adopted or Revised:</u> 12/08</p>													
<p>Standard 4: Understand the characteristics, distribution, and migration of human populations.</p>														
<p><b>BENCHMARK CODE</b> <span style="float: right;"><b>BENCHMARK</b></span></p>														
<p>SS.912.G.4.1</p>	<p>Interpret population growth and other demographic data for any given place.</p>													
<p>SS.912.G.4.2</p>	<p>Use geographic terms and tools to analyze the push/pull factors contributing to human migration within and among places.</p>													
<p>SS.912.G.4.3</p>	<p>Use geographic terms and tools to analyze the effects of migration both on the place of origin and destination, including border areas.</p>													
<p>SS.912.G.4.4</p>	<p>Use geographic terms and tools to analyze case studies of issues in globalization.</p>													
<p><u>Remarks/Examples:</u> Examples are cultural imperialism, outsourcing.</p>														
<p>SS.912.G.4.5</p>	<p>Use geographic terms and tools to analyze case studies of the development, growth, and changing nature of cities and urban centers.</p>													
<p>SS.912.G.4.6</p>	<p>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.</p>													
<p>SS.912.G.4.7</p>	<p>Use geographic terms and tools to explain cultural diffusion throughout places, regions, and the world.</p>													
<p>SS.912.G.4.8</p>	<p>Use geographic concepts to analyze spatial phenomena and to discuss economic, political, and social factors that define and interpret space.</p>													
<p>SS.912.G.4.9</p>	<p>Use political maps to describe the change in boundaries and governments within continents over time.</p>													
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<p>geographic terms and tools to examine effects of migration on the place of origin and destination. <u>Date Adopted or Revised:</u> 12/08</p>	<p>effect of migration on the place of origin and destination. <u>Date Adopted or Revised:</u> 12/08</p>	<p>SS.912.G.4.Pa.d Recognize an effect of globalization. <u>Date Adopted or Revised:</u> 12/08</p>
<p>SS.912.G.4.In.d Use geographic terms and tools to identify issues in globalization, such as outsourcing and unfair treatment of certain population groups. <u>Date Adopted or Revised:</u> 12/08</p>	<p>SS.912.G.4.Su.d Use geographic terms and tools to recognize an issue in globalization, such as outsourcing or unfair treatment of certain population groups. <u>Date Adopted or Revised:</u> 12/08</p>	<p>SS.912.G.4.Pa.e Recognize changes in the characteristics of a city. <u>Date Adopted or Revised:</u> 12/08</p>
<p>SS.912.G.4.In.e Use geographic terms and tools to identify changes in cities and urban centers. <u>Date Adopted or Revised:</u> 12/08</p>	<p>SS.912.G.4.Su.e Use geographic terms and tools to recognize changes in cities and urban centers. <u>Date Adopted or Revised:</u> 12/08</p>	<p>SS.912.G.4.Pa.f Use a geographic term, such as movement, to recognize a change in the population of a place. <u>Date Adopted or Revised:</u> 12/08</p>
<p>SS.912.G.4.In.f 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. <u>Date Adopted or Revised:</u> 12/08</p>	<p>SS.912.G.4.Su.f Use geographic terms and tools to recognize an effect of a change in a specific characteristic of a place on the human population of that place. <u>Date Adopted or Revised:</u> 12/08</p>	<p>SS.912.G.4.Pa.g Use a geographic term, such as movement, to recognize a change in the population of a place. <u>Date Adopted or Revised:</u> 12/08</p>
<p>SS.912.G.4.In.g Use geographic terms and tools to identify characteristics of cultural diffusion throughout selected places, regions, and the world. <u>Date Adopted or Revised:</u> 12/08</p>	<p>SS.912.G.4.Su.g Use geographic terms and tools to recognize characteristics of cultural diffusion throughout selected places, regions, and the world. <u>Date Adopted or Revised:</u> 12/08</p>	<p>SS.912.G.4.Pa.h Recognize uses of land. <u>Date Adopted or Revised:</u> 12/08</p>
<p>SS.912.G.4.In.h Use geographic concepts to describe factors that define space, such as patterns of land use and availability of transportation systems. <u>Date Adopted or Revised:</u> 12/08</p>	<p>SS.912.G.4.Su.h Use geographic concepts to identify factors that define space, such as patterns of land use. <u>Date Adopted or Revised:</u> 12/08</p>	<p>SS.912.G.4.Pa.i Use maps to recognize changes in boundaries. <u>Date Adopted or Revised:</u> 12/08</p>
<p>SS.912.G.4.In.i Use political maps to identify changes in boundaries or governments</p>	<p>SS.912.G.4.Su.i Use political maps to recognize changes in boundaries or governments within a continent. <u>Date Adopted or Revised:</u> 12/08</p>	

	within a continent. <i>Date Adopted or Revised:</i> 12/08		
Standard 5: Understand how human actions can impact the environment.			
<b>BENCHMARK CODE</b>		<b>BENCHMARK</b>	
SS.912.G.5.1	Analyze case studies of how the Earth's physical systems affect humans.		
SS.912.G.5.2	Analyze case studies of how changes in the physical environment of a place can increase or diminish its capacity to support human activity.		
SS.912.G.5.3	Analyze case studies of the effects of human use of technology on the environment of places.		
SS.912.G.5.4	Analyze case studies of how humans impact the diversity and productivity of ecosystems.		
SS.912.G.5.5	Use geographic terms and tools to analyze case studies of policies and programs for resource use and management.		
SS.912.G.5.6	Analyze case studies to predict how a change to an environmental factor can affect an ecosystem.		
<b>Access Point for Students with Significant Cognitive Disabilities</b>			
	<b>Independent</b>	<b>Supported</b>	<b>Participatory</b>
	SS.912.G.5.In.a Identify examples of how the Earth's physical systems, such as landforms, locations, resources, and climate affect humans. <i>Date Adopted or Revised:</i> 12/08	SS.912.G.5.Su.a Recognize examples of how the Earth's physical systems, such as landforms, locations, resources, and climate affect humans. <i>Date Adopted or Revised:</i> 12/08	SS.912.G.5.Pa.a Recognize an effect of a physical system on humans. <i>Date Adopted or Revised:</i> 12/08
	SS.912.G.5.In.b Identify how changes in the physical environment of a place can impact its capacity to support human activity. <i>Date Adopted or Revised:</i> 12/08	SS.912.G.5.Su.b Recognize how changes in the physical environment of a place can impact its capacity to support human activity. <i>Date Adopted or Revised:</i> 12/08	SS.912.G.5.Pa.b Recognize an effect of the physical environment on human activity. <i>Date Adopted or Revised:</i> 12/08
	SS.912.G.5.In.c Identify how human use of technology affects the environment of places. <i>Date Adopted or Revised:</i> 12/08	SS.912.G.5.Su.c Recognize how human use of technology affects the environment of places. <i>Date Adopted or Revised:</i> 12/08	SS.912.G.5.Pa.c Recognize an effect of technology on the environment. <i>Date Adopted or Revised:</i> 12/08
	SS.912.G.5.In.d Identify how humans impact the diversity and productivity of an ecosystem. <i>Date Adopted or Revised:</i> 12/08	SS.912.G.5.Su.d Recognize how humans impact the diversity and productivity of an ecosystem. <i>Date Adopted or Revised:</i> 12/08	SS.912.G.5.Pa.d Recognize an impact of humans on an ecosystem. <i>Date Adopted or Revised:</i> 12/08
	SS.912.G.5.In.e Use	SS.912.G.5.Su.e Use geographic terms and tools to recognize effects of government policies or programs for resource use and	SS.912.G.5.Pa.e Recognize an impact of humans on an ecosystem. <i>Date Adopted or Revised:</i> 12/08

	<p>geographic terms and tools to identify effects of government policies or programs for resource use and management. <u>Date Adopted or Revised:</u> 12/08</p> <p>SS.912.G.5.In.f Identify how change to an environmental factor can affect an ecosystem. <u>Date Adopted or Revised:</u> 12/08</p>	<p>management. <u>Date Adopted or Revised:</u> 12/08</p> <p>SS.912.G.5.Su.f Recognize how change to an environmental factor can affect an ecosystem. <u>Date Adopted or Revised:</u> 12/08</p>	<p>SS.912.G.5.Pa.f Recognize an impact of humans on an ecosystem. <u>Date Adopted or Revised:</u> 12/08</p>
<p>Standard 6: Understand how to apply geography to interpret the past and present and plan for the future.</p>			
<p><b>BENCHMARK CODE</b></p>		<p><b>BENCHMARK</b></p>	
<p>SS.912.G.6.1</p>	<p>Use appropriate maps and other graphic representations to analyze geographic problems and changes over time.</p>		
<p>SS.912.G.6.2</p>	<p>Develop databases about specific places and provide a simple analysis about their importance.</p>		
<p>SS.912.G.6.3</p>	<p>Formulate hypotheses and test geographic models that demonstrate complex relationships between physical and cultural phenomena.</p>		
<p>SS.912.G.6.4</p>	<p>Translate narratives about places and events into graphic representations.  <u>Remarks/Examples:</u> Examples are maps, graphs, tables.</p>		
<p>SS.912.G.6.5</p>	<p>Develop criteria for assessing issues relating to human spatial organization and environmental stability to identify solutions.</p>		
<p><b>Access Point for Students with Significant Cognitive Disabilities</b></p>			
<p><b>Independent</b></p>		<p><b>Supported</b></p>	
<p>SS.912.G.6.In.a Use appropriate maps and other graphic representations to examine geographic problems and changes over time. <u>Date Adopted or Revised:</u> 12/08</p>		<p>SS.912.G.6.Su.a Use an appropriate map or other graphic representation to identify a geographic problem or change over time. <u>Date Adopted or Revised:</u> 12/08</p>	
<p>SS.912.G.6.In.b Identify, organize, and determine the importance of information about a specific place. <u>Date Adopted or Revised:</u> 12/08</p>		<p>SS.912.G.6.Su.b Identify and organize information about a specific place. <u>Date Adopted or Revised:</u> 12/08</p>	
<p>SS.912.G.6.In.c Identify the relationship between physical and cultural phenomena in</p>		<p>SS.912.G.6.Su.c Recognize the relationship between physical and cultural phenomena of a specific place. <u>Date Adopted or Revised:</u></p>	
<p>SS.912.G.6.Pa.a Use an appropriate map or other graphic representation to recognize a geographic problem or change. <u>Date Adopted or Revised:</u> 12/08</p>		<p>SS.912.G.6.Pa.b Recognize information about a specific place. <u>Date Adopted or Revised:</u> 12/08</p>	
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	<p>specific places. <u>Date Adopted or Revised:</u> 12/08</p> <p>SS.912.G.6.In.d Use narratives about places and events to create graphic representations, such as maps, tables, or graphs. <u>Date Adopted or Revised:</u> 12/08</p> <p>SS.912.G.6.In.e Identify the relationship between physical and cultural phenomena in specific places. <u>Date Adopted or Revised:</u> 12/08</p>	<p>12/08</p> <p>SS.912.G.6.Su.d Create graphic representations, such as maps, tables, or graphs, about places and events. <u>Date Adopted or Revised:</u> 12/08</p> <p>SS.912.G.6.Su.e Recognize the relationship between physical and cultural phenomena of a specific place. <u>Date Adopted or Revised:</u> 12/08</p>	<p>SS.912.G.6.Pa.d Create a simple representation about a place or event. <u>Date Adopted or Revised:</u> 12/08</p> <p>SS.912.G.6.Pa.e Recognize information about a specific place. <u>Date Adopted or Revised:</u> 12/08</p>
<b>Strand: ECONOMICS</b>			
Standard 1: Understand the fundamental concepts relevant to the development of a market economy.			
<b>BENCHMARK CODE   BENCHMARK</b>			
SS.912.E.1.1	<p>Identify the factors of production and why they are necessary for the production of goods and services.</p> <p><u>Remarks/Examples:</u> Examples are land, labor, capital, entrepreneurship.</p>		
SS.912.E.1.10	<p>Explain the use of fiscal policy (taxation, spending) to promote price stability, full employment, and economic growth.</p>		
SS.912.E.1.11	<p>Explain how the Federal Reserve uses the tools of monetary policy (discount rate, reserve requirement, open market operations) to promote price stability, full employment, and economic growth.</p>		
SS.912.E.1.12	<p>Examine the four phases of the business cycle (peak, contraction - unemployment, trough, expansion - inflation).</p>		
SS.912.E.1.13	<p>Explain the basic functions and characteristics of money, and describe the composition of the money supply in the United States.</p>		
SS.912.E.1.14	<p>Compare credit, savings, and investment services available to the consumer from financial institutions.</p>		
SS.912.E.1.15	<p>Describe the risk and return profiles of various investment vehicles and the importance of diversification.</p> <p><u>Remarks/Examples:</u> Examples are savings accounts, certificates of deposit, stocks, bonds, mutual funds, Individual Retirement Accounts.</p>		
SS.912.E.1.16	<p>Construct a one-year budget plan for a specific career path including expenses and construction of a credit plan for purchasing a major item.</p> <p><u>Remarks/Examples:</u> Examples of a career path are university student, trade school student, food service employee, retail employee, laborer, armed forces enlisted personnel. Examples of a budget plan are housing expenses, furnishing, utilities, food costs, transportation, and personal expenses - medical, clothing, grooming, entertainment and</p>		

	recreation, and gifts and contributions. Examples of a credit plan are interest rates, credit scores, payment plan.																		
SS.912.E.1.2	Analyze production possibilities curves to explain choice, scarcity, 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?																		
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.																		
SS.912.E.1.5	Compare different forms of business organizations.  <i>Remarks/Examples:</i> Examples are sole proprietorship, partnership, corporation, limited liability corporation.																		
SS.912.E.1.6	Compare the basic characteristics of 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.																		
SS.912.E.1.8	Explain ways firms engage in price and nonprice competition.																		
SS.912.E.1.9	Describe how the earnings of workers are determined.  <i>Remarks/Examples:</i> Examples are minimum wage, the market value of the product produced, workers' productivity.																		
<b>Access Point for Students with Significant Cognitive Disabilities</b>																			
	<table border="1"> <thead> <tr> <th style="text-align: center;"><i>Independent</i></th> <th style="text-align: center;"><i>Supported</i></th> <th style="text-align: center;"><i>Participatory</i></th> </tr> </thead> <tbody> <tr> <td>SS.912.E.1.In.a Identify examples of factors of production, such as land, labor, and capital. <u>Date Adopted or Revised:</u> 12/08</td> <td>SS.912.E.1.Su.a Recognize examples of factors of production, such as land, labor, and capital. <u>Date Adopted or Revised:</u> 12/08</td> <td>SS.912.E.1.Pa.a Recognize that products are made from resources. <u>Date Adopted or Revised:</u> 12/08</td> </tr> <tr> <td>SS.912.E.1.In.j Identify that the government uses taxation and oversight of government spending to support the economy. <u>Date Adopted or Revised:</u> 12/08</td> <td>SS.912.E.1.Su.j Recognize that the government uses tax money to support the economy. <u>Date Adopted or Revised:</u> 12/08</td> <td>SS.912.E.1.Pa.j Recognize that the government makes rules about money. <u>Date Adopted or Revised:</u> 12/08</td> </tr> <tr> <td>SS.912.E.1.In.k Identify that the Federal Reserve controls interest rates to affect economic growth. <u>Date Adopted or Revised:</u> 12/08</td> <td>SS.912.E.1.Su.k Recognize that the bank of the federal government (Federal Reserve) controls some interest rates. <u>Date Adopted or Revised:</u> 12/08</td> <td>SS.912.E.1.Pa.k Recognize that the government makes rules about money. <u>Date Adopted or Revised:</u> 12/08</td> </tr> <tr> <td>SS.912.E.1.In.l Identify changes in the business cycle, such as peak, contraction-unemployment, trough, and expansion-inflation. <u>Date Adopted or Revised:</u> 12/08</td> <td>SS.912.E.1.Su.l Recognize changes in the business cycle, such as peak, contraction-unemployment, trough, and expansion-inflation. <u>Date Adopted or Revised:</u> 12/08</td> <td>SS.912.E.1.Pa.l Recognize a change in the business cycle, such as growth (peak). <u>Date Adopted or Revised:</u> 12/08</td> </tr> <tr> <td>SS.912.E.1.In.m</td> <td>SS.912.E.1.Su.m Identify the basic functions of money in the</td> <td>SS.912.E.1.Pa.m Recognize a use for money in the United States. <u>Date Adopted or Revised:</u> 12/08</td> </tr> </tbody> </table>	<i>Independent</i>	<i>Supported</i>	<i>Participatory</i>	SS.912.E.1.In.a Identify examples of factors of production, such as land, labor, and capital. <u>Date Adopted or Revised:</u> 12/08	SS.912.E.1.Su.a Recognize examples of factors of production, such as land, labor, and capital. <u>Date Adopted or Revised:</u> 12/08	SS.912.E.1.Pa.a Recognize that products are made from resources. <u>Date Adopted or Revised:</u> 12/08	SS.912.E.1.In.j Identify that the government uses taxation and oversight of government spending to support the economy. <u>Date Adopted or Revised:</u> 12/08	SS.912.E.1.Su.j Recognize that the government uses tax money to support the economy. <u>Date Adopted or Revised:</u> 12/08	SS.912.E.1.Pa.j Recognize that the government makes rules about money. <u>Date Adopted or Revised:</u> 12/08	SS.912.E.1.In.k Identify that the Federal Reserve controls interest rates to affect economic growth. <u>Date Adopted or Revised:</u> 12/08	SS.912.E.1.Su.k Recognize that the bank of the federal government (Federal Reserve) controls some interest rates. <u>Date Adopted or Revised:</u> 12/08	SS.912.E.1.Pa.k Recognize that the government makes rules about money. <u>Date Adopted or Revised:</u> 12/08	SS.912.E.1.In.l Identify changes in the business cycle, such as peak, contraction-unemployment, trough, and expansion-inflation. <u>Date Adopted or Revised:</u> 12/08	SS.912.E.1.Su.l Recognize changes in the business cycle, such as peak, contraction-unemployment, trough, and expansion-inflation. <u>Date Adopted or Revised:</u> 12/08	SS.912.E.1.Pa.l Recognize a change in the business cycle, such as growth (peak). <u>Date Adopted or Revised:</u> 12/08	SS.912.E.1.In.m	SS.912.E.1.Su.m Identify the basic functions of money in the	SS.912.E.1.Pa.m Recognize a use for money in the United States. <u>Date Adopted or Revised:</u> 12/08
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<p>Describe the basic functions of money in the United States. <u>Date Adopted or Revised:</u> 12/08</p>	<p>United States. <u>Date Adopted or Revised:</u> 12/08</p>	<p>SS.912.E.1.Pa.n Recognize that money in a bank can be withdrawn. <u>Date Adopted or Revised:</u> 12/08</p>
<p>SS.912.E.1.In.n Identify major differences between credit, savings, and investment services. <u>Date Adopted or Revised:</u> 12/08</p>	<p>SS.912.E.1.Su.n Recognize a credit and savings service. <u>Date Adopted or Revised:</u> 12/08</p>	<p>SS.912.E.1.Pa.o Recognize the purpose of saving money. <u>Date Adopted or Revised:</u> 12/08</p>
<p>SS.912.E.1.In.o Identify sources of information on investments, such as stocks, bonds, and mutual funds. <u>Date Adopted or Revised:</u> 12/08</p>	<p>SS.912.E.1.Su.o Recognize the purpose of saving and investing money. <u>Date Adopted or Revised:</u> 12/08</p>	<p>SS.912.E.1.Pa.p Recognize a plan (budget) to save and spend money. <u>Date Adopted or Revised:</u> 12/08</p>
<p>SS.912.E.1.In.p Identify a budget plan that includes wages for a specific career, ongoing expenses, and a plan for purchasing a major item. <u>Date Adopted or Revised:</u> 12/08</p>	<p>SS.912.E.1.Su.p Recognize a budget plan that includes wages and essential expenses, such as food and housing. <u>Date Adopted or Revised:</u> 12/08</p>	<p>SS.912.E.1.Pa.b Recognize examples of scarcity and choice. <u>Date Adopted or Revised:</u> 12/08</p>
<p>SS.912.E.1.In.b Identify the impact of scarcity, choice, and opportunity costs on the production of goods and services. <u>Date Adopted or Revised:</u> 12/08</p>	<p>SS.912.E.1.Su.b Identify an example of scarcity, choice, and trade-offs in the production of goods. <u>Date Adopted or Revised:</u> 12/08</p>	<p>SS.912.E.1.Pa.c Recognize that goods are produced because people want or need them (supply and demand). <u>Date Adopted or Revised:</u> 12/08</p>
<p>SS.912.E.1.In.c Identify differences in the major characteristics of the market, command, and mixed economic systems. <u>Date Adopted or Revised:</u> 12/08</p>	<p>SS.912.E.1.Su.c Recognize a major characteristic of the market and the command economic systems. <u>Date Adopted or Revised:</u> 12/08</p>	<p>SS.912.E.1.Pa.d Recognize that goods are produced because people want or need them (supply and demand). <u>Date Adopted or Revised:</u> 12/08</p>
<p>SS.912.E.1.In.d Describe how the interaction between supply and demand affects the price of a product. <u>Date Adopted or Revised:</u> 12/08</p>	<p>SS.912.E.1.Su.d Identify examples of the interaction between supply and demand. <u>Date Adopted or Revised:</u> 12/08</p>	<p>SS.912.E.1.Pa.e Recognize that some businesses are owned by people. <u>Date Adopted or Revised:</u> 12/08</p>
<p>SS.912.E.1.In.e Identify forms</p>	<p>SS.912.E.1.Su.e Recognize forms of business organization, such as sole proprietorship, partnership, or corporation. <u>Date Adopted or Revised:</u> 12/08</p>	<p>SS.912.E.1.Pa.f Recognize a basic characteristic of a market structure, such as buyers and sellers. <u>Date Adopted or Revised:</u> 12/08</p>

	<p>of business organization, such as sole proprietorship, partnership, and corporation. <u>Date Adopted or Revised:</u> 12/08</p> <p>SS.912.E.1.In.f Identify differences between a monopoly and pure competition market structure. <u>Date Adopted or Revised:</u> 12/08</p> <p>SS.912.E.1.In.g Identify factors that determine the price of a good or service, such as fixed and variable costs. <u>Date Adopted or Revised:</u> 12/08</p> <p>SS.912.E.1.In.h Identify characteristics of price and non-price competition, such as discounts and rebates, and quality and extra service. <u>Date Adopted or Revised:</u> 12/08</p> <p>SS.912.E.1.In.i Identify factors that determine the earnings of workers, such as minimum wage, the market value of the product, and worker productivity. <u>Date Adopted or Revised:</u> 12/08</p>	<p>difference between a monopoly and pure competition market structure. <u>Date Adopted or Revised:</u> 12/08</p> <p>SS.912.E.1.Su.g Recognize factors that determine the price of a good or service, such as fixed costs. <u>Date Adopted or Revised:</u> 12/08</p> <p>SS.912.E.1.Su.h Recognize an example of price and non-price competition, such as discounts or extra service. <u>Date Adopted or Revised:</u> 12/08</p> <p>SS.912.E.1.Su.i Recognize that the earnings of workers reflect worker productivity. <u>Date Adopted or Revised:</u> 12/08</p>	<p>SS.912.E.1.Pa.g Recognize that goods are produced because people want or need them (supply and demand). <u>Date Adopted or Revised:</u> 12/08</p> <p>SS.912.E.1.Pa.h Recognize that products have different prices. <u>Date Adopted or Revised:</u> 12/08</p> <p>SS.912.E.1.Pa.i Recognize that workers receive wages. <u>Date Adopted or Revised:</u> 12/08</p>
<p>Standard 2: Understand the fundamental concepts relevant to the institutions, structure, and functions of a national economy.</p>			
<b>BENCHMARK CODE</b>		<b>BENCHMARK</b>	
SS.912.E.2.1	<p>Identify and explain broad economic goals.</p> <p><u>Remarks/Examples:</u> Examples are freedom, efficiency, equity, security, growth, price stability, full employment.</p>		
SS.912.E.2.10	<p>Describe the organization and functions of the Federal Reserve System.</p>		
SS.912.E.2.11	<p>Assess the economic impact of negative and positive externalities on the local, state, and national environment.</p> <p><u>Remarks/Examples:</u> Examples of negative are pollution, global warming. Examples of positive are pure water, better air quality.</p>		

SS.912.E.2.12	Construct a circular flow diagram for an open-market economy including elements of households, firms, government, financial institutions, product and factor markets, and international trade.
SS.912.E.2.2	Use a decision-making model to analyze a public policy issue affecting the student's community that incorporates defining a problem, analyzing the potential consequences, and considering the alternatives.
SS.912.E.2.3	Research 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.  <i>Remarks/Examples:</i> Examples are shortage, surplus, other inefficiencies.
SS.912.E.2.5	Analyze how capital investments may impact productivity and economic growth.  <i>Remarks/Examples:</i> Examples are factories, machinery, technology, people.
SS.912.E.2.6	Examine the benefits of natural monopolies and the purposes of government regulation of these monopolies.  <i>Remarks/Examples:</i> Examples are electric, water, cable, waste management.
SS.912.E.2.7	Identify the 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).  <i>Remarks/Examples:</i> Examples are income, sales, social security.
SS.912.E.2.9	Analyze how changes in federal spending and taxation affect budget deficits and surpluses and the national debt.
<b>Access Point for Students with Significant Cognitive Disabilities</b>	
<b>Independent</b>	<b>Supported</b>
SS.912.E.2.In.a Identify broad economic goals, such as freedom, security, and full employment. <i>Date Adopted or Revised:</i> 12/08	SS.912.E.2.Su.a Recognize a broad economic goal, such as full employment. <i>Date Adopted or Revised:</i> 12/08
SS.912.E.2.In.j Identify a function of the Federal Reserve System, such as to control interest rates and the money supply and supervise banking institutions. <i>Date Adopted or Revised:</i> 12/08	SS.912.E.2.Su.j Recognize a function of the Federal Reserve System, such as to control interest rates. <i>Date Adopted or Revised:</i> 12/08
SS.912.E.2.In.k Describe an example of the economic impact of positive and negative side effects (externalities) on the environment. <i>Date Adopted or Revised:</i> 12/08	SS.912.E.2.Su.k Identify an example of the economic impact of a positive and negative side effect (externality) on the environment. <i>Date Adopted or Revised:</i> 12/08
SS.912.E.2.In.l Identify the flow	SS.912.E.2.Su.l Recognize the movement of money in a local economy, including the
	<b>Participatory</b>
	SS.912.E.2.Pa.a Recognize a reason for employment. <i>Date Adopted or Revised:</i> 12/08
	SS.912.E.2.Pa.j Recognize that the government controls money. <i>Date Adopted or Revised:</i> 12/08
	SS.912.E.2.Pa.k Recognize a positive or negative side effect (externality) of producing goods. <i>Date Adopted or Revised:</i> 12/08
	SS.912.E.2.Pa.l Recognize that money moves from buyer to seller. <i>Date Adopted or Revised:</i> 12/08

<p>of money in a local economy, including the individual and household, businesses, banks, government, and international trade. <u>Date Adopted or Revised:</u> 12/08</p>	<p>individual and household, businesses, banks, and government. <u>Date Adopted or Revised:</u> 12/08</p>	<p>SS.912.E.2.Pa.b Recognize the value of a community project, such as recycling. <u>Date Adopted or Revised:</u> 12/08</p>
<p>SS.912.E.2.In.b Identify a public policy issue that affects the student's community and potential consequences, such as rezoning for housing and businesses or building new roads. <u>Date Adopted or Revised:</u> 12/08</p>	<p>SS.912.E.2.Su.b Recognize a public policy issue that affects the student's community and a possible consequence, such as planning for new houses. <u>Date Adopted or Revised:</u> 12/08</p>	<p>SS.912.E.2.Pa.c Recognize an individual who has contributed to the United States. <u>Date Adopted or Revised:</u> 12/08</p>
<p>SS.912.E.2.In.c Describe contributions of entrepreneurs, inventors, and other key individuals from various gender, social, and ethnic backgrounds in the development of the United States. <u>Date Adopted or Revised:</u> 12/08</p>	<p>SS.912.E.2.Su.c Identify contributions of an entrepreneur, inventor, and other key individual from various gender, social, and ethnic backgrounds in the development of the United States. <u>Date Adopted or Revised:</u> 12/08</p>	<p>SS.912.E.2.Pa.d Recognize that government sets the minimum wage. <u>Date Adopted or Revised:</u> 12/08</p>
<p>SS.912.E.2.In.d Identify examples of government wage and price controls, such as minimum wage and rent control. <u>Date Adopted or Revised:</u> 12/08</p>	<p>SS.912.E.2.Su.d Recognize examples of government wage and price controls, such as minimum wage and rent control. <u>Date Adopted or Revised:</u> 12/08</p>	<p>SS.912.E.2.Pa.e Recognize that investment may increase productivity. <u>Date Adopted or Revised:</u> 12/08</p>
<p>SS.912.E.2.In.e Identify how investment in factories, machinery, technology, or people can impact productivity. <u>Date Adopted or Revised:</u> 12/08</p>	<p>SS.912.E.2.Su.e Recognize that investment in factories, machinery, technology, or people can impact productivity. <u>Date Adopted or Revised:</u> 12/08</p>	<p>SS.912.E.2.Pa.f Recognize an example of a natural monopoly, such as electricity or water. <u>Date Adopted or Revised:</u> 12/08</p>
<p>SS.912.E.2.In.f Identify the purpose of natural monopolies regulated by the government, such as electricity and water. <u>Date Adopted or Revised:</u> 12/08</p>	<p>SS.912.E.2.Su.f Recognize examples of a natural monopoly, such as electricity and water. <u>Date Adopted or Revised:</u> 12/08</p>	<p>SS.912.E.2.Pa.g Recognize that the cost of items can increase. <u>Date Adopted or Revised:</u> 12/08</p>
<p>SS.912.E.2.In.g Identify a common impact of inflation on society.</p>	<p>SS.912.E.2.Su.g Recognize a common impact of inflation on society. <u>Date Adopted or Revised:</u> 12/08</p>	<p>SS.912.E.2.Pa.h Recognize a tax, such as sales tax. <u>Date Adopted or Revised:</u> 12/08</p>
		<p>SS.912.E.2.Pa.i Recognize that the government spends money. <u>Date Adopted or Revised:</u> 12/08</p>

	<p><u>Date Adopted or Revised:</u> 12/08</p> <p>SS.912.E.2.In.h Identify different types of taxes, such as income, sales, and social security. <u>Date Adopted or Revised:</u> 12/08</p> <p>SS.912.E.2.In.i Recognize the relationship between government spending and taxation and the economy. <u>Date Adopted or Revised:</u> 12/08</p>	<p>SS.912.E.2.Su.h Recognize different types of taxes, such as income, sales, and social security. <u>Date Adopted or Revised:</u> 12/08</p> <p>SS.912.E.2.Su.i Recognize that government spending and taxation affects the economy. <u>Date Adopted or Revised:</u> 12/08</p>	
<p>Standard 3: Understand the fundamental concepts and interrelationships of the United States economy in the international marketplace.</p>			
<p><b>BENCHMARK CODE</b>   <b>BENCHMARK</b></p>			
<p>SS.912.E.3.1</p>	<p>Demonstrate the impact of inflation on world economies.</p> <p><u>Remarks/Examples:</u> Examples are oil prices, 1973 oil crisis, Great Depression, World War II.</p>		
<p>SS.912.E.3.2</p>	<p>Examine absolute and comparative advantage, and explain why most trade occurs because of comparative advantage.</p>		
<p>SS.912.E.3.3</p>	<p>Discuss the effect of barriers to trade and why nations sometimes erect barriers to trade or establish free trade zones.</p> <p><u>Remarks/Examples:</u> Examples are NAFTA, CAFTA. Examples are quotas, tariffs.</p>		
<p>SS.912.E.3.4</p>	<p>Assess the economic impact of negative and positive externalities on the international environment.</p> <p><u>Remarks/Examples:</u> Examples of negative are pollution, global warming. Examples of positive are pure water, better air quality.</p>		
<p>SS.912.E.3.5</p>	<p>Compare the current United States economy with other developed and developing nations.</p> <p><u>Remarks/Examples:</u> Examples are standard of living, exchange rates, productivity, gross domestic product.</p>		
<p>SS.912.E.3.6</p>	<p>Differentiate and draw conclusions about historical economic thought theorized by economists.</p> <p><u>Remarks/Examples:</u> Examples are Adam Smith, Malthus, Ricardo, Keynes, Friedman, Say, Gilder.</p>		
<p><b>Access Point for Students with Significant Cognitive Disabilities</b></p>			
	<p><b>Independent</b></p> <p>SS.912.E.3.In.a Identify the impact of inflation on world economies, such as oil prices and the Great Depression. <u>Date Adopted or Revised:</u> 12/08</p>	<p><b>Supported</b></p> <p>SS.912.E.3.Su.a Recognize an impact of inflation on the economy, such as oil prices. <u>Date Adopted or Revised:</u> 12/08</p>	<p><b>Participatory</b></p> <p>SS.912.E.3.Pa.a Recognize that costs of goods and services change over time. <u>Date Adopted or Revised:</u> 12/08</p>

<p>SS.912.E.3.In.b Identify economic advantages a country may have when trading with another country, such as abundant natural resources and a cheap labor force. <u>Date Adopted or Revised:</u> 12/08</p>	<p>SS.912.E.3.Su.b Recognize examples of economic advantages a country may have when trading with another country, such as abundant natural resources. <u>Date Adopted or Revised:</u> 12/08</p>	<p>SS.912.E.3.Pa.b Recognize the advantage of a trade. <u>Date Adopted or Revised:</u> 12/08</p>		
<p>SS.912.E.3.In.c Identify examples of barriers to trade, such as quotas and tariffs. <u>Date Adopted or Revised:</u> 12/08</p>	<p>SS.912.E.3.Su.c Recognize a barrier to trade, such as quotas and tariffs. <u>Date Adopted or Revised:</u> 12/08</p>	<p>SS.912.E.3.Pa.c Recognize a disadvantage (barrier) of a trade. <u>Date Adopted or Revised:</u> 12/08</p>		
<p>SS.912.E.3.In.d Identify an example of the economic impact of positive and negative side effects (externalities) on the international environment. <u>Date Adopted or Revised:</u> 12/08</p>	<p>SS.912.E.3.Su.d Recognize an example of the economic impact of a positive and negative side effect (externality) on the international environment. <u>Date Adopted or Revised:</u> 12/08</p>	<p>SS.912.E.3.Pa.d Recognize a positive or negative side effect (externality) of producing goods in the international environment. <u>Date Adopted or Revised:</u> 12/08</p>		
<p>SS.912.E.3.In.e Identify differences in the economies of the United States and another country, such as the standard of living and productivity. <u>Date Adopted or Revised:</u> 12/08</p>	<p>SS.912.E.3.Su.e Recognize a characteristic of another country's economy, such as the standard of living. <u>Date Adopted or Revised:</u> 12/08</p>	<p>SS.912.E.3.Pa.e Recognize an economic characteristic of daily living, such as the cost of housing. <u>Date Adopted or Revised:</u> 12/08</p>		
<p>SS.912.E.3.In.f Identify that economics involves the study of how people and countries make decisions about the use of scarce resources in the most efficient way. <u>Date Adopted or Revised:</u> 12/08</p>	<p>SS.912.E.3.Su.f Recognize that economics involves the study of how people and countries make decisions about the use of scarce resources in the most efficient way. <u>Date Adopted or Revised:</u> 12/08</p>	<p>SS.912.E.3.Pa.f Recognize that people study the economy. <u>Date Adopted or Revised:</u> 12/08</p>		
<p><b>Strand: WORLD HISTORY</b></p>				
<p>Standard 1: Utilize historical inquiry skills and analytical processes.</p>				
<table border="1"> <thead> <tr> <th data-bbox="479 1850 727 1896">BENCHMARK CODE</th> <th data-bbox="727 1850 1474 1896">BENCHMARK</th> </tr> </thead> </table>			BENCHMARK CODE	BENCHMARK
BENCHMARK CODE	BENCHMARK			
<p>SS.912.W.1.1</p>	<p>Use timelines to establish cause and effect relationships of historical events.</p>			

<p>SS.912.W.1.2</p>	<p>Compare time measurement systems used by different cultures.</p> <p><i>Remarks/Examples:</i> Examples are Chinese, Gregorian, and Islamic calendars, dynastic periods, decade, century, era.</p>			
<p>SS.912.W.1.3</p>	<p>Interpret and evaluate primary and secondary sources.</p> <p><i>Remarks/Examples:</i> Examples are artifacts, images, auditory and written sources.</p>			
<p>SS.912.W.1.4</p>	<p>Explain how historians use historical inquiry and other sciences to understand the past.</p> <p><i>Remarks/Examples:</i> Examples are archaeology, economics, geography, forensic chemistry, political science, physics.</p>			
<p>SS.912.W.1.5</p>	<p>Compare conflicting interpretations or schools of thought about world events and individual contributions to history (historiography).</p>			
<p>SS.912.W.1.6</p>	<p>Evaluate the role of history in shaping identity and character.</p> <p><i>Remarks/Examples:</i> Examples are ethnic, cultural, personal, national, religious.</p>			
<p><b>Access Point for Students with Significant Cognitive Disabilities</b></p>				
<p><b>Independent</b></p>			<p><b>Supported</b></p>	<p><b>Participatory</b></p>
<p>SS.912.W.1.In.a Use a timeline to show the relationship of historical events. <u>Date Adopted or Revised:</u> 12/08</p>	<p>SS.912.W.1.Su.a Use a simple timeline to identify the relationship of historical events. <u>Date Adopted or Revised:</u> 12/08</p>	<p>SS.912.W.1.Pa.a Use a simple pictorial timeline to recognize a sequence of events. <u>Date Adopted or Revised:</u> 12/08</p>		
<p>SS.912.W.1.In.b Identify terms of time sequence, such as decade, century, and era. <u>Date Adopted or Revised:</u> 12/08</p>	<p>SS.912.W.1.Su.b Recognize terms of time sequence, such as decade and century. <u>Date Adopted or Revised:</u> 12/08</p>	<p>SS.912.W.1.Pa.b Recognize terms that relate to time, such as day, week, month, and year. <u>Date Adopted or Revised:</u> 12/08</p>		
<p>SS.912.W.1.In.c Examine and describe information in primary and secondary sources, such as artifacts, images, and auditory and written sources. <u>Date Adopted or Revised:</u> 12/08</p>	<p>SS.912.W.1.Su.c Identify information in a primary and secondary source, such as artifacts, images, and auditory and written sources. <u>Date Adopted or Revised:</u> 12/08</p>	<p>SS.912.W.1.Pa.c Recognize sources of information, such as artifacts, images, and auditory and written sources. <u>Date Adopted or Revised:</u> 12/08</p>		
<p>SS.912.W.1.In.d Identify basic uses of historical inquiry and the relation to geography, economics, and civics. <u>Date Adopted or Revised:</u> 12/08</p>	<p>SS.912.W.1.Su.d Recognize a use of historical inquiry and the relation to geography, economics, and civics. <u>Date Adopted or Revised:</u> 12/08</p>	<p>SS.912.W.1.Pa.d Recognize sources of information, such as artifacts, images, and auditory and written sources. <u>Date Adopted or Revised:</u> 12/08</p>		
<p>SS.912.W.1.In.e Recognize differences in interpretations of historians about events. <u>Date Adopted or Revised:</u> 12/08</p>	<p>SS.912.W.1.Su.e Recognize that interpretations of historians may differ. <u>Date Adopted or Revised:</u> 12/08</p>	<p>SS.912.W.1.Pa.e Recognize sources of information, such as artifacts, images, and auditory and written sources. <u>Date Adopted or Revised:</u> 12/08</p>		

	SS.912.W.1.In.f Identify the role of history in shaping the identity of culture and character. <u>Date Adopted or Revised:</u> 12/08	SS.912.W.1.Su.f Recognize the role of history in shaping the identity of culture and character. <u>Date Adopted or Revised:</u> 12/08	SS.912.W.1.Pa.f Recognize a characteristic of cultural identity. <u>Date Adopted or Revised:</u> 12/08
Standard 2: Recognize significant events, figures, and contributions of medieval civilizations (Byzantine Empire, Western Europe, Japan).			
<b>BENCHMARK CODE</b>		<b>BENCHMARK</b>	
SS.912.W.2.1	Locate the extent of Byzantine territory at the height of the empire.		
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.		
SS.912.W.2.11	Describe the rise and achievements of significant rulers in medieval Europe.  <u>Remarks/Examples:</u> Examples are Charles Martel, Charlemagne, Otto the Great, William the Conqueror.		
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.		
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.		
SS.912.W.2.14	Describe the causes and effects of the Great Famine of 1315-1316, The Black Death, The Great Schism of 1378, and the Hundred Years War on Western Europe.		
SS.912.W.2.15	Determine the factors that contributed to the growth of a modern economy.  <u>Remarks/Examples:</u> Examples are growth of banking, technological and agricultural improvements, commerce, towns, guilds, rise of a merchant class.		
SS.912.W.2.16	Trace the growth and development of a national identity in the countries of England, France, and Spain.		
SS.912.W.2.17	Identify key figures, artistic, and intellectual achievements of the medieval period in Western Europe.  <u>Remarks/Examples:</u> Examples are Anselm of Canterbury, Chaucer, Thomas Aquinas, Roger Bacon, Hildegard of Bingen, Dante, Code of Chivalry, Gothic architecture, illumination, universities, Natural Law Philosophy, Scholasticism.		
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.  <u>Remarks/Examples:</u> Examples are Magna Carta, parliament, habeas corpus.		
SS.912.W.2.19	Describe the impact of Japan's physiography on its economic and political development.		
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.		
SS.912.W.2.20	Summarize the major cultural, economic, political, and religious developments in medieval Japan.  <u>Remarks/Examples:</u> Examples are Pillow Book, Tale of Genji, Shinto and Japanese Buddhism, the rise of feudalism, the development of the shogunate, samurai, and social hierarchy.		
SS.912.W.2.21	Compare Japanese feudalism with Western European feudalism during the Middle Ages.		
SS.912.W.2.22	Describe Japan's cultural and economic relationship to China and Korea.		

SS.912.W.2.3	Analyze the extent to which the Byzantine Empire was a continuation of the old Roman Empire and in what ways it was a departure.																		
SS.912.W.2.4	Identify key figures associated with the Byzantine Empire.  <i>Remarks/Examples:</i> Examples are Justinian the Great, Theodora, Belisarius, John of Damascus, Anna Comnena, Cyril and Methodius.																		
SS.912.W.2.5	Explain the contributions of the Byzantine Empire.  <i>Remarks/Examples:</i> Examples are Justinian's Code, the preservation of ancient Greek and Roman learning and culture, artistic and architectural achievements, the empire's impact on the development of Western Europe, Islamic civilization, and Slavic peoples.																		
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.																		
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.																		
SS.912.W.2.8	Describe the rise of the Ottoman Turks, the conquest of Constantinople in 1453, and the subsequent growth of the Ottoman empire under the sultanate including Mehmet the Conqueror and Suleyman the Magnificent.																		
SS.912.W.2.9	Analyze the impact of the collapse of the Western Roman Empire on Europe.  <b>Access Point for Students with Significant Cognitive Disabilities</b>																		
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<p>unity. <u>Date Adopted or Revised:</u> 12/08</p>	<p><u>Date Adopted or Revised:</u> 12/08</p>	<p>SS.912.W.2.Pa.n Recognize that disease or war can destroy a civilization.</p>
<p>SS.912.W.2.In.n Recognize difficulties experienced by Western Europe in the 1300s, such as the Great Famine, Black Death, and the Hundred Years War. <u>Date Adopted or Revised:</u> 12/08</p>	<p>SS.912.W.2.Su.n Recognize a difficulty experienced by Western Europe in the 1300s, such as the Great Famine or Black Death. <u>Date Adopted or Revised:</u> 12/08</p>	<p><u>Date Adopted or Revised:</u> 12/08 SS.912.W.2.Pa.o Recognize that an economy involves buying and trading goods. <u>Date Adopted or Revised:</u> 12/08</p>
<p>SS.912.W.2.In.o Recognize how the modern economy developed, such as from the growth of the early banking system, advancements in agriculture, the rise of the merchant class, and the growth of towns and cities. <u>Date Adopted or Revised:</u> 12/08</p>	<p>SS.912.W.2.Su.o Recognize a way the modern economy developed, such as from the growth of the early banking system, advancements in agriculture, the rise of the merchant class, or the growth of towns and cities. <u>Date Adopted or Revised:</u> 12/08</p>	<p>SS.912.W.2.Pa.p Recognize a characteristic of national identity. <u>Date Adopted or Revised:</u> 12/08</p>
<p>SS.912.W.2.In.p Identify characteristics of national identity in England, France, and Spain. <u>Date Adopted or Revised:</u> 12/08</p>	<p>SS.912.W.2.Su.p Recognize a characteristic of national identity in England, France, and Spain. <u>Date Adopted or Revised:</u> 12/08</p>	<p>SS.912.W.2.Pa.q Recognize important components of culture, such as education. <u>Date Adopted or Revised:</u> 12/08</p>
<p>SS.912.W.2.In.q Identify figures, such as Thomas Aquinas and Roger Bacon, and achievements, such as the advancement of education and law, of the medieval period in Western Europe. <u>Date Adopted or Revised:</u> 12/08</p>	<p>SS.912.W.2.Su.q Recognize an achievement of the medieval period in Western Europe, such as the advancement of education through the universities. <u>Date Adopted or Revised:</u> 12/08</p>	<p>SS.912.W.2.Pa.r Recognize that people are governed by laws. <u>Date Adopted or Revised:</u> 12/08</p>
<p>SS.912.W.2.In.r Recognize that developments in medieval English history established important legal principles, such as English Common law, the Magna Carta, habeas corpus, and the development of modern democratic institutions. <u>Date Adopted or Revised:</u> 12/08</p>	<p>SS.912.W.2.Su.r Recognize a development in medieval English history that established modern democratic government, such as English Common law or the Magna Carta. <u>Date Adopted or Revised:</u> 12/08</p>	<p>SS.912.W.2.Pa.s Recognize an impact of a physical feature on a location. <u>Date Adopted or Revised:</u> 12/08</p>
<p>SS.912.W.2.In.s Identify physical features of Japan that impacted</p>	<p>SS.912.W.2.Su.s Recognize selected physical features of Japan that impacted its development. <u>Date Adopted or Revised:</u> 12/08</p>	<p>SS.912.W.2.Pa.b Recognize Christianity as a religion. <u>Date Adopted or Revised:</u> 12/08 SS.912.W.2.Pa.t Recognize that civilizations change over time. <u>Date Adopted or Revised:</u> 12/08 SS.912.W.2.Pa.u Recognize that civilizations change</p>

<p>its development. <u>Date Adopted or Revised:</u> 12/08</p>	<p>SS.912.W.2.Su.b Recognize that Constantine the Great established Christianity as the official religion of Constantinople. <u>Date Adopted or Revised:</u> 12/08</p>	<p>over time. <u>Date Adopted or Revised:</u> 12/08</p>
<p>SS.912.W.2.In.b Identify the impact of the establishment of "New Rome" by Constantine the Great with Christianity as the official religion. <u>Date Adopted or Revised:</u> 12/08</p>	<p>SS.912.W.2.Su.t Recognize a major development in medieval Japan, such as the influence of the religions, feudal system, government, or military. <u>Date Adopted or Revised:</u> 12/08</p>	<p>SS.912.W.2.Pa.v Recognize that people in different cultures share customs and practices. <u>Date Adopted or Revised:</u> 12/08</p>
<p>SS.912.W.2.In.t Identify major developments in medieval Japan, such as the influence of the religions, feudal system, government, and military. <u>Date Adopted or Revised:</u> 12/08</p>	<p>SS.912.W.2.Su.u Recognize a major development in medieval Japan, such as the influence of the religions, feudal system, government, or military. <u>Date Adopted or Revised:</u> 12/08</p>	<p>SS.912.W.2.Pa.c Recognize a characteristic of empires. <u>Date Adopted or Revised:</u> 12/08</p>
<p>SS.912.W.2.In.u Identify major developments in medieval Japan, such as the influence of the religions, feudal system, government, and military. <u>Date Adopted or Revised:</u> 12/08</p>	<p>SS.912.W.2.Su.v Recognize an example of Japan's cultural and economic relationship to China and Korea. <u>Date Adopted or Revised:</u> 12/08</p>	<p>SS.912.W.2.Pa.d Recognize a characteristic of empires. <u>Date Adopted or Revised:</u> 12/08</p>
<p>SS.912.W.2.In.v Identify an example of Japan's cultural and economic relationship to China and Korea. <u>Date Adopted or Revised:</u> 12/08</p>	<p>SS.912.W.2.Su.c Recognize a similarity and difference of the Byzantine Empire and Roman Empire. <u>Date Adopted or Revised:</u> 12/08</p>	<p>SS.912.W.2.Pa.e Recognize a contribution of medieval civilizations. <u>Date Adopted or Revised:</u> 12/08</p>
<p>SS.912.W.2.In.c Identify similarities and differences of the Byzantine Empire and Roman Empire. <u>Date Adopted or Revised:</u> 12/08</p>	<p>SS.912.W.2.Su.d Associate a key figure, such as Justinian the Great, with the Byzantine Empire. <u>Date Adopted or Revised:</u> 12/08</p>	<p>SS.912.W.2.Pa.f Recognize a contribution of medieval civilizations. <u>Date Adopted or Revised:</u> 12/08</p>
<p>SS.912.W.2.In.d Recognize a key figure from the Byzantine Empire, such as the emperor, Justinian the Great. <u>Date Adopted or Revised:</u> 12/08</p>	<p>SS.912.W.2.Su.e Recognize a contribution of the Byzantine Empire, such as the development of Western Europe, Islamic civilization, or spread of Christianity in</p>	<p>SS.912.W.2.Pa.g Recognize that disease or war can destroy a civilization. <u>Date Adopted or Revised:</u> 12/08</p>
<p>SS.912.W.2.In.e Identify contributions of the Byzantine Empire, such as the</p>	<p>SS.912.W.2.Su.f Recognize a contribution of the Byzantine Empire, such as the development of Western Europe, Islamic civilization, or spread of Christianity in</p>	<p>SS.912.W.2.Pa.h Recognize that countries fight to take control of other countries. <u>Date Adopted or Revised:</u> 12/08</p>
		<p>SS.912.W.2.Pa.i Recognize a negative consequence of change in civilization. <u>Date Adopted or Revised:</u> 12/08</p>

	<p>development of Western Europe, Islamic civilization, and spread of Christianity in Eastern Europe (Slavic peoples). <u>Date Adopted or Revised:</u> 12/08</p> <p>SS.912.W.2.In.f Identify contributions of the Byzantine Empire, such as the development of Western Europe, Islamic civilization, and spread of Christianity in Eastern Europe (Slavic peoples). <u>Date Adopted or Revised:</u> 12/08</p> <p>SS.912.W.2.In.g Recognize causes of the decline of the Byzantine Empire, such as the plague, attacks from barbarian tribes, or the Crusades. <u>Date Adopted or Revised:</u> 12/08</p> <p>SS.912.W.2.In.h Identify that the Ottoman Turks conquered the Byzantine Empire and the Ottoman Empire grew. <u>Date Adopted or Revised:</u> 12/08</p> <p>SS.912.W.2.In.i Identify the changes that occurred after the collapse of the Western Roman Empire, such as less trade, the loss of learning and knowledge, and the breakup into barbarian states. <u>Date Adopted or Revised:</u> 12/08</p>	<p>Eastern Europe (Slavic peoples). <u>Date Adopted or Revised:</u> 12/08</p> <p>SS.912.W.2.Su.f Recognize a contribution of the Byzantine Empire, such as the development of Western Europe, Islamic civilization, or spread of Christianity in Eastern Europe (Slavic peoples). <u>Date Adopted or Revised:</u> 12/08</p> <p>SS.912.W.2.Su.g Recognize a cause of the decline of the Byzantine Empire, such as the plague, attacks from barbarian tribes, or the Crusades. <u>Date Adopted or Revised:</u> 12/08</p> <p>SS.912.W.2.Su.h Recognize that the Ottoman Turks conquered the Byzantine Empire. <u>Date Adopted or Revised:</u> 12/08</p> <p>SS.912.W.2.Su.i Recognize a change that occurred after the collapse of the Western Roman Empire, such as less trade, the loss of learning and knowledge, or the breakup into barbarian states. <u>Date Adopted or Revised:</u> 12/08</p>	
<p>Standard 3: Recognize significant events, figures, and contributions of Islamic, Meso and South American, and Sub-Saharan African civilizations.</p>			
<p><b>BENCHMARK CODE</b></p>		<p><b>BENCHMARK</b></p>	
<p>SS.912.W.3.1</p>	<p>Discuss significant people and beliefs associated with Islam.  <u>Remarks/Examples:</u> Examples are the prophet Muhammad, the early caliphs, the Pillars of Islam, Islamic law, the relationship between government and religion in Islam.</p>		
<p>SS.912.W.3.10</p>			

	<p>Identify key significant economic, political, and social characteristics of Ghana.</p> <p><i>Remarks/Examples:</i> Examples are salt and gold trade, taxation system, gold monopoly, matrilineal inheritance, griots, ancestral worship, rise of Islam, slavery.</p>
SS.912.W.3.11	<p>Identify key figures and significant economic, political, and social characteristics associated with Mali.</p> <p><i>Remarks/Examples:</i> Examples are Sundiata, Epic of Sundiata, Mansa Musa, Ibn Battuta, gold mining and salt trade, slavery.</p>
SS.912.W.3.12	<p>Identify key figures and significant economic, political, and social characteristics associated with Songhai.</p> <p><i>Remarks/Examples:</i> Examples are Sunni Ali, Askia Mohammad the Great, gold, salt trade, cowries as a medium of exchange, Sankore University, slavery, professional army, provincial political structure.</p>
SS.912.W.3.13	Compare economic, political, and social developments in East, West, and South Africa.
SS.912.W.3.14	<p>Examine the internal and external factors that led to the fall of the empires of Ghana, Mali, and Songhai.</p> <p><i>Remarks/Examples:</i> Examples are disruption of trade, internal political struggles, Islamic invasions.</p>
SS.912.W.3.15	Analyze the legacies of the Olmec, Zapotec, and Chavin on later Meso and South American civilizations.
SS.912.W.3.16	<p>Locate major civilizations of Mesoamerica and Andean South America.</p> <p><i>Remarks/Examples:</i> Examples are Maya, Aztec, Inca.</p>
SS.912.W.3.17	<p>Describe the roles of people in the Maya, Inca, and Aztec societies.</p> <p><i>Remarks/Examples:</i> Examples are class structure, family life, warfare, religious beliefs and practices, slavery.</p>
SS.912.W.3.18	<p>Compare the key economic, cultural, and political characteristics of the major civilizations of Meso and South America.</p> <p><i>Remarks/Examples:</i> Examples are agriculture, architecture, astronomy, literature, mathematics, trade networks, government.</p>
SS.912.W.3.19	Determine the impact of significant Meso and South American rulers such as Pacal the Great, Moctezuma I, and Huayna Capac.
SS.912.W.3.2	Compare the major beliefs and principles of Judaism, Christianity, and Islam.
SS.912.W.3.3	Determine the causes, effects, and extent of Islamic military expansion through Central Asia, North Africa, and the Iberian Peninsula.
SS.912.W.3.4	Describe the expansion of Islam into India and the relationship between Muslims and Hindus.
SS.912.W.3.5	<p>Describe the achievements, contributions, and key figures associated with the Islamic Golden Age.</p> <p><i>Remarks/Examples:</i> Examples are Al-Ma'mun, Avicenna, Averroes, Algebra, Al-Razi, Alhambra, The Thousand and One Nights.</p>
SS.912.W.3.6	<p>Describe key economic, political, and social developments in Islamic history.</p> <p><i>Remarks/Examples:</i> Examples are growth of the caliphate, division of Sunni and Shi'a, role of trade, dhimmitude, Islamic slave trade.</p>
SS.912.W.3.7	<p>Analyze the causes, key events, and effects of the European response to Islamic expansion beginning in the 7th century.</p> <p><i>Remarks/Examples:</i> Examples are Crusades, Reconquista.</p>
SS.912.W.3.8	Identify important figures associated with the Crusades.

	<p><u>Remarks/Examples:</u> Examples are Alexius Comnenus, Pope Urban, Bernard of Clairvaux, Godfrey of Bouillon, Saladin, Richard the Lionheart, Baybars, Louis IX.</p>		
SS.912.W.3.9	<p>Trace the growth of major sub-Saharan African kingdoms and empires.</p> <p><u>Remarks/Examples:</u> Examples are Ghana, Mali, Songhai.</p>		
	<b>Access Point for Students with Significant Cognitive Disabilities</b>		
	<b>Independent</b>	<b>Supported</b>	<b>Participatory</b>
	<p>SS.912.W.3.In.a Identify significant people and beliefs associated with Islam, such as Muhammad, Islamic law, and the relationship between government and religion. <u>Date Adopted or Revised:</u> 12/08</p> <p>SS.912.W.3.In.j Recognize significant characteristics of Ghana, such as salt and gold trade, matrilineal inheritance, rise of Islam, and slavery. <u>Date Adopted or Revised:</u> 12/08</p> <p>SS.912.W.3.In.k Recognize significant characteristics of Mali, such as gold mining, salt trade, and slavery. <u>Date Adopted or Revised:</u> 12/08</p> <p>SS.912.W.3.In.l Identify characteristics associated with Songhai, such as gold, salt trade, Sankore University, and provincial political structure. <u>Date Adopted or Revised:</u> 12/08</p> <p>SS.912.W.3.In.m Recognize major characteristics of developments in East, West, and South Africa. <u>Date Adopted or Revised:</u> 12/08</p> <p>SS.912.W.3.In.n Recognize factors that led to the fall of the empires of Ghana, Mali, and Songhai, such as disruption of trade and internal political struggles.</p>	<p>SS.912.W.3.Su.a Recognize a significant person or belief associated with Islam, such as Muhammad or Islamic law. <u>Date Adopted or Revised:</u> 12/08</p> <p>SS.912.W.3.Su.j Recognize a characteristic of Ghana, such as salt and gold trade, matrilineal inheritance, rise of Islam, or slavery. <u>Date Adopted or Revised:</u> 12/08</p> <p>SS.912.W.3.Su.k Recognize a characteristic of Mali, such as gold mining, salt trade, or slavery. <u>Date Adopted or Revised:</u> 12/08</p> <p>SS.912.W.3.Su.l Recognize a characteristic associated with Songhai, such as gold, salt trade, Sankore University, or provincial political structure. <u>Date Adopted or Revised:</u> 12/08</p> <p>SS.912.W.3.Su.m Recognize a major characteristic of developments in East, West, and South Africa. <u>Date Adopted or Revised:</u> 12/08</p> <p>SS.912.W.3.Su.n Recognize a factor that led to the fall of the empires of Ghana, Mali, and Songhai, such as disruption of trade or internal political struggles. <u>Date Adopted or Revised:</u> 12/08</p>	<p>SS.912.W.3.Pa.a Recognize that religion influences culture. <u>Date Adopted or Revised:</u> 12/08</p> <p>SS.912.W.3.Pa.j Recognize an achievement or contribution of Asian, African, or Meso-American civilizations. <u>Date Adopted or Revised:</u> 12/08</p> <p>SS.912.W.3.Pa.k Recognize an achievement or contribution of Asian, African, or Meso-American civilizations. <u>Date Adopted or Revised:</u> 12/08</p> <p>SS.912.W.3.Pa.l Recognize an achievement or contribution of Asian, African, or Meso-American civilizations. <u>Date Adopted or Revised:</u> 12/08</p> <p>SS.912.W.3.Pa.m Recognize an achievement or contribution of Asian, African, or Meso-American civilizations. <u>Date Adopted or Revised:</u> 12/08</p> <p>SS.912.W.3.Pa.n Recognize change of leadership over time. <u>Date Adopted or Revised:</u> 12/08</p> <p>SS.912.W.3.Pa.o Recognize an achievement or contribution of Asian, African, or Meso-</p>

<p><u>Date Adopted or Revised:</u> 12/08</p> <p>SS.912.W.3.In.o Identify legacies—such as religion, astronomy, and architecture—of the Olmec, Zapotec, and Chavin on later civilizations.</p>	<p>SS.912.W.3.Su.o Recognize a legacy—such as religion, astronomy, or architecture—of the Olmec, Zapotec, or Chavin on later civilizations.</p>	<p>American civilizations.</p> <p><u>Date Adopted or Revised:</u> 12/08</p> <p>SS.912.W.3.Pa.p Recognize that there were civilizations in different parts of the world.</p>
<p><u>Date Adopted or Revised:</u> 12/08</p> <p>SS.912.W.3.In.p Recognize major civilizations of Mesoamerica and Andean South America, such as Maya, Aztec, and Inca.</p>	<p>SS.912.W.3.Su.p Recognize a major civilization of Mesoamerica and Andean South America.</p>	<p><u>Date Adopted or Revised:</u> 12/08</p> <p>SS.912.W.3.Pa.q Recognize different roles of people.</p>
<p><u>Date Adopted or Revised:</u> 12/08</p> <p>SS.912.W.3.In.q Recognize the roles of people in Maya, Inca, and Aztec societies, such as class structures, family life, warfare, religious beliefs and practices, and slavery.</p>	<p>SS.912.W.3.Su.q Recognize a role of people in Maya, Inca, and Aztec societies, such as class structures, family life, warfare, religious beliefs and practices, or slavery.</p>	<p><u>Date Adopted or Revised:</u> 12/08</p> <p>SS.912.W.3.Pa.r Recognize an achievement or contribution of Asian, African, or Meso-American civilizations.</p>
<p><u>Date Adopted or Revised:</u> 12/08</p> <p>SS.912.W.3.In.r Recognize common characteristics of the major civilizations of Meso and South America, such as agriculture, architecture, astronomy, mathematics, and government.</p>	<p>SS.912.W.3.Su.r Recognize a common characteristic of the major civilizations of Meso and South America, such as agriculture, architecture, astronomy, mathematics, or government.</p>	<p><u>Date Adopted or Revised:</u> 12/08</p> <p>SS.912.W.3.Pa.s Recognize an achievement or contribution of Asian, African, or Meso-American civilizations.</p>
<p><u>Date Adopted or Revised:</u> 12/08</p> <p>SS.912.W.3.In.s Recognize common characteristics of the major civilizations of Meso and South America, such as agriculture, architecture, astronomy, mathematics, and government.</p>	<p>SS.912.W.3.Su.s Recognize a common characteristic of the major civilizations of Meso and South America, such as agriculture, architecture, astronomy, mathematics, or government.</p>	<p><u>Date Adopted or Revised:</u> 12/08</p> <p>SS.912.W.3.Pa.b Recognize that there is more than one religion.</p>
<p><u>Date Adopted or Revised:</u> 12/08</p> <p>SS.912.W.3.In.b Identify major differences in beliefs and principles of Judaism, Christianity, and Islam.</p>	<p>SS.912.W.3.Su.b Recognize a difference in beliefs or principles of Judaism, Christianity, and Islam.</p>	<p><u>Date Adopted or Revised:</u> 12/08</p> <p>SS.912.W.3.Pa.c Recognize that religion influences culture.</p>
<p><u>Date Adopted or Revised:</u></p>	<p>SS.912.W.3.Su.c</p>	<p><u>Date Adopted or Revised:</u></p> <p>SS.912.W.3.Pa.d Recognize that religion influences culture.</p> <p>SS.912.W.3.Pa.e Recognize an achievement or contribution</p>

<p>12/08</p> <p>SS.912.W.3.In.c</p> <p>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.</p> <p><u>Date Adopted or Revised:</u> 12/08</p>	<p>Recognize an effect of Islamic military expansion through Central Asia, North Africa, and the Iberian Peninsula, such as the spread of Islam.</p> <p><u>Date Adopted or Revised:</u> 12/08</p> <p>SS.912.W.3.Su.d</p> <p>Recognize a factor that led to the expansion of Islam into India, such as traders, missionary activities, invasions, or the introduction of Islamic faith to Hindus in India.</p> <p><u>Date Adopted or Revised:</u> 12/08</p>	<p>of Asian, African, or Meso-American civilizations.</p> <p><u>Date Adopted or Revised:</u> 12/08</p> <p>SS.912.W.3.Pa.f</p> <p>Recognize an achievement or contribution of Asian, African, or Meso-American civilizations.</p> <p><u>Date Adopted or Revised:</u> 12/08</p>
<p>SS.912.W.3.In.d</p> <p>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.</p> <p><u>Date Adopted or Revised:</u> 12/08</p>	<p>SS.912.W.3.Su.e</p> <p>Recognize that achievements in the Islamic Golden Age included advancements in many areas of learning.</p> <p><u>Date Adopted or Revised:</u> 12/08</p>	<p>SS.912.W.3.Pa.g</p> <p>Recognize people fight for their religious beliefs.</p> <p><u>Date Adopted or Revised:</u> 12/08</p> <p>SS.912.W.3.Pa.h</p> <p>Recognize people fight for their religious beliefs.</p> <p><u>Date Adopted or Revised:</u> 12/08</p>
<p>SS.912.W.3.In.e</p> <p>Recognize achievements, contributions, and key figures associated with the Islamic Golden Age, such as in medicine (Avicenna), mathematics, and philosophy (Averroes).</p> <p><u>Date Adopted or Revised:</u> 12/08</p>	<p>SS.912.W.3.Su.f</p> <p>Recognize a key development in Islamic history, such as the form of government (caliphate), the formation of different religious groups—Sunni and Shi'a, or the importance of slave trade.</p> <p><u>Date Adopted or Revised:</u> 12/08</p>	<p>SS.912.W.3.Pa.i</p> <p>Recognize change of leadership over time.</p> <p><u>Date Adopted or Revised:</u> 12/08</p>
<p>SS.912.W.3.In.f</p> <p>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.</p> <p><u>Date Adopted or Revised:</u> 12/08</p>	<p>SS.912.W.3.Su.g</p> <p>Recognize that the Crusades were a key European response to Islamic expansion.</p> <p><u>Date Adopted or Revised:</u> 12/08</p>	
<p>SS.912.W.3.In.g</p> <p>Recognize effects of the European response to Islamic expansion, such as the Crusades and Reconquista.</p> <p><u>Date Adopted or Revised:</u> 12/08</p>	<p>SS.912.W.3.Su.h</p> <p>Recognize that the Crusades were a key European response to Islamic expansion.</p> <p><u>Date Adopted or Revised:</u> 12/08</p>	
<p>SS.912.W.3.In.h</p> <p>Recognize effects of the European response to Islamic expansion,</p>	<p>SS.912.W.3.Su.i</p> <p>Recognize the growth of sub-Saharan African kingdoms and empires.</p> <p><u>Date Adopted or Revised:</u></p>	

	such as the Crusades and Reconquista. <u>Date Adopted or Revised:</u> 12/08	12/08	
	SS.912.W.3.In.i Identify the growth of sub-Saharan African kingdoms and empires, such as Ghana, Mali, or Songhai. <u>Date Adopted or Revised:</u> 12/08		
Standard 4: Analyze the causes, events, and effects of the Renaissance, Reformation, Scientific Revolution, and Age of Exploration.			
<b>BENCHMARK CODE</b>		<b>BENCHMARK</b>	
SS.912.W.4.1	Identify the economic and political causes for the rise of the Italian city-states (Florence, Milan, Naples, Rome, Venice).		
SS.912.W.4.10	Identify the major contributions of individuals associated with the Scientific Revolution.  <u>Remarks/Examples:</u> Examples are Francis Bacon, Nicholas Copernicus, Rene Descartes, Galileo Galilei, Johannes Kepler, Isaac Newton, Blaise Pascal, Vesalius.		
SS.912.W.4.11	Summarize the causes that led to the Age of Exploration, and identify major voyages and sponsors.		
SS.912.W.4.12	Evaluate the scope and impact of the Columbian Exchange on Europe, Africa, Asia, and the Americas.		
SS.912.W.4.13	Examine the various economic and political systems of Portugal, Spain, the Netherlands, France, and England in the Americas.		
SS.912.W.4.14	Recognize the practice of slavery and other forms of forced labor experienced during the 13th through 17th centuries in East Africa, West Africa, Europe, Southwest Asia, and the Americas.		
SS.912.W.4.15	Explain the origins, developments, and impact of the trans-Atlantic slave trade between West Africa and the Americas.		
SS.912.W.4.2	Recognize major influences on the architectural, artistic, and literary developments of Renaissance Italy (Classical, Byzantine, Islamic, Western European).		
SS.912.W.4.3	Identify the major artistic, literary, and technological contributions of individuals during the Renaissance.  <u>Remarks/Examples:</u> Examples are Petrarch, Brunelleschi, Giotto, the Medici Family, Michelangelo, Leonardo da Vinci, Erasmus, Thomas More, Machiavelli, Shakespeare, Gutenberg, El Greco, Artemisia Gentileschi, Van Eyck.		
SS.912.W.4.4	Identify characteristics of Renaissance humanism in works of art.  <u>Remarks/Examples:</u> Examples are influence of classics, School of Athens.		
SS.912.W.4.5	Describe how ideas from the Middle Ages and Renaissance led to the Scientific Revolution.		
SS.912.W.4.6	Describe how scientific theories and methods of the Scientific Revolution challenged those 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.		
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.  <u>Remarks/Examples:</u> Examples are Catholic and Counter Reformation, political and religious fragmentation, military conflict, expansion of capitalism.		

SS.912.W.4.9

Analyze the Roman Catholic Church's response to the Protestant Reformation in the forms of the Counter and Catholic Reformation.

Remarks/Examples:

Examples are Council of Trent, Thomas More, Ignatius of Loyola and the Jesuits, Teresa of Avila, Charles V.

**Access Point for Students with Significant Cognitive Disabilities**

<b>Independent</b>	<b>Supported</b>	<b>Participatory</b>
<p>SS.912.W.4.In.a Recognize that Italian city-states had ideal locations on the Italian peninsula that made them grow wealthy through trade and cultural diversity. <u>Date Adopted or Revised:</u> 12/08</p>	<p>SS.912.W.4.Su.a Recognize that Italian city-states grew wealthy through trade and cultural diversity. <u>Date Adopted or Revised:</u> 12/08</p>	<p>SS.912.W.4.Pa.a Recognize that trade is a characteristic of society. <u>Date Adopted or Revised:</u> 12/08</p>
<p>SS.912.W.4.In.j Recognize new ideas developed during the Scientific Revolution, such as the discovery that the Earth and planets revolve around the Sun, the pendulum, the law of gravity, the scientific method, and the microscope. <u>Date Adopted or Revised:</u> 12/08</p>	<p>SS.912.W.4.Su.j Recognize a new idea developed during the Scientific Revolution, such as the discovery that the Earth and planets revolve around the Sun, the pendulum, the law of gravity, or the microscope. <u>Date Adopted or Revised:</u> 12/08</p>	<p>SS.912.W.4.Pa.j Recognize the impact of science on civilization. <u>Date Adopted or Revised:</u> 12/08</p>
<p>SS.912.W.4.In.k Recognize causes that led to the Age of Exploration, such as the need for new routes and goods to trade. <u>Date Adopted or Revised:</u> 12/08</p>	<p>SS.912.W.4.Su.k Recognize why explorers came to the New World, such as to find routes for trade. <u>Date Adopted or Revised:</u> 12/08</p>	<p>SS.912.W.4.Pa.k Recognize a cause for exploration. <u>Date Adopted or Revised:</u> 12/08</p>
<p>SS.912.W.4.In.l Recognize impacts of the Columbian Exchange, such as the exchange of agricultural goods, diseases, and ideas between Europe, Africa, and the Americas. <u>Date Adopted or Revised:</u> 12/08</p>	<p>SS.912.W.4.Su.l Recognize an impact of the Columbian Exchange, such as the exchange of agricultural goods, diseases, or ideas between Europe, Africa, and the Americas. <u>Date Adopted or Revised:</u> 12/08</p>	<p>SS.912.W.4.Pa.l Recognize a cause for exchange of goods. <u>Date Adopted or Revised:</u> 12/08</p>
<p>SS.912.W.4.In.m Recognize ways the economic and political systems of European countries were used in the Americas. <u>Date Adopted or Revised:</u> 12/08</p>	<p>SS.912.W.4.Su.m Recognize that European countries influenced the economic or political systems in the Americas. <u>Date Adopted or Revised:</u> 12/08</p>	<p>SS.912.W.4.Pa.m Recognize that people value traditional ways of life. <u>Date Adopted or Revised:</u> 12/08</p>
<p>SS.912.W.4.In.n Recognize how</p>	<p>SS.912.W.4.Su.n Recognize that slavery and forced labor were used in Africa, Europe, and the Americas. <u>Date Adopted or Revised:</u></p>	<p>SS.912.W.4.Pa.n Recognize that slaves did not have freedom. <u>Date Adopted or Revised:</u> 12/08</p>
		<p>SS.912.W.4.Pa.o Recognize that slaves did not have freedom. <u>Date Adopted or Revised:</u> 12/08</p>
		<p>SS.912.W.4.Pa.b Recognize</p>

<p>the practice of slavery and other forms of forced labor differed in Africa, Europe, and the Americas.</p>	<p>12/08</p>	<p>that architecture is a characteristic of society.</p>
<p><u>Date Adopted or Revised:</u> 12/08</p>	<p>SS.912.W.4.Su.o Recognize that slavery and forced labor were used in Africa, Europe, and the Americas.</p>	<p><u>Date Adopted or Revised:</u> 12/08</p>
<p>SS.912.W.4.In.o Recognize how the practice of slavery and other forms of forced labor differed in Africa, Europe, and the Americas.</p>	<p><u>Date Adopted or Revised:</u> 12/08</p>	<p>SS.912.W.4.Pa.c Recognize that art is a characteristic of society.</p>
<p><u>Date Adopted or Revised:</u> 12/08</p>	<p>SS.912.W.4.Su.b Recognize that artistic, literary, and technological accomplishments are distinctive characteristics of societies.</p>	<p><u>Date Adopted or Revised:</u> 12/08</p>
<p>SS.912.W.4.In.b Recognize an influence of architectural, artistic, and literary development of Renaissance Italy.</p>	<p><u>Date Adopted or Revised:</u> 12/08</p>	<p>SS.912.W.4.Pa.d Recognize that art is a characteristic of society.</p>
<p><u>Date Adopted or Revised:</u> 12/08</p>	<p>SS.912.W.4.Su.c Recognize a development of the Renaissance, such as the work of artists, like Michelangelo and da Vinci; writers, like Shakespeare; or inventors, like Gutenberg.</p>	<p><u>Date Adopted or Revised:</u> 12/08</p>
<p>SS.912.W.4.In.c Recognize the artistic, literary and technological contributions during the Renaissance of artists, such as da Vinci and Michelangelo; of writers, such as Petrarch and Shakespeare; and of inventors, such as Gutenberg.</p>	<p><u>Date Adopted or Revised:</u> 12/08</p>	<p>SS.912.W.4.Pa.e Recognize the impact of science on civilization.</p>
<p><u>Date Adopted or Revised:</u> 12/08</p>	<p>SS.912.W.4.Su.d Recognize that works of art reflect the culture and values of their society.</p>	<p><u>Date Adopted or Revised:</u> 12/08</p>
<p>SS.912.W.4.In.d Recognize characteristics of Renaissance humanism in literature and the arts.</p>	<p>SS.912.W.4.Su.e Recognize a new idea developed during the Scientific Revolution, such as the discovery that the Earth and planets revolve around the Sun, the pendulum, the law of gravity, or the microscope.</p>	<p>SS.912.W.4.Pa.f Recognize the impact of science on civilization.</p>
<p><u>Date Adopted or Revised:</u> 12/08</p>	<p><u>Date Adopted or Revised:</u> 12/08</p>	<p><u>Date Adopted or Revised:</u> 12/08</p>
<p>SS.912.W.4.In.e 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.</p>	<p>SS.912.W.4.Su.f Recognize a new idea developed during the Scientific Revolution, such as the discovery that the Earth and planets revolve around the Sun, the pendulum, the law of gravity, or the microscope.</p>	<p>SS.912.W.4.Pa.g Recognize that people may change their beliefs.</p>
<p><u>Date Adopted or Revised:</u> 12/08</p>	<p><u>Date Adopted or Revised:</u> 12/08</p>	<p><u>Date Adopted or Revised:</u> 12/08</p>
<p>SS.912.W.4.In.f Recognize new ideas developed during the</p>		<p>SS.912.W.4.Pa.h Recognize that people may change their beliefs.</p>
		<p><u>Date Adopted or Revised:</u> 12/08</p>
		<p>SS.912.W.4.Pa.i Recognize that people may change their beliefs.</p>
		<p><u>Date Adopted or Revised:</u> 12/08</p>

	<p>Scientific Revolution, such as the discovery that the Earth and planets revolve around the Sun, the pendulum, the law of gravity, the scientific method, and the microscope. <u>Date Adopted or Revised:</u> 12/08</p> <p>SS.912.W.4.In.g Recognize the impact of the Roman Catholic reformers, such as Erasmus, Wycliffe, or Huss. <u>Date Adopted or Revised:</u> 12/08</p> <p>SS.912.W.4.In.h Recognize characteristics of the Protestant religious reforms of Luther, Calvin, and Henry VIII. <u>Date Adopted or Revised:</u> 12/08</p> <p>SS.912.W.4.In.i Recognize the reforms that were enacted by the Roman Catholic Church during the Catholic Counter Reformation. <u>Date Adopted or Revised:</u> 12/08</p>	<p>SS.912.W.4.Su.g Recognize that reformers challenged the beliefs of the Roman Catholic Church. <u>Date Adopted or Revised:</u> 12/08</p> <p>SS.912.W.4.Su.h Recognize that reformers challenged the beliefs of the Roman Catholic Church. <u>Date Adopted or Revised:</u> 12/08</p> <p>SS.912.W.4.Su.i Recognize that reformers challenged the beliefs of the Roman Catholic Church. <u>Date Adopted or Revised:</u> 12/08</p>				
<p>Standard 5: Analyze the causes, events, and effects of the Enlightenment and its impact on the American, French and other Revolutions.</p>						
<p><b>BENCHMARK CODE</b></p>		<p><b>BENCHMARK</b></p>				
<p>SS.912.W.5.1</p>	<p>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.</p>					
<p>SS.912.W.5.2</p>	<p>Identify major causes of the Enlightenment.  <u>Remarks/Examples:</u> Examples are ideas from the Renaissance, Scientific Revolution, Reformation, and resistance to absolutism.</p>					
<p>SS.912.W.5.3</p>	<p>Summarize the major ideas of Enlightenment philosophers.</p>					
<p>SS.912.W.5.4</p>	<p>Evaluate the impact of Enlightenment ideals on the development of economic, political, and religious structures in the Western world.</p>					
<p>SS.912.W.5.5</p>	<p>Analyze the extent to which the Enlightenment impacted the American and French Revolutions.</p>					
<p>SS.912.W.5.6</p>	<p>Summarize the important causes, events, and effects of the French Revolution including the rise and rule of Napoleon.</p>					
<p>SS.912.W.5.7</p>	<p>Describe the causes and effects of 19th Latin American and Caribbean independence movements led by people including Bolivar, de San Martin, and L' Overture.</p>					
<p><b>Access Point for Students with Significant Cognitive Disabilities</b></p> <table border="1" style="width:100%; text-align:center;"> <tr> <td data-bbox="475 1898 824 1950"><i>Independent</i></td> <td data-bbox="824 1898 1174 1950"><i>Supported</i></td> <td data-bbox="1174 1898 1477 1950"><i>Participatory</i></td> </tr> </table>				<i>Independent</i>	<i>Supported</i>	<i>Participatory</i>
<i>Independent</i>	<i>Supported</i>	<i>Participatory</i>				

<p>SS.912.W.5.In.a Identify differences between constitutional monarchies and absolute monarchies in Europe. <u>Date Adopted or Revised:</u> 12/08</p>	<p>SS.912.W.5.Su.a Recognize that a constitutional government can limit the powers of a king or queen. <u>Date Adopted or Revised:</u> 12/08</p>	<p>SS.912.W.5.Pa.a Recognize a king or queen as a leader. <u>Date Adopted or Revised:</u> 12/08</p>
<p>SS.912.W.5.In.b Recognize influences of the Enlightenment, such as the Renaissance, Scientific Revolution, and Reformation. <u>Date Adopted or Revised:</u> 12/08</p>	<p>SS.912.W.5.Su.b Recognize an influence of the Enlightenment, such as the Renaissance, Scientific Revolution, or Reformation. <u>Date Adopted or Revised:</u> 12/08</p>	<p>SS.912.W.5.Pa.b Recognize that leaders can influence people. <u>Date Adopted or Revised:</u> 12/08</p>
<p>SS.912.W.5.In.c Recognize major ideas of Enlightenment philosophers, such as the importance of a government and natural rights. <u>Date Adopted or Revised:</u> 12/08</p>	<p>SS.912.W.5.Su.c Recognize a major idea of Enlightenment philosophers, such as the importance of a government or natural rights. <u>Date Adopted or Revised:</u> 12/08</p>	<p>SS.912.W.5.Pa.c Recognize that leaders can influence people. <u>Date Adopted or Revised:</u> 12/08</p>
<p>SS.912.W.5.In.d Identify ways the Enlightenment influenced development in the Western World, such as the spread of democracy and equality in politics and religious freedom. <u>Date Adopted or Revised:</u> 12/08</p>	<p>SS.912.W.5.Su.d Recognize a way the Enlightenment influenced development in the Western World, such as the spread of democracy and equality in politics or religious freedom. <u>Date Adopted or Revised:</u> 12/08</p>	<p>SS.912.W.5.Pa.d Recognize an example of equality and freedom. <u>Date Adopted or Revised:</u> 12/08</p>
<p>SS.912.W.5.In.e Identify ways the Enlightenment influenced development in the Western World, such as the spread of democracy and equality in politics and religious freedom. <u>Date Adopted or Revised:</u> 12/08</p>	<p>SS.912.W.5.Su.e Recognize a way the Enlightenment influenced development in the Western World, such as the spread of democracy and equality in politics or religious freedom. <u>Date Adopted or Revised:</u> 12/08</p>	<p>SS.912.W.5.Pa.e Recognize an example of equality and freedom. <u>Date Adopted or Revised:</u> 12/08</p>
<p>SS.912.W.5.In.f Recognize effects of the French Revolution, including the rise and rule of Napoleon. <u>Date Adopted or Revised:</u> 12/08</p>	<p>SS.912.W.5.Su.f Recognize an effect of the French Revolution. <u>Date Adopted or Revised:</u> 12/08</p>	<p>SS.912.W.5.Pa.f Recognize an example of equality and freedom. <u>Date Adopted or Revised:</u> 12/08</p>
<p>SS.912.W.5.In.g Recognize effects of the Latin American and Caribbean independence movements. <u>Date Adopted or Revised:</u></p>	<p>SS.912.W.5.Su.g Recognize that Latin American and Caribbean countries achieved independence. <u>Date Adopted or Revised:</u> 12/08</p>	<p>SS.912.W.5.Pa.g Recognize that people fight for freedom. <u>Date Adopted or Revised:</u> 12/08</p>

	12/08		
Standard 6: Understand the development of Western and non-Western nationalism, industrialization and imperialism, and the significant processes and consequences of each.			
<b>BENCHMARK CODE</b>		<b>BENCHMARK</b>	
SS.912.W.6.1	Describe the agricultural and technological innovations that led to industrialization in Great Britain and its subsequent spread to continental Europe, the United States, and Japan.		
SS.912.W.6.2	Summarize the social and economic effects of the Industrial Revolution.  <i>Remarks/Examples:</i> Examples are urbanization, increased productivity and wealth, rise of the middle class, conditions faced by workers, rise of labor unions, expansion of colonialism.		
SS.912.W.6.3	Compare the philosophies of capitalism, socialism, and communism as described by Adam Smith, Robert Owen, and Karl Marx.		
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.  <i>Remarks/Examples:</i> Examples are Meiji Reforms, abolition of slavery in the British Empire, expansion of women's rights, labor laws.		
SS.912.W.6.5	Summarize the causes, key events, and effects of the unification of Italy and Germany.		
SS.912.W.6.6	Analyze the causes and effects of imperialism.  <i>Remarks/Examples:</i> Examples are social impact on indigenous peoples, the Crimean War, development of the Suez Canal, Spheres of Influence)		
SS.912.W.6.7	Identify major events in China during the 19th and early 20th centuries related to imperialism.  <i>Remarks/Examples:</i> Examples are Western incursions, Opium Wars, Taiping and Boxer Rebellions, nationalist revolution.		
<b>Access Point for Students with Significant Cognitive Disabilities</b>			
	<b>Independent</b>	<b>Supported</b>	<b>Participatory</b>
	SS.912.W.6.In.a Recognize technological innovations that led to industrialization in Western Europe, the United States, and Japan. <i>Date Adopted or Revised:</i> 12/08	SS.912.W.6.Su.a Recognize a technological innovation that led to industrialization in Western Europe, the United States, and Japan. <i>Date Adopted or Revised:</i> 12/08	SS.912.W.6.Pa.a Recognize the impact of inventions. <i>Date Adopted or Revised:</i> 12/08
	SS.912.W.6.In.b Recognize effects of the Industrial Revolution, such as increased productivity, the rise of the middle class, and the conditions faced by workers. <i>Date Adopted or Revised:</i> 12/08	SS.912.W.6.Su.b Recognize an effect of the Industrial Revolution, such as increased productivity, the rise of the middle class, or the conditions faced by workers. <i>Date Adopted or Revised:</i> 12/08	SS.912.W.6.Pa.b Recognize a social or economic benefit of work. <i>Date Adopted or Revised:</i> 12/08
	SS.912.W.6.In.c Recognize the major differences between	SS.912.W.6.Su.c Recognize that private individuals or	SS.912.W.6.Pa.c Recognize that businesses are owned by people. <i>Date Adopted or Revised:</i> 12/08
			SS.912.W.6.Pa.d

	<p>capitalism and communism. <u>Date Adopted or Revised:</u> 12/08</p> <p>SS.912.W.6.In.d Recognize effects of reform movements, such as abolition of slavery in the British Empire, expansion of women's rights, and labor laws. <u>Date Adopted or Revised:</u> 12/08</p> <p>SS.912.W.6.In.e Recognize the effect of the unification of both Italy and Germany, such as the establishment of two countries with strong senses of patriotism and national pride. <u>Date Adopted or Revised:</u> 12/08</p> <p>SS.912.W.6.In.f Recognize effects of imperialism, such as social and religious impact on indigenous peoples, expansion of political and economic control of other countries, and perceived superiority of Western ways. <u>Date Adopted or Revised:</u> 12/08</p> <p>SS.912.W.6.In.g Recognize major events in China, such as the Western incursions and the nationalist revolution and formation of the Republic of China. <u>Date Adopted or Revised:</u> 12/08</p>	<p>government can own businesses. <u>Date Adopted or Revised:</u> 12/08</p> <p>SS.912.W.6.Su.d Recognize an effect of reform movements, such as abolition of slavery in the British Empire, expansion of women's rights, or labor laws. <u>Date Adopted or Revised:</u> 12/08</p> <p>SS.912.W.6.Su.e Recognize a beneficial effect of the unification of separate nations or states into one country, such as national pride. <u>Date Adopted or Revised:</u> 12/08</p> <p>SS.912.W.6.Su.f Recognize an effect of imperialism, such as social and religious impact on indigenous peoples, expansion of political and economic control of other countries, or perceived superiority of Western ways. <u>Date Adopted or Revised:</u> 12/08</p> <p>SS.912.W.6.Su.g Recognize a major event in China, such as the nationalist revolution and formation of the Republic of China. <u>Date Adopted or Revised:</u> 12/08</p>	<p>Recognize a characteristic of equality and freedom. <u>Date Adopted or Revised:</u> 12/08</p> <p>SS.912.W.6.Pa.e Recognize the benefit of people or countries working together to achieve a goal. <u>Date Adopted or Revised:</u> 12/08</p> <p>SS.912.W.6.Pa.f Recognize a characteristic of domination of one group over another. <u>Date Adopted or Revised:</u> 12/08</p> <p>SS.912.W.6.Pa.g Recognize a cause of change in government. <u>Date Adopted or Revised:</u> 12/08</p>								
<p>Standard 7: Recognize significant causes, events, figures, and consequences of the Great War period and the impact on worldwide balance of power.</p>											
<table border="1"> <thead> <tr> <th>BENCHMARK CODE</th> <th>BENCHMARK</th> </tr> </thead> <tbody> <tr> <td>SS.912.W.7.1</td> <td>Analyze the causes of World War I including the formation of European alliances and the roles of imperialism, nationalism, and militarism.</td> </tr> <tr> <td>SS.912.W.7.10</td> <td>Summarize the causes and effects of President Truman's decision to drop the atomic bombs on Japan.</td> </tr> <tr> <td>SS.912.W.7.11</td> <td>Describe the effects of World War II.</td> </tr> </tbody> </table>				BENCHMARK CODE	BENCHMARK	SS.912.W.7.1	Analyze the causes of World War I including the formation of European alliances and the roles of imperialism, nationalism, and militarism.	SS.912.W.7.10	Summarize the causes and effects of President Truman's decision to drop the atomic bombs on Japan.	SS.912.W.7.11	Describe the effects of World War II.
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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.										
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SS.912.W.7.11	Describe the effects of World War II.										

	<p><u>Remarks/Examples:</u> Examples are human toll, financial cost, physical destruction, emergence of the United States and Soviet Union as superpowers, creation of the United Nations.</p>		
SS.912.W.7.2	<p>Describe the changing nature of warfare during World War I.</p> <p><u>Remarks/Examples:</u> Examples are the impact of industrialization, use of total war, trench warfare, destruction of the physical landscape and human life.</p>		
SS.912.W.7.3	<p>Summarize significant effects of World War I.</p> <p><u>Remarks/Examples:</u> Examples are collapse of the Romanov dynasty, creation of the Weimar Republic, dissolution of the German, Russian, Austro-Hungarian and Ottoman empires, Armenian Genocide, Balfour Declaration, Treaty of Versailles.</p>		
SS.912.W.7.4	<p>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.</p>		
SS.912.W.7.5	<p>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.</p>		
SS.912.W.7.6	<p>Analyze the restriction of individual rights and the use of mass terror against populations in the Soviet Union, Nazi Germany, and occupied territories.</p>		
SS.912.W.7.7	<p>Trace the causes and key events related to World War II.</p>		
SS.912.W.7.8	<p>Explain the causes, events, and effects of the Holocaust (1933-1945) including its roots in the long tradition of anti-Semitism, 19th century ideas about race and nation, and Nazi dehumanization of the Jews and other victims.</p>		
SS.912.W.7.9	<p>Identify the wartime strategy and post-war plans of the Allied leaders.</p> <p><u>Remarks/Examples:</u> Examples are Churchill, Roosevelt, Stalin.</p>		
	<p><b>Access Point for Students with Significant Cognitive Disabilities</b></p>		
	<p><b>Independent</b></p>	<p><b>Supported</b></p>	<p><b>Participatory</b></p>
	<p>SS.912.W.7.In.a Recognize major causes of World War I, such as imperialism, nationalism, and militarism, and the formation of European alliances. <u>Date Adopted or Revised:</u> 12/08</p>	<p>SS.912.W.7.Su.a Recognize a cause of World War I, such as imperialism, nationalism, militarism, or the formation of European alliances. <u>Date Adopted or Revised:</u> 12/08</p>	<p>SS.912.W.7.Pa.a Recognize a reason for forming an alliance. <u>Date Adopted or Revised:</u> 12/08</p>
	<p>SS.912.W.7.In.j Recognize that President Truman's decision to drop the atomic bombs on Japan ended the war but led to the beginning of the nuclear arms race. <u>Date Adopted or Revised:</u> 12/08</p>	<p>SS.912.W.7.Su.j Recognize that the United States dropped atomic bombs on Japan and ended the war. <u>Date Adopted or Revised:</u> 12/08</p>	<p>SS.912.W.7.Pa.j Recognize a characteristic of warfare during World War II. <u>Date Adopted or Revised:</u> 12/08</p>
	<p>SS.912.W.7.In.k Recognize effects of World War II, such as death of soldiers and civilians, destruction of land and property, and creation of the United Nations. <u>Date Adopted or Revised:</u> 12/08</p>	<p>SS.912.W.7.Su.k Recognize an effect of World War II, such as death of soldiers and civilians or the creation of the United Nations. <u>Date Adopted or Revised:</u> 12/08</p>	<p>SS.912.W.7.Pa.k Recognize an effect of war. <u>Date Adopted or Revised:</u> 12/08</p>
	<p>SS.912.W.7.In.b Identify the</p>	<p>SS.912.W.7.Su.b Recognize the changing nature of warfare during World War I, such as</p>	<p>SS.912.W.7.Pa.b Recognize a characteristic of warfare during World War I. <u>Date Adopted or Revised:</u> 12/08</p> <p>SS.912.W.7.Pa.c Recognize</p>

<p>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. <u>Date Adopted or Revised:</u> 12/08</p>	<p>the use of new weapons and strategies and increased destruction of the land and human life. <u>Date Adopted or Revised:</u> 12/08</p>	<p>an effect of war. <u>Date Adopted or Revised:</u> 12/08</p>
<p>SS.912.W.7.In.c Recognize the important effects of World War I, such as the breakup of empires into separate countries and the Treaty of Versailles. <u>Date Adopted or Revised:</u> 12/08</p>	<p>SS.912.W.7.Su.c Recognize an effect of World War I, such as the breakup of empires into separate countries. <u>Date Adopted or Revised:</u> 12/08</p>	<p>SS.912.W.7.Pa.d Recognize an effect of economic depression. <u>Date Adopted or Revised:</u> 12/08</p>
<p>SS.912.W.7.In.d Identify effects of the German economic crisis and global depression, such as closing of businesses and banks, loss of jobs, poverty, and how governments responded. <u>Date Adopted or Revised:</u> 12/08</p>	<p>SS.912.W.7.Su.d Recognize effects of the German economic crisis and global depression, such as closing of businesses and banks, loss of jobs, and poverty. <u>Date Adopted or Revised:</u> 12/08</p>	<p>SS.912.W.7.Pa.e Recognize an effect of economic depression. <u>Date Adopted or Revised:</u> 12/08</p>
<p>SS.912.W.7.In.e Recognize why authoritarian governments came to power in the Soviet Union, Italy, Germany, and Spain. <u>Date Adopted or Revised:</u> 12/08</p>	<p>SS.912.W.7.Su.e Recognize a reason that authoritarian governments came to power in Europe after the depression. <u>Date Adopted or Revised:</u> 12/08</p>	<p>SS.912.W.7.Pa.f Recognize an individual right. <u>Date Adopted or Revised:</u> 12/08</p>
<p>SS.912.W.7.In.f Recognize that the Soviet Union and Nazi Germany used mass terror and restriction of individual rights in order to control their people. <u>Date Adopted or Revised:</u> 12/08</p>	<p>SS.912.W.7.Su.f Recognize that some governments used mass terror and restriction of individual rights in order to control their people. <u>Date Adopted or Revised:</u> 12/08</p>	<p>SS.912.W.7.Pa.g Recognize a characteristic of world wars. <u>Date Adopted or Revised:</u> 12/08</p>
<p>SS.912.W.7.In.g 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, and Japanese invasion of China; and the bombing of Pearl Harbor, Battle of Midway, and D-Day invasion. <u>Date Adopted or Revised:</u> 12/08</p>	<p>SS.912.W.7.Su.g Recognize a major cause and event of World War II, such as expansion of control of dictators and bombing of Pearl Harbor. <u>Date Adopted or Revised:</u> 12/08</p>	<p>SS.912.W.7.Pa.h Recognize a characteristic of discrimination. <u>Date Adopted or Revised:</u> 12/08</p>
<p>SS.912.W.7.In.h Recognize major</p>	<p>SS.912.W.7.Su.h Recognize an effect of the Holocaust, including the Nazi dehumanization of Jews and other victims. <u>Date Adopted or Revised:</u> 12/08</p>	<p>SS.912.W.7.Pa.i Recognize that leaders work together during and after war. <u>Date Adopted or Revised:</u> 12/08</p>

	<p>effects of the Holocaust, including the Nazi dehumanization of Jews and other victims. <u>Date Adopted or Revised:</u> 12/08</p> <p>SS.912.W.7.In.i Recognize the wartime strategies and post-war plans that were developed by the Allied leaders, such as Churchill, Roosevelt, and Stalin. <u>Date Adopted or Revised:</u> 12/08</p>	<p>SS.912.W.7.Su.i Recognize that Allied leaders worked together to plan wartime strategies and create plans after World War II. <u>Date Adopted or Revised:</u> 12/08</p>	
<p>Standard 8: Recognize significant events and people from the post World War II and Cold War eras.</p>			
<b>BENCHMARK CODE</b>		<b>BENCHMARK</b>	
SS.912.W.8.1	Identify the United States and Soviet aligned states of Europe, and contrast their political and economic characteristics.		
SS.912.W.8.10	<p>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.</p> <p><u>Remarks/Examples:</u> Examples are Iranian Revolution, Mujahideen in Afghanistan, Persian Gulf War.</p>		
SS.912.W.8.2	<p>Describe characteristics of the early Cold War.</p> <p><u>Remarks/Examples:</u> Examples are containment policy, Truman Doctrine, Marshall Plan, NATO, Iron Curtain, Berlin Airlift, Warsaw Pact.</p>		
SS.912.W.8.3	<p>Summarize key developments in post-war China.</p> <p><u>Remarks/Examples:</u> Examples are Chinese Civil War, communist victory, Great Leap Forward, Cultural Revolution, China's subsequent rise as a world power.</p>		
SS.912.W.8.4	Summarize the causes and effects of the arms race and proxy wars in Africa, Asia, Latin America, and the Middle East.		
SS.912.W.8.5	<p>Identify the factors that led to the decline and fall of communism in the Soviet Union and Eastern Europe.</p> <p><u>Remarks/Examples:</u> Examples are the arms race, Soviet invasion of Afghanistan, growing internal resistance to communism, perestroika and glasnost, United States influence.</p>		
SS.912.W.8.6	Explain the 20th century background for the establishment of the modern state of Israel in 1948 and the ongoing military and political conflicts between Israel and the Arab-Muslim world.		
SS.912.W.8.7	Compare post-war independence movements in African, Asian, and Caribbean countries.		
SS.912.W.8.8	<p>Describe the rise and goals of nationalist leaders in the post-war era and the impact of their rule on their societies.</p> <p><u>Remarks/Examples:</u> Examples are Mahatma Ghandi, Fidel Castro, Gamal Abdel Nasser, Francois 'Papa Doc' Duvalier, Jawaharlal Nehru.</p>		
SS.912.W.8.9	Analyze the successes and failures of democratic reform movements in Africa, Asia, the Caribbean, and Latin America.		
<b>Access Point for Students with Significant Cognitive Disabilities</b>			
<b>Independent</b>		<b>Supported</b>	
<b>Participatory</b>			

SS.912.W.8.In.a 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. <u>Date Adopted or Revised:</u> 12/08	SS.912.W.8.Su.a Recognize that countries aligned with the United States or the Soviet Union after World War II. <u>Date Adopted or Revised:</u> 12/08	SS.912.W.8.Pa.a Recognize a characteristic of an alliance. <u>Date Adopted or Revised:</u> 12/08
SS.912.W.8.In.j 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. <u>Date Adopted or Revised:</u> 12/08	SS.912.W.8.Su.j Recognize an impact of religious fundamentalism or other factors in the Middle East, such as the Iranian Revolution, armed warriors (Mujahideen) in Afghanistan, or the Persian Gulf War. <u>Date Adopted or Revised:</u> 12/08	SS.912.W.8.Pa.j Recognize a cause of conflict. <u>Date Adopted or Revised:</u> 12/08
SS.912.W.8.In.b Identify characteristics of the early Cold War, such as the Truman Doctrine, Marshall Plan, NATO, and the Iron Curtain. <u>Date Adopted or Revised:</u> 12/08	SS.912.W.8.Su.b Recognize characteristics of the early Cold War, such as fear of communism, formation of alliances, and division of the free world from the communists. <u>Date Adopted or Revised:</u> 12/08	SS.912.W.8.Pa.b Recognize a characteristic of an alliance. <u>Date Adopted or Revised:</u> 12/08
SS.912.W.8.In.c Identify that China became a world power after the communists defeated the nationalists in the Chinese Civil War. <u>Date Adopted or Revised:</u> 12/08	SS.912.W.8.Su.c Recognize that China became a world power after the communists took over the government. <u>Date Adopted or Revised:</u> 12/08	SS.912.W.8.Pa.c Recognize a result of change in government. <u>Date Adopted or Revised:</u> 12/08
SS.912.W.8.In.d Identify effects of the arms race, such as increased weapons and armies. <u>Date Adopted or Revised:</u> 12/08	SS.912.W.8.Su.d Recognize effects of the arms race, such as increased weapons and armies. <u>Date Adopted or Revised:</u> 12/08	SS.912.W.8.Pa.d Recognize a characteristic of national defense. <u>Date Adopted or Revised:</u> 12/08
SS.912.W.8.In.e 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. <u>Date Adopted or Revised:</u> 12/08	SS.912.W.8.Su.e Recognize a factor that led to the fall of communism in the Soviet Union and Eastern Europe was the resistance by the citizens within the countries. <u>Date Adopted or Revised:</u> 12/08	SS.912.W.8.Pa.e Recognize that government can change. <u>Date Adopted or Revised:</u> 12/08
SS.912.W.8.In.f Recognize a reason why Israel became a	SS.912.W.8.Su.f Recognize a reason why Israel became a country.	SS.912.W.8.Pa.f Recognize a characteristic of national independence. <u>Date Adopted or Revised:</u> 12/08
		SS.912.W.8.Pa.g Recognize a characteristic of national independence. <u>Date Adopted or Revised:</u> 12/08
		SS.912.W.8.Pa.h Recognize a characteristic of leadership. <u>Date Adopted or Revised:</u> 12/08

	<p>country and characteristics of conflicts between Israel and the Arab world.  <u>Date Adopted or Revised:</u>                      12/08</p> <p>SS.912.W.8.In.g                      Identify post-war independence movements in African, Asian, or Caribbean colonies.  <u>Date Adopted or Revised:</u>                      12/08</p> <p>SS.912.W.8.In.h                      Recognize the goals of nationalist leaders, such as Mahatma Ghandi, Fidel Castro, and Gamal Abdel Nasser, in the post-war era.  <u>Date Adopted or Revised:</u>                      12/08</p> <p>SS.912.W.8.In.i                      Identify post-war independence movements in African, Asian, or Caribbean colonies.  <u>Date Adopted or Revised:</u>                      12/08</p>	<p><u>Date Adopted or Revised:</u>                      12/08</p> <p>SS.912.W.8.Su.g                      Recognize that African, Asian, and Caribbean colonies moved toward independence after World War II.  <u>Date Adopted or Revised:</u>                      12/08</p> <p>SS.912.W.8.Su.h                      Recognize a goal of selected nationalist leaders, such as Mahatma Ghandi, Fidel Castro, and Gamal Abdel Nasser, in the post-war era.  <u>Date Adopted or Revised:</u>                      12/08</p> <p>SS.912.W.8.Su.i                      Recognize that African, Asian, and Caribbean colonies moved toward independence after World War II.  <u>Date Adopted or Revised:</u>                      12/08</p>	<p>SS.912.W.8.Pa.i                      Recognize a characteristic of national independence.  <u>Date Adopted or Revised:</u>                      12/08</p>
<p>Standard 9: Identify major economic, political, social, and technological trends beginning in the 20th century.</p>			
<p><b>BENCHMARK CODE</b></p>		<p><b>BENCHMARK</b></p>	
<p>SS.912.W.9.1</p>	<p>Identify major scientific figures and breakthroughs of the 20th century, and assess their impact on contemporary life.  <u>Remarks/Examples:</u>                      Examples are Marie Curie, Albert Einstein, Enrico Fermi, Sigmund Freud, Wright Brothers, Charles R. Drew, mass vaccination, atomic energy, transistor, microchip, space exploration, Internet, discovery of DNA, Human Genome Project.</p>		
<p>SS.912.W.9.2</p>	<p>Describe the causes and effects of post-World War II economic and demographic changes.  <u>Remarks/Examples:</u>                      Examples are medical and technological advances, free market economics, increased consumption of natural resources and goods, rise in expectations for standards of living.</p>		
<p>SS.912.W.9.3</p>	<p>Explain cultural, historical, and economic factors and governmental policies that created the opportunities for ethnic cleansing or genocide in Cambodia, the Balkans, Rwanda, and Darfur, and describe various governmental and non-governmental responses to them.  <u>Remarks/Examples:</u>                      Examples are prejudice, racism, stereotyping, economic competition.</p>		
<p>SS.912.W.9.4</p>	<p>Describe the causes and effects of twentieth century nationalist conflicts.  <u>Remarks/Examples:</u>                      Examples are Cyprus, Kashmir, Tibet, Northern Ireland.</p>		

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.	
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.	
SS.912.W.9.7	Describe the impact of and global response to international terrorism.	
	<b>Access Point for Students with Significant Cognitive Disabilities</b>	
	<b>Independent</b>	<b>Supported</b>
	<b>Participatory</b>	
SS.912.W.9.In.a	SS.912.W.9.Su.a	SS.912.W.9.Pa.a
Recognize selected major scientists, their important discoveries, and their impact on everyday life. <u>Date Adopted or Revised:</u> 12/08	Recognize a selected major scientist, the important discovery, and the impact on everyday life. <u>Date Adopted or Revised:</u> 12/08	Recognize an effect of scientific discovery. <u>Date Adopted or Revised:</u> 12/08
SS.912.W.9.In.b	SS.912.W.9.Su.b	SS.912.W.9.Pa.b
Recognize effects of post-World War II economic changes, such as medical and technological advances, increased consumption, and rise in expectations for standards of living. <u>Date Adopted or Revised:</u> 12/08	Recognize an effect of post-World War II economic changes, such as medical and technological advances, increased consumption, or rise in expectations for standards of living. <u>Date Adopted or Revised:</u> 12/08	Recognize an effect of economic growth. <u>Date Adopted or Revised:</u> 12/08
SS.912.W.9.In.c	SS.912.W.9.Su.c	SS.912.W.9.Pa.c
Recognize that governmental policies and economic, religious, and other cultural factors have contributed to acts of discrimination and ethnic cleansing (genocide) in some countries. <u>Date Adopted or Revised:</u> 12/08	Recognize that different factors have contributed to acts of discrimination and ethnic cleansing (genocide) in some countries. <u>Date Adopted or Revised:</u> 12/08	Recognize an effect of discrimination. <u>Date Adopted or Revised:</u> 12/08
SS.912.W.9.In.d	SS.912.W.9.Su.d	SS.912.W.9.Pa.d
Recognize that governmental policies and economic, religious, and other cultural factors have contributed to acts of discrimination and ethnic cleansing (genocide) in some countries. <u>Date Adopted or Revised:</u> 12/08	Recognize that different factors have contributed to acts of discrimination and ethnic cleansing (genocide) in some countries. <u>Date Adopted or Revised:</u> 12/08	Recognize an effect of discrimination. <u>Date Adopted or Revised:</u> 12/08
SS.912.W.9.In.e	SS.912.W.9.Su.e	SS.912.W.9.Pa.e
Identify the impacts of the spread of diseases on groups in developing countries. <u>Date Adopted or Revised:</u> 12/08	Recognize the impacts of the spread of diseases on groups in developing countries. <u>Date Adopted or Revised:</u> 12/08	Recognize that diseases can spread. <u>Date Adopted or Revised:</u> 12/08
SS.912.W.9.In.f	SS.912.W.9.Su.f	SS.912.W.9.Pa.f
Recognize ways nations participate in global	Recognize a way a nation participates in global trade and trade agreements with other countries.	Recognize a characteristic of global trade. <u>Date Adopted or Revised:</u> 12/08
		SS.912.W.9.Pa.g
		Recognize a characteristic of terrorism. <u>Date Adopted or Revised:</u> 12/08

	<p>trade and trade agreements with other countries. <u>Date Adopted or Revised:</u> 12/08</p> <p>SS.912.W.9.In.g Recognize selected impacts and responses to threats of international terrorism. <u>Date Adopted or Revised:</u> 12/08</p>	<p><u>Date Adopted or Revised:</u> 12/08</p> <p>SS.912.W.9.Su.g Recognize an impact and response to threats of international terrorism. <u>Date Adopted or Revised:</u> 12/08</p>										
<b>Strand: HUMANITIES</b>												
Standard 1: Identify and analyze the historical, social, and cultural contexts of the arts.												
<table border="1" style="width:100%; border-collapse: collapse;"> <tr> <th style="width: 25%; text-align: left;">BENCHMARK CODE</th> <th style="text-align: left;">BENCHMARK</th> </tr> </table>				BENCHMARK CODE	BENCHMARK							
BENCHMARK CODE	BENCHMARK											
SS.912.H.1.1	<p>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.</p> <p><u>Remarks/Examples:</u> Examples are Bronze Age, Ming Dynasty, Classical, Renaissance, Modern, and Contemporary.</p>											
SS.912.H.1.2	<p>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.</p> <p><u>Remarks/Examples:</u> Examples are imperial Roman sculpture; Palace of Versailles; Picasso's Guernica; layout of Washington, DC.</p>											
SS.912.H.1.3	<p>Relate works in the arts to various cultures.</p> <p><u>Remarks/Examples:</u> Examples are African, Asian, Oceanic, European, the Americas, Middle Eastern, Egyptian, Greek, Roman.</p>											
SS.912.H.1.4	<p>Explain philosophical beliefs as they relate to works in the arts.</p> <p><u>Remarks/Examples:</u> Examples are classical architecture, protest music, Native American dance, Japanese Noh.</p>											
SS.912.H.1.5	<p>Examine artistic response to social issues and new ideas in various cultures.</p> <p><u>Remarks/Examples:</u> Examples are Victor Hugo's Les Miserables, Langston Hughes' poetry, Pete Seeger's Bring 'Em Home.</p>											
SS.912.H.1.6	<p>Analyze how current events are explained by artistic and cultural trends of the past.</p>											
SS.912.H.1.7	<p>Know terminology of art forms (narthex, apse, triforium of Gothic cathedral) within cultures and use appropriately in oral and written references.</p> <table border="1" style="width:100%; border-collapse: collapse;"> <tr> <th colspan="3" style="text-align: center;"><b>Access Point for Students with Significant Cognitive Disabilities</b></th> </tr> <tr> <th style="width: 33%; text-align: center;"><b>Independent</b></th> <th style="width: 33%; text-align: center;"><b>Supported</b></th> <th style="width: 33%; text-align: center;"><b>Participatory</b></th> </tr> <tr> <td data-bbox="479 1753 820 1950"> <p>SS.912.H.1.In.a Identify works in the arts, including architecture, music, and visual arts, from time periods, such as Classical, Renaissance, Modern, and Contemporary.</p> </td> <td data-bbox="820 1753 1161 1950"> <p>SS.912.H.1.Su.a Recognize works in the arts, including music and visual arts, from a time period, such as Classical, Renaissance, or Contemporary.</p> </td> <td data-bbox="1161 1753 1481 1950"> <p>SS.912.H.1.Pa.a Recognize a characteristic of a work in the arts from a time period. <u>Date Adopted or Revised:</u> 12/08</p> </td> </tr> </table>			<b>Access Point for Students with Significant Cognitive Disabilities</b>			<b>Independent</b>	<b>Supported</b>	<b>Participatory</b>	<p>SS.912.H.1.In.a Identify works in the arts, including architecture, music, and visual arts, from time periods, such as Classical, Renaissance, Modern, and Contemporary.</p>	<p>SS.912.H.1.Su.a Recognize works in the arts, including music and visual arts, from a time period, such as Classical, Renaissance, or Contemporary.</p>	<p>SS.912.H.1.Pa.a Recognize a characteristic of a work in the arts from a time period. <u>Date Adopted or Revised:</u> 12/08</p>
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<p><u>Date Adopted or Revised:</u> 12/08</p>	<p><u>Date Adopted or Revised:</u> 12/08</p>	<p>SS.912.H.1.Pa.b Recognize a characteristic of a work in the arts from a time period.</p>
<p>SS.912.H.1.In.b Identify ways historical events, social context, culture, and government are reflected in works of art, such as imperial Roman sculpture, the Palace of Versailles, and the layout of Washington, DC.</p>	<p>SS.912.H.1.Su.b Recognize that works of art reflect events, cultures, or government.</p>	<p><u>Date Adopted or Revised:</u> 12/08</p>
<p><u>Date Adopted or Revised:</u> 12/08</p>	<p><u>Date Adopted or Revised:</u> 12/08</p>	<p>SS.912.H.1.Pa.c Recognize a characteristic of a work in the arts from a time period.</p>
<p>SS.912.H.1.In.c Identify works in the arts from various cultures, such as African, Asian, European, the Americas, and Middle Eastern.</p>	<p>SS.912.H.1.Su.c Recognize works in the arts from various cultures, such as African, Asian, the Americas, and Middle Eastern.</p>	<p><u>Date Adopted or Revised:</u> 12/08</p>
<p><u>Date Adopted or Revised:</u> 12/08</p>	<p><u>Date Adopted or Revised:</u> 12/08</p>	<p>SS.912.H.1.Pa.d Recognize a characteristic of a work in the arts from a time period.</p>
<p>SS.912.H.1.In.d Identify works of art that reflect the artist's beliefs, such as protest music and Native American dance.</p>	<p>SS.912.H.1.Su.d Recognize works of art that reflect the artist's beliefs, such as Native American dance.</p>	<p><u>Date Adopted or Revised:</u> 12/08</p>
<p><u>Date Adopted or Revised:</u> 12/08</p>	<p><u>Date Adopted or Revised:</u> 12/08</p>	<p>SS.912.H.1.Pa.e Recognize a characteristic of a work in the arts from a time period.</p>
<p>SS.912.H.1.In.e Identify ways historical events, social context, culture, and government are reflected in works of art, such as imperial Roman sculpture, the Palace of Versailles, and the layout of Washington, DC.</p>	<p>SS.912.H.1.Su.e Recognize that works of art reflect events, cultures, or government.</p>	<p><u>Date Adopted or Revised:</u> 12/08</p>
<p><u>Date Adopted or Revised:</u> 12/08</p>	<p><u>Date Adopted or Revised:</u> 12/08</p>	<p>SS.912.H.1.Pa.f Recognize a characteristic of a work in the arts from a time period.</p>
<p>SS.912.H.1.In.f Identify ways historical events, social context, culture, and government are reflected in works of art, such as imperial Roman sculpture, the Palace of Versailles, and the layout of Washington, DC.</p>	<p>SS.912.H.1.Su.f Recognize that works of art reflect events, cultures, or government.</p>	<p><u>Date Adopted or Revised:</u> 12/08</p>
<p><u>Date Adopted or Revised:</u> 12/08</p>	<p><u>Date Adopted or Revised:</u> 12/08</p>	<p>SS.912.H.1.Pa.g Recognize a characteristic of a work in the arts from a time period.</p>
<p>SS.912.H.1.In.g Identify common terms used to describe art forms within cultures.</p>	<p>SS.912.H.1.Su.g Recognize common terms used to describe art forms within a culture.</p>	<p><u>Date Adopted or Revised:</u> 12/08</p>
<p><u>Date Adopted or Revised:</u> 12/08</p>	<p><u>Date Adopted or Revised:</u> 12/08</p>	<p><u>Date Adopted or Revised:</u> 12/08</p>

Standard 2: Respond critically and aesthetically to various works in the arts.			
<b>BENCHMARK CODE</b>	<b>BENCHMARK</b>		
SS.912.H.2.1	Identify specific characteristics of works within various art forms (architecture, dance, film, literature, music, theatre, and visual arts).		
SS.912.H.2.2	Classify styles, forms, types, and genres within art forms.  <i>Remarks/Examples:</i> Examples are Gothic and Romanesque columns, modern and ethnic dance, epic poetry and Shakespearean plays, ballads and nationalistic music, surrealism and cubism.		
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.		
SS.912.H.2.4	Examine the effects that works in the arts have on groups, individuals, and cultures.		
SS.912.H.2.5	Describe how historical, social, cultural, and physical settings influence an audience's aesthetic response.		
<b>Access Point for Students with Significant Cognitive Disabilities</b>			
	<b>Independent</b>	<b>Supported</b>	<b>Participatory</b>
	SS.912.H.2.In.a Recognize characteristics of specific works within various art forms, such as architecture, dance, film, literature, music, theatre, and visual arts. <u>Date Adopted or Revised:</u> 12/08	SS.912.H.2.Su.a Recognize a characteristic of specific works in selected art forms, such as architecture, dance, film, literature, music, theatre, and visual arts. <u>Date Adopted or Revised:</u> 12/08	SS.912.H.2.Pa.a Recognize characteristics of an art form. <u>Date Adopted or Revised:</u> 12/08
	SS.912.H.2.In.b Identify the genre and form of works within art forms, such as modern and ethnic dance, and ballads and nationalistic music. <u>Date Adopted or Revised:</u> 12/08	SS.912.H.2.Su.b Recognize a genre or form of works within art forms, such as modern and ethnic dance, and ballads and nationalistic music. <u>Date Adopted or Revised:</u> 12/08	SS.912.H.2.Pa.b Recognize differences in art forms. <u>Date Adopted or Revised:</u> 12/08
	SS.912.H.2.In.c Identify ways of evaluating art, such as by examining the elements of the art form (formal), deciding one's own feelings about the art (intuitive), and recognizing the use of symbolism. <u>Date Adopted or Revised:</u> 12/08	SS.912.H.2.Su.c Recognize a way of evaluating art, such by identifying the elements of the art form (formal) and deciding one's own feelings about the art (intuitive). <u>Date Adopted or Revised:</u> 12/08	SS.912.H.2.Pa.c Recognize one's own feelings about a work of art. <u>Date Adopted or Revised:</u> 12/08
	SS.912.H.2.In.d Identify an effect of works of art on an individual or group, such as changing their mood or leading groups to protest. <u>Date Adopted or Revised:</u> 12/08	SS.912.H.2.Su.d Recognize an effect of works of art on an individual or group, such as changing their mood or leading groups to protest. <u>Date Adopted or Revised:</u> 12/08	SS.912.H.2.Pa.d Recognize one's own feelings about a work of art. <u>Date Adopted or Revised:</u> 12/08
			SS.912.H.2.Pa.e Recognize that people have different feelings about works of art. <u>Date Adopted or Revised:</u> 12/08

<p>SS.912.H.2.In.e Identify influences on an audience's response to art, such as the historical, social, cultural, or physical setting. <u>Date Adopted or Revised:</u> 12/08</p>	<p>SS.912.H.2.Su.e Recognize an influence on an audience's response to art, such as the cultural or physical setting. <u>Date Adopted or Revised:</u> 12/08</p>													
<p>Standard 3: Understand how transportation, trade, communication, science, and technology influence the progression and regression of cultures.</p>														
<p><b>BENCHMARK CODE</b>   <b>BENCHMARK</b></p>														
<p>SS.912.H.3.1</p>	<p>Analyze the effects of transportation, trade, communication, science, and technology on the preservation and diffusion of culture.</p>													
<p>SS.912.H.3.2</p>	<p>Identify social, moral, ethical, religious, and legal issues arising from technological and scientific developments, and examine their influence on works of arts within a culture.</p>													
<p>SS.912.H.3.3</p>	<p>Identify contributions made by various world cultures through trade and communication, and form a hypothesis on future contributions and changes.</p>													
<p><b>Access Point for Students with Significant Cognitive Disabilities</b></p>														
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<b>Strand: CIVICS AND GOVERNMENT</b>		
<b>Standard 1: Demonstrate an understanding of the origins and purposes of government, law, and the American political system.</b>		
<b>BENCHMARK CODE</b>	<b>BENCHMARK</b>	
SS.912.C.1.1	Evaluate, take, and defend positions on the founding ideals and principles in American Constitutional government.	
SS.912.C.1.2	Explain how the Declaration of Independence reflected the political principles of popular sovereignty, social contract, natural rights, and individual rights.	
SS.912.C.1.3	Evaluate the ideals and principles of the founding documents (Declaration of Independence, Articles of Confederation, Federalist Papers) that shaped American Democracy.	
SS.912.C.1.4	Analyze and categorize the diverse viewpoints presented by the Federalists and the Anti-Federalists concerning ratification of the Constitution and inclusion of a bill of rights.	
SS.912.C.1.5	Evaluate how the Constitution and its amendments reflect the political principles of rule of law, checks and balances, separation of powers, republicanism, democracy, and federalism.	
<b>Access Point for Students with Significant Cognitive Disabilities</b>		
<b>Independent</b>	<b>Supported</b>	
<b>Participatory</b>		
<p>SS.912.C.1.In.a Identify the influence of founding principles in American government, such as civic participation and voting, representative legislative bodies, and rule of law. <u>Date Adopted or Revised:</u> 12/08</p> <p>SS.912.C.1.In.b Identify principles of natural rights, individual rights, and government of the people (popular sovereignty) reflected in the Declaration of Independence. <u>Date Adopted or Revised:</u> 12/08</p> <p>SS.912.C.1.In.c Identify principles of natural rights, individual rights, and government of the people (popular sovereignty) reflected in the Declaration of Independence. <u>Date Adopted or Revised:</u> 12/08</p> <p>SS.912.C.1.In.d Identify major debates and compromises in the process of writing and adopting the Constitution, such as plans developed by various states, the Great Compromise—the formation of the House and Senate, and the promise of the Bill of Rights.</p>	<p>SS.912.C.1.Su.a Recognize the influence of founding principles in American government, such as civic participation and voting, representative legislative bodies, or rule of law. <u>Date Adopted or Revised:</u> 12/08</p> <p>SS.912.C.1.Su.b Recognize principles of natural rights and government of the people reflected in the Declaration of Independence. <u>Date Adopted or Revised:</u> 12/08</p> <p>SS.912.C.1.Su.c Recognize principles of natural rights and government of the people reflected in the Declaration of Independence. <u>Date Adopted or Revised:</u> 12/08</p> <p>SS.912.C.1.Su.d Recognize that there were compromises in developing the Constitution, such as the Great Compromise—the formation of the House and Senate—and the promise of the Bill of Rights. <u>Date Adopted or Revised:</u> 12/08</p> <p>SS.912.C.1.Su.e Recognize examples of practices that</p>	<p>SS.912.C.1.Pa.a Recognize civic participation as a founding principle of American government. <u>Date Adopted or Revised:</u> 12/08</p> <p>SS.912.C.1.Pa.b Recognize government of the people as a principle of the Declaration of Independence. <u>Date Adopted or Revised:</u> 12/08</p> <p>SS.912.C.1.Pa.c Recognize government of the people as a principle of the Declaration of Independence. <u>Date Adopted or Revised:</u> 12/08</p> <p>SS.912.C.1.Pa.d Recognize that forming the American government involved a compromise. <u>Date Adopted or Revised:</u> 12/08</p> <p>SS.912.C.1.Pa.e Recognize a practice that reflects government by the people (democracy) in the Constitution. <u>Date Adopted or Revised:</u> 12/08</p>

	<p><u>Date Adopted or Revised:</u> 12/08</p> <p>SS.912.C.1.In.e</p> <p>Identify the importance of the political principles reflected in the Constitution, such as rule of law, separation of powers, checks and balances, and representative government (republicanism).</p> <p><u>Date Adopted or Revised:</u> 12/08</p>	<p>reflect political principles in the Constitution, such as representative government, respecting the law, and functions of the three branches of government.</p> <p><u>Date Adopted or Revised:</u> 12/08</p>	
<p>Standard 2: Evaluate the roles, rights, and responsibilities of United States citizens and determine methods of active participation in society, government, and the political system.</p>			
<p><b>BENCHMARK CODE</b>   <b>BENCHMARK</b></p>			
<p>SS.912.C.2.1</p>	<p>Evaluate the constitutional provisions establishing citizenship, and assess the criteria among citizens by birth, naturalized citizens, and non-citizens.</p>		
<p>SS.912.C.2.10</p>	<p>Monitor current public issues in Florida.</p> <p><u>Remarks/Examples:</u> Examples are On-line Sunshine, media, e-mails to government officials, political text messaging.</p>		
<p>SS.912.C.2.11</p>	<p>Analyze public policy solutions or courses of action to resolve a local, state, or federal issue.</p>		
<p>SS.912.C.2.12</p>	<p>Explain the changing roles of television, radio, press, and Internet in political communication.</p>		
<p>SS.912.C.2.13</p>	<p>Analyze various forms of political communication and evaluate for bias, factual accuracy, omission, and emotional appeal.</p> <p><u>Remarks/Examples:</u> Examples are political cartoons, propaganda, campaign advertisements, political speeches, electronic bumper stickers, blogs, media.</p>		
<p>SS.912.C.2.14</p>	<p>Evaluate the processes and results of an election at the state or federal level.</p>		
<p>SS.912.C.2.15</p>	<p>Evaluate the origins and roles of political parties, interest groups, media, and individuals in determining and shaping public policy.</p>		
<p>SS.912.C.2.16</p>	<p>Analyze trends in voter turnout.</p> <p><u>Remarks/Examples:</u> Examples are youth voter turnout, issue-based voting.</p>		
<p>SS.912.C.2.2</p>	<p>Evaluate the importance of political participation and civic participation.</p>		
<p>SS.912.C.2.3</p>	<p>Experience the responsibilities of citizens at the local, state, or federal levels.</p> <p><u>Remarks/Examples:</u> Examples are registering or pre-registering to vote, volunteering, communicating with government officials, informing others about current issues, participating in a political campaign/mock election.</p>		
<p>SS.912.C.2.4</p>	<p>Evaluate, take, and defend positions on issues that cause the government to balance the interests of individuals with the public good.</p>		
<p>SS.912.C.2.5</p>	<p>Conduct a service project to further the public good.</p> <p><u>Remarks/Examples:</u> Examples are school, community, state, national, international.</p>		
<p>SS.912.C.2.6</p>	<p>Evaluate, take, and defend positions about rights protected by the Constitution and Bill of Rights.</p>		
<p>SS.912.C.2.7</p>			

	Explain why rights have limits and are not absolute. <u>Remarks/Examples:</u> Examples are speech, search and seizure, religion, gun possession.		
SS.912.C.2.8	Analyze the impact of citizen participation as a means of achieving political and social change. <u>Remarks/Examples:</u> Examples are e-mail campaigns, boycotts, blogs, podcasts, protests, demonstrations, letters to editors.		
SS.912.C.2.9	Identify the expansion of civil rights and liberties by examining the principles contained in primary documents. <u>Remarks/Examples:</u> Examples are Preamble, Declaration of Independence, Constitution, Emancipation Proclamation, 13th, 14th, 15th, 19th, 24th, and 26th Amendments, Voting Rights Act of 1965.		
	<b>Access Point for Students with Significant Cognitive Disabilities</b>		
	<b>Independent</b>	<b>Supported</b>	<b>Participatory</b>
	SS.912.C.2.In.a Describe the differences between a citizen and a noncitizen and ways people can become citizens of a country, such as by birth or naturalization. <u>Date Adopted or Revised:</u> 12/08	SS.912.C.2.Su.a Identify the differences between a citizen and a noncitizen. <u>Date Adopted or Revised:</u> 12/08	SS.912.C.2.Pa.a Recognize a difference between a citizen and a noncitizen. <u>Date Adopted or Revised:</u> 12/08
	SS.912.C.2.In.j Identify current public issues in Florida. <u>Date Adopted or Revised:</u> 12/08	SS.912.C.2.Su.j Recognize current public issues in Florida. <u>Date Adopted or Revised:</u> 12/08	SS.912.C.2.Pa.j Recognize a current public issue in Florida. <u>Date Adopted or Revised:</u> 12/08
	SS.912.C.2.In.k Describe a solution to resolve a public issue. <u>Date Adopted or Revised:</u> 12/08	SS.912.C.2.Su.k Identify a solution to resolve a public issue. <u>Date Adopted or Revised:</u> 12/08	SS.912.C.2.Pa.k Recognize a solution to a public issue. <u>Date Adopted or Revised:</u> 12/08
	SS.912.C.2.In.l Identify the role of television, radio, the press, and the Internet in political communications. <u>Date Adopted or Revised:</u> 12/08	SS.912.C.2.Su.l Recognize the role of television, radio, and the press in political communications. <u>Date Adopted or Revised:</u> 12/08	SS.912.C.2.Pa.l Recognize forms of political communication, such as television, magazines, or newspapers. <u>Date Adopted or Revised:</u> 12/08
	SS.912.C.2.In.m Identify various forms of political communication, such as campaign advertisements, political speech, and political cartoons, and identify their accuracy or emotional appeal. <u>Date Adopted or Revised:</u> 12/08	SS.912.C.2.Su.m Recognize a form of political communication, such as a campaign advertisement, political speech, or political cartoon, and identify its emotional appeal. <u>Date Adopted or Revised:</u> 12/08	SS.912.C.2.Pa.m Recognize forms of political communications, such as television, magazines, or newspapers. <u>Date Adopted or Revised:</u> 12/08
	SS.912.C.2.In.n Identify various forms of political communication, such as campaign advertisements, political speech, and political cartoons, and identify their accuracy or emotional appeal. <u>Date Adopted or Revised:</u> 12/08	SS.912.C.2.Su.n Recognize the campaign, voting, and results of an election. <u>Date Adopted or Revised:</u> 12/08	SS.912.C.2.Pa.n Recognize voting and results of an election. <u>Date Adopted or Revised:</u> 12/08

<p>Identify the process and results of an election. <u>Date Adopted or Revised:</u> 12/08</p>	<p>12/08 SS.912.C.2.Su.o Identify the role of political parties and media in shaping public policy. <u>Date Adopted or Revised:</u> 12/08</p>	<p>SS.912.C.2.Pa.o Recognize that media influences government. <u>Date Adopted or Revised:</u> 12/08</p>
<p>SS.912.C.2.In.o Identify the role of political parties, special interest groups, and media in shaping public policy. <u>Date Adopted or Revised:</u> 12/08</p>	<p>SS.912.C.2.Su.p Recognize the campaign, voting, and results of an election. <u>Date Adopted or Revised:</u> 12/08</p>	<p>SS.912.C.2.Pa.p Recognize voting and results of an election. <u>Date Adopted or Revised:</u> 12/08</p>
<p>SS.912.C.2.In.p Identify the process and results of an election. <u>Date Adopted or Revised:</u> 12/08</p>	<p>SS.912.C.2.Su.b Recognize examples of political participation and civic participation, such as registering to vote, keeping informed, communicating with elected officials, and participating in political campaigns. <u>Date Adopted or Revised:</u> 12/08</p>	<p>SS.912.C.2.Pa.b Recognize ways to participate in the political process. <u>Date Adopted or Revised:</u> 12/08</p>
<p>SS.912.C.2.In.b Identify examples of political participation and civic participation, such as registering to vote, keeping informed, communicating with elected officials, and participating in political campaigns. <u>Date Adopted or Revised:</u> 12/08</p>	<p>SS.912.C.2.Su.c Recognize examples of political participation and civic participation, such as registering to vote, keeping informed, communicating with elected officials, and participating in political campaigns. <u>Date Adopted or Revised:</u> 12/08</p>	<p>SS.912.C.2.Pa.c Recognize ways to participate in the political process. <u>Date Adopted or Revised:</u> 12/08</p>
<p>SS.912.C.2.In.c Identify examples of political participation and civic participation, such as registering to vote, keeping informed, communicating with elected officials, and participating in political campaigns. <u>Date Adopted or Revised:</u> 12/08</p>	<p>SS.912.C.2.Su.d Recognize a position on issues that cause the government to balance the interests of individuals with the public good, such as for or against recycling and curfews. <u>Date Adopted or Revised:</u> 12/08</p>	<p>SS.912.C.2.Pa.d Recognize an issue that causes the government to balance the interests of individuals with the public good, such as recycling. <u>Date Adopted or Revised:</u> 12/08</p>
<p>SS.912.C.2.In.d Identify a position on issues that cause the government to balance the interests of individuals with the public good, such as for or against recycling, curfews, and building regulations. <u>Date Adopted or Revised:</u> 12/08</p>	<p>SS.912.C.2.Su.e Assist with a service project to further the public good, such as at school, community, state, and national levels. <u>Date Adopted or Revised:</u> 12/08</p>	<p>SS.912.C.2.Pa.e Participate in a service project to further the public good, such as at school, community, state, and national levels. <u>Date Adopted or Revised:</u> 12/08</p>
<p>SS.912.C.2.In.e</p>	<p>SS.912.C.2.Pa.f Recognize an individual right protected by the Constitution. <u>Date Adopted or Revised:</u> 12/08</p>	<p>SS.912.C.2.Pa.g Recognize that rights have limits.</p>

	<p>Engage in a service project to further the public good, such as at school, community, state, and national levels. <u>Date Adopted or Revised:</u> 12/08</p> <p>SS.912.C.2.In.f Defend a position about individual rights protected by the Constitution and Bill of Rights. <u>Date Adopted or Revised:</u> 12/08</p> <p>SS.912.C.2.In.g Identify a reason why rights have limits and are not absolute, such as speech and gun possession. <u>Date Adopted or Revised:</u> 12/08</p> <p>SS.912.C.2.In.h Identify examples of citizen participation, such as email, protests, demonstrations, and letters to the editor, to achieve change. <u>Date Adopted or Revised:</u> 12/08</p> <p>SS.912.C.2.In.i Identify the expansion of civil rights as reflected in the Declaration of Independence, the Constitution and its amendments, and the Voting Rights Act of 1965. <u>Date Adopted or Revised:</u> 12/08</p>	<p>SS.912.C.2.Su.f Identify a position about individual rights protected by the Constitution and Bill of Rights. <u>Date Adopted or Revised:</u> 12/08</p> <p>SS.912.C.2.Su.g Recognize that some rights are limited, such as speech or gun possession. <u>Date Adopted or Revised:</u> 12/08</p> <p>SS.912.C.2.Su.h Recognize examples of citizen participation, such as demonstrations, protests, and letters to the editor, to achieve change. <u>Date Adopted or Revised:</u> 12/08</p> <p>SS.912.C.2.Su.i Recognize the expansion of civil rights as reflected in the Constitution and its amendments. <u>Date Adopted or Revised:</u> 12/08</p>	<p><u>Date Adopted or Revised:</u> 12/08</p> <p>SS.912.C.2.Pa.h Recognize a demonstration or protest to achieve change. <u>Date Adopted or Revised:</u> 12/08</p> <p>SS.912.C.2.Pa.i Recognize examples of civil rights. <u>Date Adopted or Revised:</u> 12/08</p>		
<p>Standard 3: Demonstrate an understanding of the principles, functions, and organization of government.</p>					
<table border="1" style="width:100%"> <tr> <th style="width:25%">BENCHMARK CODE</th> <th>BENCHMARK</th> </tr> </table>				BENCHMARK CODE	BENCHMARK
BENCHMARK CODE	BENCHMARK				
<p>SS.912.C.3.1</p>	<p>Examine the constitutional principles of representative government, limited government, consent of the governed, rule of law, and individual rights.</p>				
<p>SS.912.C.3.10</p>	<p>Evaluate the significance and outcomes of landmark Supreme Court cases.</p> <p><u>Remarks/Examples:</u> Examples are Marbury v. Madison, Plessy v. Ferguson, Brown v. Board of Education, Gideon v. Wainwright, Miranda v. Arizona, Tinker v. Des Moines, Hazelwood v. Kuhlmeier, United</p>				

	States v. Nixon, Roe v. Wade, Bush v. Gore, Texas v. Johnson, Mapp v. Ohio, McCulloch v. Maryland, District of Columbia v. Heller.
SS.912.C.3.11	Contrast how the Constitution safeguards and limits individual rights.
SS.912.C.3.12	Simulate the judicial decision-making process in interpreting law at the state and federal level.
SS.912.C.3.13	Illustrate examples of how government affects the daily lives of citizens at the local, state, and national levels.  <i>Remarks/Examples:</i> Examples are education, transportation, crime prevention, funding of services.
SS.912.C.3.14	Examine constitutional powers (expressed, implied, concurrent, reserved).
SS.912.C.3.15	Examine how power and responsibility are distributed, shared, and limited by the Constitution.
SS.912.C.3.2	Define federalism, and identify examples of the powers granted and denied to states and the national government in the American federal system of government.
SS.912.C.3.3	Analyze the structures, functions, and processes of the legislative branch as described in Article I of the Constitution.
SS.912.C.3.4	Analyze the structures, functions, and processes of the executive branch as described in Article II of the Constitution.
SS.912.C.3.5	Identify the impact of independent regulatory agencies in the federal bureaucracy.  <i>Remarks/Examples:</i> Examples are Federal Reserve, Food and Drug Administration, Federal Communications Commission.
SS.912.C.3.6	Analyze the structures, functions, and processes of the judicial branch as described in Article III of the Constitution.
SS.912.C.3.7	Describe the role of judicial review in American constitutional government.
SS.912.C.3.8	Compare the role of judges on the state and federal level with other elected officials.  <i>Remarks/Examples:</i> Examples are decisions based on the law vs. will of the majority.
SS.912.C.3.9	Analyze the various levels and responsibilities of courts in the federal and state judicial system and the relationships among them.
<b>Access Point for Students with Significant Cognitive Disabilities</b>	
<b>Independent</b>	<b>Supported</b>
<p>SS.912.C.3.In.a Identify principles of the Constitution that limit the power of the government, such as rule of law, individual rights, and consent of the governed. <u>Date Adopted or Revised:</u> 12/08</p> <p>SS.912.C.3.In.j Identify the importance of landmark Supreme Court cases, such as Plessy v. Ferguson, United States v. Nixon, and Roe v. Wade. <u>Date Adopted or Revised:</u> 12/08</p> <p>SS.912.C.3.In.k Identify that the Constitution safeguards and limits rights. <u>Date Adopted or Revised:</u> 12/08</p>	<p>SS.912.C.3.Su.a Recognize principles of the Constitution that limit the power of the government, such as rule of law, individual rights, or consent of the governed. <u>Date Adopted or Revised:</u> 12/08</p> <p>SS.912.C.3.Su.j Recognize the importance of landmark Supreme Court cases, such as United States v. Nixon and Roe v. Wade. <u>Date Adopted or Revised:</u> 12/08</p> <p>SS.912.C.3.Su.k Recognize that the Constitution safeguards and limits rights. <u>Date Adopted or Revised:</u> 12/08</p> <p>SS.912.C.3.Su.l</p>
	<b>Participatory</b>
	<p>SS.912.C.3.Pa.a Recognize that the government has limits on its power. <u>Date Adopted or Revised:</u> 12/08</p> <p>SS.912.C.3.Pa.j Recognize that Supreme Court cases have important outcomes that affect all citizens. <u>Date Adopted or Revised:</u> 12/08</p> <p>SS.912.C.3.Pa.k Recognize that the government protects rights. <u>Date Adopted or Revised:</u> 12/08</p> <p>SS.912.C.3.Pa.l Recognize that the judicial branch of government interprets laws. <u>Date Adopted or Revised:</u></p>

<p>SS.912.C.3.In.l Identify the structure and function of the judicial branch of the government as identified in the Constitution. <u>Date Adopted or Revised:</u> 12/08</p>	<p>Identify the function of the judicial branch of the government as identified in the Constitution. <u>Date Adopted or Revised:</u> 12/08</p>	<p>12/08 SS.912.C.3.Pa.m Recognize an effect of government on the daily lives of citizens. <u>Date Adopted or Revised:</u> 12/08</p>
<p>SS.912.C.3.In.m Identify the effects of government on the daily lives of citizens at the local, state, and national level. <u>Date Adopted or Revised:</u> 12/08</p>	<p>SS.912.C.3.Su.m Recognize an effect of government on the daily lives of citizens at the local, state, and national level. <u>Date Adopted or Revised:</u> 12/08</p>	<p>SS.912.C.3.Pa.n Recognize an example of a power granted to the national government and not the state government, such as printing money. <u>Date Adopted or Revised:</u> 12/08</p>
<p>SS.912.C.3.In.n Identify examples of the use of constitutional powers, such as being limited to the federal government, shared by both federal and state government, or limited to state governments. <u>Date Adopted or Revised:</u> 12/08</p>	<p>SS.912.C.3.Su.n Recognize examples of the use of constitutional powers, such as specifying powers of the federal and state governments. <u>Date Adopted or Revised:</u> 12/08</p>	<p>SS.912.C.3.Pa.o Recognize an example of a power granted to the national government and not the state government, such as printing money. <u>Date Adopted or Revised:</u> 12/08</p>
<p>SS.912.C.3.In.o Identify examples of the use of constitutional powers, such as being limited to the federal government, shared by both federal and state government, or limited to state governments. <u>Date Adopted or Revised:</u> 12/08</p>	<p>SS.912.C.3.Su.o Recognize examples of the use of constitutional powers, such as specifying powers of the federal and state governments. <u>Date Adopted or Revised:</u> 12/08</p>	<p>SS.912.C.3.Pa.b Recognize an example of a power granted to the national government and not the state government, such as printing money. <u>Date Adopted or Revised:</u> 12/08</p>
<p>SS.912.C.3.In.b Identify examples of the powers granted and denied states and the national government, such as the national government may not change state boundaries or violate the Bill of Rights and state governments may not print money or suspend a person's rights without due process. <u>Date Adopted or Revised:</u> 12/08</p>	<p>SS.912.C.3.Su.b Recognize examples of the powers granted and denied states and the national government, such as the national government may not change state boundaries and state governments may not print money. <u>Date Adopted or Revised:</u> 12/08</p>	<p>SS.912.C.3.Pa.c Recognize that the legislative branch of government creates laws. <u>Date Adopted or Revised:</u> 12/08</p>
<p>SS.912.C.3.In.c Identify the structure and function of the legislative branch of the government identified in the Constitution. <u>Date Adopted or Revised:</u></p>	<p>SS.912.C.3.Su.c Identify the function of the legislative branch of the government identified in the Constitution. <u>Date Adopted or Revised:</u> 12/08</p>	<p>SS.912.C.3.Pa.d Recognize that the executive branch of government enforces laws. <u>Date Adopted or Revised:</u> 12/08</p>
<p>SS.912.C.3.In.c Identify the structure and function of the legislative branch of the government identified in the Constitution. <u>Date Adopted or Revised:</u></p>	<p>SS.912.C.3.Su.d Identify the function of the executive branch of the government identified in the Constitution. <u>Date Adopted or Revised:</u></p>	<p>SS.912.C.3.Pa.e Recognize that federal agencies help people in America. <u>Date Adopted or Revised:</u> 12/08</p>

<p>12/08</p> <p>SS.912.C.3.In.d Identify the structure and functions of the executive branch of the government identified in the Constitution. <u>Date Adopted or Revised:</u> 12/08</p>	<p>12/08</p> <p>SS.912.C.3.Su.e Recognize the purpose of an independent regulatory agency in the federal bureaucracy, such as the Food and Drug Administration (ensures safety of food and drugs). <u>Date Adopted or Revised:</u> 12/08</p>	<p>SS.912.C.3.Pa.f Recognize that the judicial branch of government interprets laws. <u>Date Adopted or Revised:</u> 12/08</p>
<p>SS.912.C.3.In.e Identify the purpose of independent regulatory agencies in the federal bureaucracy, such as the Federal Reserve (fiscal policy) and the Food and Drug Administration (ensures safety of food and drugs). <u>Date Adopted or Revised:</u> 12/08</p>	<p>SS.912.C.3.Su.f Identify the function of the judicial branch of the government as identified in the Constitution. <u>Date Adopted or Revised:</u> 12/08</p>	<p>SS.912.C.3.Pa.g Recognize that the judicial branch of government interprets laws. <u>Date Adopted or Revised:</u> 12/08</p>
<p>SS.912.C.3.In.f Identify the structure and function of the judicial branch of the government as identified in the Constitution. <u>Date Adopted or Revised:</u> 12/08</p>	<p>SS.912.C.3.Su.g Identify the function of the judicial branch of the government as identified in the Constitution. <u>Date Adopted or Revised:</u> 12/08</p>	<p>SS.912.C.3.Pa.h Recognize that the judicial branch of government interprets laws. <u>Date Adopted or Revised:</u> 12/08</p>
<p>SS.912.C.3.In.g Identify the structure and function of the judicial branch of the government as identified in the Constitution. <u>Date Adopted or Revised:</u> 12/08</p>	<p>SS.912.C.3.Su.h Identify the function of the judicial branch of the government as identified in the Constitution. <u>Date Adopted or Revised:</u> 12/08</p>	<p>SS.912.C.3.Pa.i Recognize that courts settle conflicts at the federal and state level. <u>Date Adopted or Revised:</u> 12/08</p>
<p>SS.912.C.3.In.h Identify the structure and function of the judicial branch of the government as identified in the Constitution. <u>Date Adopted or Revised:</u> 12/08</p>	<p>SS.912.C.3.Su.i Recognize different levels of courts in the judicial system, such as state and federal courts. <u>Date Adopted or Revised:</u> 12/08</p>	
<p>SS.912.C.3.In.i Identify the levels of courts in the federal and state judicial system and their major responsibilities, such as criminal and civil cases and appeals. <u>Date Adopted or Revised:</u> 12/08</p>		

Standard 4: Demonstrate an understanding of contemporary issues in world affairs, and evaluate the role and impact of United States foreign policy.		
<b>BENCHMARK CODE</b>	<b>BENCHMARK</b>	
SS.912.C.4.1	Explain how the world's nations are governed differently.	
SS.912.C.4.2	Evaluate the influence of American foreign policy on other nations and the influences of other nations on American policies and society.	
SS.912.C.4.3	Assess human rights policies of the United States and other countries.	
SS.912.C.4.4	Compare indicators of democratization in multiple countries.	
<b>Access Point for Students with Significant Cognitive Disabilities</b>		
<b>Independent</b>	<b>Supported</b>	
<b>Participatory</b>		
SS.912.C.4.In.a Identify different forms of governments in other countries in the world. <u>Date Adopted or Revised:</u> 12/08	SS.912.C.4.Su.a Recognize a different form of government in another country in the world. <u>Date Adopted or Revised:</u> 12/08	SS.912.C.4.Pa.a Recognize that not all countries are governed like the United States. <u>Date Adopted or Revised:</u> 12/08
SS.912.C.4.In.b Identify the influence of American foreign policy on other nations. <u>Date Adopted or Revised:</u> 12/08	SS.912.C.4.Su.b Recognize an influence of American foreign policy on other nations. <u>Date Adopted or Revised:</u> 12/08	SS.912.C.4.Pa.b Recognize that the United States works with other nations. <u>Date Adopted or Revised:</u> 12/08
SS.912.C.4.In.c Identify examples of human rights policies of the United States, such as the Bill of Rights. <u>Date Adopted or Revised:</u> 12/08	SS.912.C.4.Su.c Recognize examples of human rights policies of the United States, such as the Bill of Rights. <u>Date Adopted or Revised:</u> 12/08	SS.912.C.4.Pa.c Recognize a human right. <u>Date Adopted or Revised:</u> 12/08
SS.912.C.4.In.d Identify common indicators of democratization, such as civil and political rights. <u>Date Adopted or Revised:</u> 12/08	SS.912.C.4.Su.d Recognize common indicators of democratization, such as civil or political rights. <u>Date Adopted or Revised:</u> 12/08	SS.912.C.4.Pa.d Recognize an example of democratization, such as human rights. <u>Date Adopted or Revised:</u> 12/08
<b>Strand: PSYCHOLOGY</b>		
Standard 1: Scientific Inquiry Domain/Perspectives in Psychological Science		
<b>BENCHMARK CODE</b>	<b>BENCHMARK</b>	
SS.912.P.1.1	Define psychology as a discipline and identify its goals as a science.  <u>Remarks/Examples:</u>	

	Examples of goals may include, but are not limited to, describing behavior, explaining why behaviors and mental processes occur, predicting future events, controlling/changing behaviors and mental processes, and observation of behavioral and mental problems.
SS.912.P.1.2	Describe the emergence of psychology as a scientific discipline.  <i>Remarks/Examples:</i> Topics may include, but are not limited to, Wilhem Wundt, structuralism, functionalism, William James, Sigmund Freud, Gestalt psychology, Ivan Pavlov, John Watson, behaviorism, B.F. Skinner, humanistic psychology, Abraham Maslow, Carl Rogers Jean Piaget.
SS.912.P.1.3	Describe perspectives employed to understand behavior and mental processes.  <i>Remarks/Examples:</i> Examples may include, but are not limited to, cognitive perspective, biological perspective, social-cultural perspective, behavioral perspective, humanistic perspective, psychodynamic perspective.
SS.912.P.1.4	Discuss the value of both basic and applied psychological research with human and non-human animals.  <i>Remarks/Examples:</i> Topics may include, but are not limited to, scientific method, bias, observations, case studies, correlational studies, surveys, random samples, longitudinal studies, cross-sectional studies, independent variable, dependent variable, confounding variable, experimental group, control group, double-blind procedure, placebo, replication, ethics.
SS.912.P.1.5	Describe the major subfields of psychology.  <i>Remarks/Examples:</i> Examples may include, but are not limited to, biopsychology, clinical psychology, developmental psychology, forensic psychology, industrial-organizational psychology, personality psychology, social psychology, school psychology.
SS.912.P.1.6	Identify the important role psychology plays in benefiting society and improving people's lives. <b>Standard 10: Sociocultural Context Domain/Sociocultural Diversity</b>
	<b>BENCHMARK CODE</b>   <b>BENCHMARK</b>
SS.912.P.10.1	Define culture and diversity.
SS.912.P.10.10	Discuss psychological research examining gender similarities and differences and the impact of gender discrimination.
SS.912.P.10.11	Discuss the psychological research on gender and how the roles of women and men in societies are perceived.
SS.912.P.10.12	Examine how perspectives affect stereotypes and treatment of minority and majority groups in society.
SS.912.P.10.13	Discuss psychological research examining differences in individual cognitive and physical abilities.
SS.912.P.10.14	Examine societal treatment of people with disabilities and the effect of treatment by others on individual identity/status.
SS.912.P.10.2	Identify how cultures change over time and vary within nations and internationally.
SS.912.P.10.3	Discuss the relationship between culture and conceptions of self and identity.
SS.912.P.10.4	Discuss psychological research examining race and ethnicity.
SS.912.P.10.5	Discuss psychological research examining socioeconomic status.
SS.912.P.10.6	Discuss how privilege and social power structures relate to stereotypes, prejudice, and discrimination.
SS.912.P.10.7	Discuss psychological research examining gender identity.
SS.912.P.10.8	Discuss psychological research examining diversity in sexual orientation.
SS.912.P.10.9	Compare and contrast gender identity and sexual orientation. <b>Standard 11: Cognition Domain/Memory</b>
	<b>BENCHMARK CODE</b>   <b>BENCHMARK</b>
SS.912.P.11.1	Identify factors that influence encoding.  <i>Remarks/Examples:</i> Examples may include, but are not limited to, list position, distributed v. mass rehearsal, semantic encoding, visual encoding, mnemonic devices, chunking and hierarchy.

SS.912.P.11.10	Discuss the factors influencing how memories are retrieved.  <i>Remarks/Examples:</i> Topics may include, but are not limited to, context theory and state-dependent memory.
SS.912.P.11.11	Explain how memories can be malleable.
SS.912.P.11.12	Discuss strategies for improving the retrieval of memories.
SS.912.P.11.2	Characterize the difference between shallow (surface) and deep (elaborate) processing.
SS.912.P.11.3	Discuss strategies for improving the encoding of memory.
SS.912.P.11.4	Describe the differences between working memory and long-term memory.
SS.912.P.11.5	Identify and explain biological processes related to how memory is stored.  <i>Remarks/Examples:</i> Examples may include, but are not limited to, sensory memory, long term potentiation, explicit memories, and implicit memories.
SS.912.P.11.6	Discuss types of memory and memory disorders (e.g., amnesias, dementias).  <i>Remarks/Examples:</i> Examples may also include, but are not limited to, sensory, short-term, working, long-term, Alzheimer's disease, brain injury, Huntington's disease, Parkinson's disease, and stress.
SS.912.P.11.7	Discuss strategies for improving the storage of memories.
SS.912.P.11.8	Analyze the importance of retrieval cues in memory.  <i>Remarks/Examples:</i> Examples may include, but are not limited to, recall, recollection, recognition, and relearning.
SS.912.P.11.9	Explain the role that interference plays in retrieval.  <i>Remarks/Examples:</i> Examples may include, but are not limited to, proactive interference and retroactive interference.
<b>Standard 12: Cognition Domain/Thinking</b>	
<b>BENCHMARK CODE   BENCHMARK</b>	
SS.912.P.12.1	Define cognitive processes involved in understanding information.  <i>Remarks/Examples:</i> Examples may include, but are not limited to, encoding, storage, and retrieval.
SS.912.P.12.2	Define processes involved in problem solving and decision making.  <i>Remarks/Examples:</i> Examples may include, but are not limited to, identification, analysis, solution generation, plan, implement, and evaluate.
SS.912.P.12.3	Discuss non-human problem-solving abilities.
SS.912.P.12.4	Describe obstacles to problem solving.  <i>Remarks/Examples:</i> Examples may include, but are not limited to, fixation and functional fixedness.
SS.912.P.12.5	Describe obstacles to decision making.  <i>Remarks/Examples:</i> Examples may include, but are not limited to, confirmation bias, counterproductive heuristics, and overconfidence.
SS.912.P.12.6	Describe obstacles to making good judgments.  <i>Remarks/Examples:</i> Examples may include, but are not limited to, framing and belief perseverance.
<b>Standard 13: Cognition Domain/Intelligence</b>	
<b>BENCHMARK CODE   BENCHMARK</b>	
SS.912.P.13.1	Discuss intelligence as a general factor.
SS.912.P.13.2	Discuss alternative conceptualizations of intelligence.  <i>Remarks/Examples:</i>

	Examples may include, but are not limited to, Howard Gardner's theory of multiple intelligences, Daniel Goleman's theory of emotional intelligence, and Robert Sternberg's triarchic theory of intelligence.
SS.912.P.13.3	Describe the extremes of intelligence.
SS.912.P.13.4	Discuss the history of intelligence testing, including historical use and misuse in the context of fairness.  <i>Remarks/Examples:</i> Topics may include, but are not limited to, Alfred Binet, Lewis Terman, David Weschler, mental age, chronological age, Stanford-Binet intelligence test, intelligence quotient, Weschler intelligence scales.
SS.912.P.13.5	Identify current methods of assessing human abilities.  <i>Remarks/Examples:</i> Examples may include, but are not limited to, individual tests, group tests, achievement tests, and aptitude tests.
SS.912.P.13.6	Identify measures of and data on reliability and validity for intelligence test scores.  <i>Remarks/Examples:</i> Examples may include, but are not limited to, test and retest reliability, alternate form reliability, split-half reliability, content validity, predictive validity, face validity, construct validity, and concurrent validity.
SS.912.P.13.7	Discuss issues related to the consequences of intelligence testing.
SS.912.P.13.8	Discuss the influences of biological, cultural, and environmental factors on intelligence.
<b>Standard 14: Individual Variations Domain/Motivation</b>	
<b>BENCHMARK CODE</b>	<b>BENCHMARK</b>
SS.912.P.14.1	Explain biologically based theories of motivation.  <i>Remarks/Examples:</i> Topics may include, but are not limited to, arousal theories, Yerkes-Dodson Law, and homeostasis.
SS.912.P.14.2	Explain cognitively based theories of motivation.  <i>Remarks/Examples:</i> Topics may include, but are not limited to, extrinsic motivation and intrinsic motivation.
SS.912.P.14.3	Explain humanistic theories of motivation.  <i>Remarks/Examples:</i> Topics may include, but are not limited to, Maslow's Hierarchy of Needs, achievement motivation, hunger, and eating disorders.
SS.912.P.14.4	Explain the role of culture in human motivation.
SS.912.P.14.5	Discuss eating behavior.
SS.912.P.14.6	Discuss sexual behavior and orientation.
SS.912.P.14.7	Discuss achievement motivation.
SS.912.P.14.8	Discuss other ways in which humans and non-human animals are motivated.
<b>Standard 15: Individual Variations Domain/Emotion</b>	
<b>BENCHMARK CODE</b>	<b>BENCHMARK</b>
SS.912.P.15.1	Explain the biological and cognitive components of emotion.  <i>Remarks/Examples:</i> Examples may include, but are not limited to, physiological activation, expressive behaviors, and conscious experience.
SS.912.P.15.2	Discuss psychological research on basic human emotions.
SS.912.P.15.3	Differentiate among theories of emotional experience.  <i>Remarks/Examples:</i> James-Lange Theory, Cannon-Bard Theory, Schacter's Two-Factor Theory, Robert Zajonc, and Richard Lazarus.
SS.912.P.15.4	Explain how biological factors influence emotional interpretation and expression.

SS.912.P.15.5	Explain how culture and gender influence emotional interpretation and expression. <i>Remarks/Examples:</i> Examples may include, but are not limited to, display rules.
SS.912.P.15.6	Explain how other environmental factors influence emotional interpretation and expression.
SS.912.P.15.7	Identify biological and environmental influences on the expression experience of negative emotions, such as fear. <i>Remarks/Examples:</i> Topics may include, but are not limited to, autonomic nervous system.
SS.912.P.15.8	Identify biological and environmental influences on the expression and experience of positive emotions, such as happiness. Standard 16: Individual Variations Domain/Personality
	<b>BENCHMARK CODE</b>   <b>BENCHMARK</b>
SS.912.P.16.1	Evaluate psychodynamic theories.
SS.912.P.16.10	Discuss self-concept.
SS.912.P.16.11	Analyze how individualistic and collectivistic cultural perspectives relate to personality.
SS.912.P.16.2	Evaluate trait theories.
SS.912.P.16.3	Evaluate humanistic theories.
SS.912.P.16.4	Evaluate social-cognitive theories.
SS.912.P.16.5	Differentiate personality assessment techniques. <i>Remarks/Examples:</i> Topics may include, but are not limited to Freud, Adler, Jung, Horney, thematic appreciation test, and Rorschach inkblot test.
SS.912.P.16.6	Discuss the reliability and validity of personality assessment techniques.
SS.912.P.16.7	Discuss biological and situational influences.
SS.912.P.16.8	Discuss stability and change.
SS.912.P.16.9	Discuss connection to health and work on personality. Standard 17: Individual Variations Domain/Psychological Disorders
	<b>BENCHMARK CODE</b>   <b>BENCHMARK</b>
SS.912.P.17.1	Define psychologically abnormal behavior.
SS.912.P.17.2	Describe historical and cross-cultural views of abnormality.
SS.912.P.17.3	Describe major models of abnormality. <i>Remarks/Examples:</i> Examples may include, but are not limited to, medical model and bio-psycho-social model
SS.912.P.17.4	Discuss how stigma relates to abnormal behavior.
SS.912.P.17.5	Discuss the impact of psychological disorders on the individual, family, and society.
SS.912.P.17.6	Describe the classification of psychological disorders. <i>Remarks/Examples:</i> Topics may include, but are not limited to, the DSM-IV-TR.
SS.912.P.17.7	Discuss the challenges 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). <i>Remarks/Examples:</i> Examples may also include, but are not limited to, dissociative disorders and schizophrenia.
SS.912.P.17.9	Evaluate how different factors influence an individual's experience of psychological disorders. Standard 18: Applications of Psychological Science Domain/Treatment of Psychological Disorders
	<b>BENCHMARK CODE</b>   <b>BENCHMARK</b>
SS.912.P.18.1	Explain how psychological treatments have changed over time and among cultures.
SS.912.P.18.10	Identify ethical challenges involved in delivery of treatment.
SS.912.P.18.11	

	Identify national and local resources available to support individuals with psychological disorders and their families (e.g., NAMI and support groups).
SS.912.P.18.2	Match methods of treatment to psychological perspectives.
SS.912.P.18.3	Explain why psychologists use a variety of treatment options.
SS.912.P.18.4	Identify biomedical treatments.  <i>Remarks/Examples:</i> Examples may include, but are not limited to, aversive conditioning, drug therapy, electroconvulsive therapy, and psychosurgery.
SS.912.P.18.5	Identify psychological treatments.  <i>Remarks/Examples:</i> Examples may include, but are not limited to, psychotherapy, psychoanalysis, client-centered therapy, active listening, behavior therapy, systematic desensitization, token economy, cognitive therapy, family therapy, therapeutic touch therapy, and light exposure therapy.
SS.912.P.18.6	Describe appropriate treatments for different age groups.
SS.912.P.18.7	Evaluate the efficacy of treatments for particular disorders.
SS.912.P.18.8	Identify other factors that improve the efficacy of treatment.
SS.912.P.18.9	Identify treatment providers for psychological disorders and the training required for each.
<b>Standard 19: Applications of Psychological Science Domain/ Health</b>	
<b>BENCHMARK CODE   BENCHMARK</b>	
SS.912.P.19.1	Define stress as a psychophysiological reaction.
SS.912.P.19.2	Identify and explain potential sources of stress.  <i>Remarks/Examples:</i> Examples may include, but are not limited to, physical illness, major work or family events, debt, unemployment, lack of ability to accept uncertainty, negativity, perfectionism, low self-esteem, and loneliness.
SS.912.P.19.3	Explain physiological and psychological consequences of stress for health.
SS.912.P.19.4	Identify and explain physiological, cognitive, and behavioral strategies to deal with stress.  <i>Remarks/Examples:</i> Examples may include, but are not limited to healthy lifestyles, positive experiences, sense of well-being, and overcoming illness-related behaviors.
SS.912.P.19.5	Identify ways to promote mental health and physical fitness.
SS.912.P.19.6	Describe the characteristics of and factors that promote resilience and optimism.
SS.912.P.19.7	Distinguish between effective and ineffective means of dealing with stressors and other health issues.
<b>Standard 2: Scientific Inquiry Domain/Research Methods, Measurement, and Statistics</b>	
<b>BENCHMARK CODE   BENCHMARK</b>	
SS.912.P.2.1	Describe the scientific method and its role in psychology.
SS.912.P.2.10	Interpret graphical representations of data as used in both quantitative and qualitative methods.
SS.912.P.2.11	Explain other statistical concepts, such as statistical significance and effect size.  <i>Remarks/Examples:</i> Examples may also include, but are not limited to, inferential statistics, comparative statistics, statistical inference, and correlation coefficient.
SS.912.P.2.12	Explain how validity and reliability of observations and measurements relate to data analysis.
SS.912.P.2.2	Describe and compare a variety of quantitative (e.g., surveys, correlations, experiments) and qualitative (e.g., interviews, narratives, focus groups) research methods.
SS.912.P.2.3	Define systematic procedures used to improve the validity of research findings, such as external validity.  <i>Remarks/Examples:</i> Examples may also include, but are not limited to internal validity.
SS.912.P.2.4	Discuss how and why psychologists use non-human animals in research.
SS.912.P.2.5	

	Identify ethical standards psychologists must address regarding research with human participants.  <i>Remarks/Examples:</i> Examples may include, but are not limited to, informed consent of participants, protection of participants from harm and discomfort, protection of participants' privacy, and provision of full explanation of completed research to participants.
SS.912.P.2.6	Identify ethical guidelines psychologists must address regarding research with non-human animals.  <i>Remarks/Examples:</i> Examples may include, but are not limited to, justification of the research, informed personnel, and provision for safety and well-being of non-human research animals.
SS.912.P.2.7	Define descriptive statistics and explain how they are used by psychological scientists.
SS.912.P.2.8	Define forms of qualitative data and explain how they are used by psychological scientists.
SS.912.P.2.9	Define correlation coefficients and explain their appropriate interpretation.
<b>Standard 20: Applications of Psychological Science Domain/Vocational Applications</b>	
<b>BENCHMARK CODE   BENCHMARK</b>	
SS.912.P.20.1	Identify careers in psychological science and practice.  <i>Remarks/Examples:</i> Examples may include, but are not limited to, biological psychologist, social psychologist, developmental psychologist, and cognitive psychologist.
SS.912.P.20.2	Identify resources to help select psychology programs for further study.  <i>Remarks/Examples:</i> Examples may include, but are not limited to the Occupational Outlook Handbook.
SS.912.P.20.3	Identify degree requirements for psychologists and psychology-related careers.  <i>Remarks/Examples:</i> Examples may include, but are not limited to, bachelor's degree, graduate degree, Ph.D., and Psy.D.
SS.912.P.20.4	Identify careers related to psychology.
SS.912.P.20.5	Discuss ways in which psychological science addresses domestic and global issues.
SS.912.P.20.6	Identify careers in psychological science that have evolved as a result of domestic and global issues.
<b>Standard 3: Biopsychology Domain/Biological Bases of Behavior</b>	
<b>BENCHMARK CODE   BENCHMARK</b>	
SS.912.P.3.1	Identify the major divisions and subdivisions of the human nervous system.  <i>Remarks/Examples:</i> Examples may include, but are not limited to, central nervous system, peripheral nervous system, brain, spinal cord, somatic nervous system, autonomic nervous system, sympathetic division, and parasympathetic division.
SS.912.P.3.10	Describe the interactive effects of heredity and environment.
SS.912.P.3.11	Explain how evolved tendencies influence behavior.
SS.912.P.3.12	Identify tools used to study the nervous system.  <i>Remarks/Examples:</i> Examples may include, but are not limited to, CAT scan, MRI, EEG imaging, and PET scan.
SS.912.P.3.13	Describe advances made in neuroscience.  <i>Remarks/Examples:</i> Examples may include, but are not limited to, Broca's discovery of the seat of language, the work of Alois Alzheimer, Otto Loewi's work with neurons, Walter Cannon's description of "fight or flight," the National Mental Health Act, and the concept of neuroplasticity.
SS.912.P.3.14	Discuss issues related to scientific advances in neuroscience and genetics.
SS.912.P.3.2	

	Identify the parts of the neuron and describe the basic process of neural transmission. <i>Remarks/Examples:</i> Examples may include, but are not limited to, dendrites, soma, axon, neural impulse, myelin sheath, and terminal branches of the axon.
SS.912.P.3.3	Differentiate between the structures and functions of the various parts of the central nervous system.
SS.912.P.3.4	Describe lateralization of brain functions.
SS.912.P.3.5	Discuss the mechanisms and the importance of plasticity of the nervous system.
SS.912.P.3.6	Describe how the endocrine glands are linked to the nervous system. <i>Remarks/Examples:</i> Examples may include, but are not limited to, hormones, pituitary gland, thyroid gland, adrenal gland.
SS.912.P.3.7	Describe the effects of hormones on behavior and mental processes.
SS.912.P.3.8	Describe hormone effects on the immune system.
SS.912.P.3.9	Describe concepts in genetic transmission. <i>Remarks/Examples:</i> Concepts may include, but are not limited to, mutation, natural selection, identical twins, fraternal twins, and heritability.
<b>Standard 4: Biopsychology Domain/Sensation and Perception</b>	
<b>BENCHMARK CODE   BENCHMARK</b>	
SS.912.P.4.1	Discuss processes of sensation and perception and how they interact
SS.912.P.4.10	Describe perceptual illusions.
SS.912.P.4.11	Describe the nature of attention.
SS.912.P.4.12	Explain how experiences and expectations influence perception.
SS.912.P.4.2	Explain the concepts of threshold and adaptation.
SS.912.P.4.3	List forms of physical energy for which humans and non-human animals do and do not have sensory receptors. <i>Remarks/Examples:</i> Examples may include, but are not limited to, light, heat, wind and chemical substances.
SS.912.P.4.4	Describe the visual sensory system.
SS.912.P.4.5	Describe the auditory sensory system.
SS.912.P.4.6	Describe other sensory systems, such as olfaction, gestation, and somesthesia (e.g., skin senses, kinesthesia, and vestibular sense).
SS.912.P.4.7	Explain Gestalt principles of perception. <i>Remarks/Examples:</i> Examples may include, but are not limited to, similarity, proximity, closure, and continuity.
SS.912.P.4.8	Describe binocular and monocular depth cues.
SS.912.P.4.9	Describe the importance of perceptual constancies.
<b>Standard 5: Biopsychology Domain/Consciousness</b>	
<b>BENCHMARK CODE   BENCHMARK</b>	
SS.912.P.5.1	Identify states of consciousness. <i>Remarks/Examples:</i> Examples may include, but are not limited to, consciousness, sleep, dreams, hypnotic states, meditative states, and drug-induced states.
SS.912.P.5.10	Evaluate the biological and psychological effects of psychoactive drugs.
SS.912.P.5.11	Explain how culture and expectations influence the use and experience of drugs.
SS.912.P.5.12	Describe meditation and relaxation and their effects.
SS.912.P.5.13	Describe hypnosis and controversies surrounding its nature and use.
SS.912.P.5.14	Describe flow states.
SS.912.P.5.2	Distinguish between processing that is conscious (i.e., explicit) and other processing that happens without conscious awareness (i.e., implicit).
SS.912.P.5.3	Describe the circadian rhythm and its relation to sleep.





SS.912.P.7.9	Apply observational and cognitive learning to everyday life.
Standard 8: Development and Learning Domain/Language Development	
<b>BENCHMARK CODE</b>	
<b>BENCHMARK</b>	
SS.912.P.8.1	Describe the structure and function of language.  <i>Remarks/Examples:</i> Topics may include, but are not limited to, phoneme, morpheme, and grammar.
SS.912.P.8.2	Discuss the relationship between language and thought.
SS.912.P.8.3	Explain the process of language acquisition.  <i>Remarks/Examples:</i> Topics may include, but are not limited to, Noam Chomsky, B. F. Skinner, babbling, one-word stage, two-word stage, association, imitation, and rewards.
SS.912.P.8.4	Discuss how acquisition of a second language can affect language development and possibly other cognitive processes.
SS.912.P.8.5	Evaluate the theories of language acquisition.  <i>Remarks/Examples:</i> Examples may include, but are not limited to, environmental influences, neural networks, biological influences, nature and nurture, influence of culture, semantic slanting, name calling, and bilingualism.
SS.912.P.8.6	Identify the brain structures associated with language.  <i>Remarks/Examples:</i> Examples may include, but are not limited to, Broca's area and Wernicke's area.
SS.912.P.8.7	Discuss how damage to the brain may affect language.
Standard 9: Sociocultural Context Domain/Social Interactions	
<b>BENCHMARK CODE</b>	
<b>BENCHMARK</b>	
SS.912.P.9.1	Describe attributional explanations of behavior.
SS.912.P.9.10	Discuss influences upon aggression and conflict.  <i>Remarks/Examples:</i> Examples may include, but are not limited to, genetics, the nervous system, and biochemistry.
SS.912.P.9.11	Discuss factors influencing attraction and relationships.  <i>Remarks/Examples:</i> Examples may include, but are not limited to, proximity, physical attractiveness, and similarity.
SS.912.P.9.2	Describe the relationship between attitudes (implicit and explicit) and behavior.
SS.912.P.9.3	Identify persuasive methods used to change attitudes.  <i>Remarks/Examples:</i> Examples may include, but are not limited to, compliance, identification, internalization, emotion-based change.
SS.912.P.9.4	Describe the power of the situation.  <i>Remarks/Examples:</i> Examples may include, but are not limited to, the Zimbardo study and the Milgram study.
SS.912.P.9.5	Describe effects of others' presence on individuals' behavior.  <i>Remarks/Examples:</i> Examples may include, but are not limited to, altruism, the bystander effect, and Kitty Genovese.
SS.912.P.9.6	Describe how group dynamics influence behavior.
SS.912.P.9.7	Discuss how an individual influences group behavior.
SS.912.P.9.8	Discuss the nature and effects of stereotyping, prejudice, and discrimination.
SS.912.P.9.9	Describe determinants of prosocial behavior.  <i>Remarks/Examples:</i> Examples may include, but are not limited to, genetic factors, social exchange theory, personal qualities, and situational determinants.

<b>Strand: SOCIOLOGY</b>	
Standard 1: Foundations of Sociology as a Social Science/Identify methods and strategies of research and examine the contributions of sociology to the understanding of social issues.	
<b>BENCHMARK CODE</b>	<b>BENCHMARK</b>
SS.912.S.1.1	Discuss the development of the field of sociology as a social science.
SS.912.S.1.2	Identify early leading theorists within social science.  <i>Remarks/Examples:</i> Examples may include, but are not limited to, Auguste Comte, Emile Durkheim, Herbert Spencer, Max Weber, C. Wright Mills, and Karl Marx.
SS.912.S.1.3	Compare sociology with other social science disciplines.
SS.912.S.1.4	Examine changing points of view of social issues, such as poverty, crime and discrimination.
SS.912.S.1.5	Evaluate various types of sociologic research methods.
SS.912.S.1.6	Distinguish fact from opinion in data sources to analyze various points of view about a social issue.
SS.912.S.1.7	Determine cause-and-effect relationship issues among events as they relate to sociology.
SS.912.S.1.8	Identify, evaluate and use appropriate reference materials and technology to interpret information about cultural life in the United States and other world cultures, both in the past and today.
SS.912.S.1.9	Develop a working definition of sociology that has personal application. Standard 2: Culture/Examine the influence on the individual and the way cultural transmission is accomplished.
<b>BENCHMARK CODE</b>	<b>BENCHMARK</b>
SS.912.S.2.1	Define the key components of a culture, such as knowledge, language and communication, customs, values, norms, and physical objects.
SS.912.S.2.10	Identify both rights and responsibilities the individual has to the group.
SS.912.S.2.11	Demonstrate democratic approaches to managing disagreements and resolving conflicts within a culture.  <i>Remarks/Examples:</i> Examples may include, but are not limited to, persuasion, compromise, debate, and negotiation.
SS.912.S.2.12	Compare and contrast ideas about citizenship and cultural participation from the past with those of the present community.
SS.912.S.2.2	Explain the differences between a culture and a society.
SS.912.S.2.3	Recognize the influences of genetic inheritance and culture on human behavior.
SS.912.S.2.4	Give examples of subcultures and describe what makes them unique.
SS.912.S.2.5	Compare social norms among various subcultures.
SS.912.S.2.6	Identify the factors that promote cultural diversity within the United States.
SS.912.S.2.7	Explain how various practices of the culture create 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.
SS.912.S.2.9	Prepare original written and oral reports and presentations on specific events, people or historical eras. Standard 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.
<b>BENCHMARK CODE</b>	<b>BENCHMARK</b>
SS.912.S.3.1	Describe how social status affects social order.  <i>Remarks/Examples:</i> Examples may include, but are not limited to, upper class, middle class, lower class, professional, blue collar, and unemployed.
SS.912.S.3.2	

	<p>Explain how roles and role expectations can lead to role conflict.</p> <p><i>Remarks/Examples:</i> Examples may include, but are not limited to, gender roles, age, racial and ethnic groups within different societies.</p>		
SS.912.S.3.3	<p>Examine and analyze various points of view relating to historical and current events.</p> <p><b>Standard 4: Social Groups/Explore the impacts of social groups on individual and group behavior.</b></p> <table border="1"> <thead> <tr> <th>BENCHMARK CODE</th> <th>BENCHMARK</th> </tr> </thead> </table>	BENCHMARK CODE	BENCHMARK
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SS.912.S.4.1	Describe how individuals are affected by the different social groups to which they belong.		
SS.912.S.4.10	<p>Distinguish the degree of assimilation that ethnic, cultural, and social groups achieve with the United States culture.</p> <p><i>Remarks/Examples:</i> Examples may include, but are not limited to, forced vs. voluntary assimilations, association with different groups, interaction within a cultural community, adaptation within families due to education.</p>		
SS.912.S.4.11	Discuss 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.		
SS.912.S.4.13	Investigate and compare the ideas about citizenship and cultural participation of social groups from the past with those of the present community.		
SS.912.S.4.2	Identify major characteristics of social groups familiar to the students.		
SS.912.S.4.3	Examine the ways that groups function, such as roles, interactions and leadership.		
SS.912.S.4.4	Discuss the social norms of at least two groups 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.		
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.		
SS.912.S.4.7	Discuss the concept of deviance and 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.		
SS.912.S.4.9	<p>Discuss how formal organizations influence behavior of their members.</p> <p><i>Remarks/Examples:</i> Examples may include, but are not limited to, churches, synagogues, and mosques, political parties, and fraternal organizations.</p> <p><b>Standard 5: Social Institutions/Identify the effects of social institutions on individual and group behavior.</b></p> <table border="1"> <thead> <tr> <th>BENCHMARK CODE</th> <th>BENCHMARK</th> </tr> </thead> </table>	BENCHMARK CODE	BENCHMARK
BENCHMARK CODE	BENCHMARK		
SS.912.S.5.1	<p>Identify basic social institutions and explain their impact on individuals, groups and organizations within society and how they transmit the values of society.</p> <p><i>Remarks/Examples:</i> Examples may include, but are not limited to, familial, religious, educational, economic, and political institutions.</p>		
SS.912.S.5.10	Identify both rights and responsibilities the individual has to primary and secondary groups.		
SS.912.S.5.11	<p>Demonstrate democratic approaches to managing disagreements and solving conflicts within a social institution.</p> <p><i>Remarks/Examples:</i> Examples may include, but are not limited to, persuasion, compromise, debate, and negotiation.</p>		
SS.912.S.5.12	Explain how roles and role expectations can lead to role conflict.		
SS.912.S.5.2	<p>Discuss the concept of political power and factors that influence political power.</p> <p><i>Remarks/Examples:</i></p>		

	Examples may include, but are not limited to, social class, racial and ethnic group memberships, cultural group, gender, and age.
SS.912.S.5.3	Discuss how societies recognize rites of passage.  <i>Remarks/Examples:</i> Examples may include, but are not limited to, Baptism or other religious ceremonies, school prom, graduation, marriage, and retirement.
SS.912.S.5.4	Investigate stereotypes of the various United States subcultures, such as "American Indian," "American cowboys," teenagers," "Americans," "gangs," and "hippies," from a world perspective.
SS.912.S.5.5	Define ethnocentrism and explain how it can be beneficial or destructive to a culture.
SS.912.S.5.6	Identify the factors that influence change in social norms over time.
SS.912.S.5.7	Use various resources to interpret information about cultural life in the United States and other world cultures, both in the past and today.
SS.912.S.5.8	Analyze the primary and secondary groups common to different age groups in society.
SS.912.S.5.9	Conduct research and analysis on an issue associated with social structure or social institutions.
	Standard 6: Social Change/Examine the changing nature of society.
	<b>BENCHMARK CODE</b>   <b>BENCHMARK</b>
SS.912.S.6.1	Describe how and why societies change over time.
SS.912.S.6.10	Propose a plan to improve a social structure, and design the means needed to implement the change.
SS.912.S.6.11	Cite examples of the use of technology in social research.
SS.912.S.6.12	Evaluate a current issue that has resulted from scientific discoveries and/or technological innovations.
SS.912.S.6.2	Examine various social influences that can lead to immediate and long-term changes.  <i>Remarks/Examples:</i> Examples may include, but are not limited to, natural and man-made disasters, spatial movement of people, technology, urbanization, industrialization, immigration, war, challenge to authority, laws, diffusion of cultural traits, discrimination, discoveries and inventions, and scientific exploration.
SS.912.S.6.3	Describe how collective behavior can influence and change society.  <i>Remarks/Examples:</i> Examples may include, but are not limited to, a rise in crime leading to community curfews, organized protests leading to governmental change in policy.
SS.912.S.6.4	Examine how technological innovations and scientific discoveries have influenced major social institutions.
SS.912.S.6.5	Discuss how social interactions and culture could be affected in the future due to innovations in science and technological change.
SS.912.S.6.6	Describe how the role of the mass media has changed over time and project what changes might occur in the future.
SS.912.S.6.7	Distinguish major differences between social movements and collective behavior with examples from history and the contemporary world.  <i>Remarks/Examples:</i> Examples may include, but are not limited to, the March on Washington (1963) vs. 1960s race riots.
SS.912.S.6.8	Investigate the consequences in society as result of changes.
SS.912.S.6.9	Trace the development of the use of a specific type of technology in the community.  <i>Remarks/Examples:</i> Examples may include, but are not limited to, access to computers at school and home, and cellular phones.
	Standard 7: Social Problems/Analyze a range of social problems in today's world.
	<b>BENCHMARK CODE</b>   <b>BENCHMARK</b>
SS.912.S.7.1	Identify characteristics of a "social" problem, as opposed to an "individual" problem.

SS.912.S.7.2	Describe how social problems have changed over time.  <i>Remarks/Examples:</i> Examples may include, but are not limited to, juvenile delinquency, crime, poverty, and discrimination.
SS.912.S.7.3	Explain how patterns of behavior are found with certain social problems.  <i>Remarks/Examples:</i> Examples may include, but are not limited to, juvenile offenses, such as gang membership, crime, sexual behavior, and teen pregnancy, are found in the histories of adult criminals.
SS.912.S.7.4	Discuss the implications of social problems for society.  <i>Remarks/Examples:</i> Examples may include, but are not limited to, drug addiction, child abuse, school dropout rates, and unemployment.
SS.912.S.7.5	Examine how individual and group responses are often associated with social problems.  <i>Remarks/Examples:</i> Examples may include, but are not limited to, "But everyone else is doing it" and "If I ignore it, it will go away."
SS.912.S.7.6	Evaluate possible solutions to resolving social problems and the consequences that might result from those solutions.
SS.912.S.7.7	Survey local agencies involved in addressing social problems to determine the extent of the problems in the local community.
SS.912.S.7.8	Design and carry out school- and community-based projects to address a local aspect of a social problem.  Standard 8: Individual and Community/Examine the role of the individual as a member of the community; explore both individual and collective behavior.
	<b>BENCHMARK CODE</b>   <b>BENCHMARK</b>
SS.912.S.8.1	Describe traditions, roles, and expectations necessary for a community to continue.
SS.912.S.8.10	Investigate how incorrect communications, such as rumors or gossip, can influence group behavior.  <i>Remarks/Examples:</i> Examples may include, but are not limited to, Orson Welles "The War of the Worlds" radio broadcast, and rumors in the mass media, on the internet, or in the community.
SS.912.S.8.2	Describe how collective behavior (working in groups) can influence and change society. Use historical and contemporary examples to define collective behavior.
SS.912.S.8.3	Discuss theories that attempt to explain collective behavior.  <i>Remarks/Examples:</i> Examples may include, but are not limited to, contagion theory and convergence theory.
SS.912.S.8.4	Define a social issue to be analyzed.
SS.912.S.8.5	Examine factors 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.  <i>Remarks/Examples:</i> Examples may include, but are not limited to, Gandhi, Hitler, Martin Luther King, Jr., and Susan B. Anthony.
SS.912.S.8.7	Define propaganda and discuss the methods of propaganda and discuss the methods of propaganda used to influence social behavior.  <i>Remarks/Examples:</i> Examples may include, but are not limited to, news media and advertisements.
SS.912.S.8.8	Discuss both the benefits and social costs of collective behavior in society.
SS.912.S.8.9	Identify a community social problem and discuss appropriate actions to address the problem.
	<b>Strand: FINANCIAL LITERACY</b>
	Standard 1: Earning Income

BENCHMARK CODE	BENCHMARK	
SS.912.FL.1.1	<p>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.</p> <p><u>Remarks/Examples:</u> Identify non-income factors that influence career or job choice by interviewing three individuals who work at different jobs.</p>	
SS.912.FL.1.2	<p>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.</p> <p><u>Remarks/Examples:</u> Explain 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. 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.</p>	
SS.912.FL.1.3	<p>Evaluate ways people can make more informed education, job, or career decisions by evaluating the benefits and costs of different choices.</p> <p><u>Remarks/Examples:</u> Compare the benefits and costs of a college education to those of a technical school. Compare the unemployment rates of workers with different levels of education.</p>	
SS.912.FL.1.4	<p>Analyze the reasons why the wage or salary paid to workers in jobs is usually determined by the labor market and that businesses are generally willing to pay more productive workers higher wages or salaries than less productive workers.</p> <p><u>Remarks/Examples:</u> Explain why wages or salaries vary among workers in different types of jobs and among workers in the same jobs. Discuss why the productivity of workers is important to businesses.</p>	
SS.912.FL.1.5	<p>Discuss reasons why changes in economic conditions or the labor market can cause changes in a worker’s income or may cause unemployment.</p> <p><u>Remarks/Examples:</u> Explain how an increase in the demand for mobile applications might impact the wages paid to software developers. Explain the effects of a recession on the unemployment rate.</p>	
SS.912.FL.1.6	<p>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.</p> <p><u>Remarks/Examples:</u> Calculate the amount of taxes a person is likely to pay when given information or data about the person’s sources of income and amount of spending. Identify which level of government receives the tax revenue for a particular tax and describe what is done with the tax revenue.</p>	
SS.912.FL.1.7	<p>Discuss how people’s sources of income, amount of income, as well as the amount and type of spending affect the types and amounts of taxes paid.</p> <p><u>Remarks/Examples:</u> Investigate the tax rates on different sources of income and on different types of goods that are purchased.</p>	
<b>Access Point for Students with Significant Cognitive Disabilities</b>		
<p style="text-align: center;"><b>Independent</b></p> <p>SS.912.FL.1.In.a Discuss why people choose jobs other than income factors.</p> <p>SS.912.FL.1.In.b Explain why people choose to obtain education or training as it</p>	<p style="text-align: center;"><b>Supported</b></p> <p>SS.912.FL.1.Su.a Discuss why people choose jobs.</p> <p>SS.912.FL.1.Su.b Identify why people choose to obtain education or training as it relates to immediate and</p>	<p style="text-align: center;"><b>Participatory</b></p> <p>SS.912.FL.1.Pa.a Recognize that people choose jobs.</p> <p>SS.912.FL.1.Pa.b Recognize why people choose to obtain education or training as it relates to immediate and future</p>

	<p>relates to immediate and future costs.</p> <p>SS.912.FL.1.In.c Describe ways people make informed decisions about options by comparing the benefits and costs.</p> <p>SS.912.FL.1.In.d Describe the reasons why the job market pays workers differently.</p> <p>SS.912.FL.1.In.e Explain the reasons why changes in the economy can cause changes in a worker's job status or income.</p> <p>SS.912.FL.1.In.f Identify that different taxes are paid to three levels of government to provide goods and services to individuals.</p> <p>SS.912.FL.1.In.g Describe how income earned and income spent affect the amount of taxes paid.</p>	<p>future costs.</p> <p>SS.912.FL.1.Su.c Identify ways people make informed decisions about options by comparing the benefits and costs.</p> <p>SS.912.FL.1.Su.d Identify the reasons why the job market pays workers differently.</p> <p>SS.912.FL.1.Su.e Identify the reasons why changes in the economy can cause changes in a worker's job status or income.</p> <p>SS.912.FL.1.Su.f Identify that different taxes are paid to the government to provide goods and services to individuals.</p> <p>SS.912.FL.1.Su.g Identify how income earned affects the amount of taxes paid.</p>	<p>costs.</p> <p>SS.912.FL.1.Pa.c Recognize ways people make informed decisions about options by comparing the benefits and costs.</p> <p>SS.912.FL.1.Pa.d Recognize the reasons why the job market pays workers differently.</p> <p>SS.912.FL.1.Pa.e Identify the reasons why the economy can cause changes in a worker's job status or income.</p> <p>SS.912.FL.1.Pa.f Recognize that taxes are paid to the government to provide goods and services to individuals.</p> <p>SS.912.FL.1.Pa.g Recognize that income earned affects the amount of taxes paid.</p>
<b>Standard 2: Buying Goods and Services</b>			
<b>BENCHMARK CODE</b>		<b>BENCHMARK</b>	
SS.912.FL.2.1	<p>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.</p> <p><u>Remarks/Examples:</u> Write scenarios explaining how an individual's decision to buy athletic shoes may have been influenced by various factors.</p>		
SS.912.FL.2.2	<p>Analyze situations in which when people consume goods and services, their consumption can have positive and negative effects on others.</p> <p><u>Remarks/Examples:</u> Explain the positive or negative impacts of an activity such as smoking cigarettes or attending school, etc., might have on other individuals and the community.</p>		
SS.912.FL.2.3	<p>Discuss that when buying a good, consumers may consider various aspects of the product including the product's features. Explain why for goods that last for a longer period of time, the consumer should consider the product's durability and maintenance costs.</p> <p><u>Remarks/Examples:</u> Explain the factors that a consumer who is buying an automobile should consider before making a choice.</p>		
SS.912.FL.2.4	<p>Describe ways that consumers may be influenced by how the price of a good is expressed.</p> <p><u>Remarks/Examples:</u> Write a paragraph explaining why a store might advertise the price of a flat screen TV</p>		

	expressed as an amount per day or week rather than the actual full price. List different ways retailers use to express the prices of their products.		
SS.912.FL.2.5	<p>Discuss ways people incur costs and realize benefits when searching for information related to their purchases of goods and services and describe how the amount of information people should gather depends on the benefits and costs of the information.</p> <p><u>Remarks/Examples:</u> 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.</p>		
SS.912.FL.2.6	<p>Explain that people may choose to donate money to charitable organizations and other not-for-profits because they gain satisfaction from donating.</p> <p><u>Remarks/Examples:</u> Brainstorm a list of charitable organizations that are operating in the students' community. For each organization, list a possible reason that a donor might want to give to that charitable organization.</p>		
SS.912.FL.2.7	<p>Examine governments establishing laws and institutions to provide consumers with information about goods or services being purchased and to protect consumers from fraud.</p> <p><u>Remarks/Examples:</u> Draft a complaint letter to an appropriate firm or agency about a problem the consumer has encountered with a purchase.</p>		
	<b>Access Point for Students with Significant Cognitive Disabilities</b>		
	<b>Independent</b>	<b>Supported</b>	<b>Participatory</b>
	SS.912.FL.2.In.a Compare consumer decisions based on the price of goods or services, price of alternatives and consumer's income.	SS.912.FL.2.Su.a Compare consumer decisions based on the price of goods or services and the price of alternatives.	SS.912.FL.2.Pa.a Participate in consumer decisions based on the price of goods or services, price of alternatives and consumer's income as well as his or her preferences.
	SS.912.FL.2.In.b Explain how the consumption of goods and services can have positive and negative effects on others.	SS.912.FL.2.Su.b Identify how the consumption of goods and services can have positive and negative effects on others.	SS.912.FL.2.Pa.b Recognize that the consumption of goods and services can have positive and negative effects on others.
	SS.912.FL.2.In.c Explain the benefits and costs of durable versus nondurable goods/products.	SS.912.FL.2.Su.c Describe the benefits and costs of durable versus nondurable goods/products.	SS.912.FL.2.Pa.c Identify the difference between durable and nondurable goods/products.
	SS.912.FL.2.In.d Explain a way that a consumer may be influenced by how the price of a good is expressed.	SS.912.FL.2.Su.d Identify a way that a consumer may be influenced by how the price of a good is expressed.	SS.912.FL.2.Pa.d Recognize a way that a consumer may be influenced by how the price of a good is expressed.
	SS.912.FL.2.In.e Describe how the amount of information gathered affects the costs and benefits related to purchasing.	SS.912.FL.2.Su.e Recognize that the amount of information gathered affects the costs and benefits related to purchasing.	SS.912.FL.2.Pa.e Recognize that gathering information affects the costs and benefits when making purchases.
	SS.912.FL.2.In.f Explain that people may choose to donate to charitable organizations because they gain	SS.912.FL.2.Su.f Discuss why people may choose to donate to charitable organizations. <u>Date Adopted or Revised:</u> 12/00	SS.912.FL.2.Pa.f Identify why people may choose to donate to charitable organizations.
			SS.912.FL.2.Pa.g Recognize that

	satisfaction from donating. SS.912.FL.2.In.g Explain why governments establish laws and institutions to protect consumers.	SS.912.FL.2.Su.g Identify what institutions do to protect consumers.	institutions protect consumers.
<b>Standard 3: Saving</b>			
<b>BENCHMARK CODE</b>		<b>BENCHMARK</b>	
SS.912.FL.3.1	Discuss the reasons why some people have a tendency to be impatient and choose immediate spending over saving for the future.  <i>Remarks/Examples:</i> Identify instances in their lives where they decided to buy something immediately and then wished they had instead saved the money for future purchases.		
SS.912.FL.3.2	Examine the ideas that inflation reduces the value of money, including savings, that the real interest rate expresses the rate of return on savings, taking into account the effect of inflation and that the real interest rate is calculated as the nominal interest rate minus the rate of inflation.  <i>Remarks/Examples:</i> Explain why savers expect a higher nominal interest rate when inflation is expected to be high.		
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.  <i>Remarks/Examples:</i> Given the nominal interest rate and the rate of inflation over the course of one year, explain what will happen to the purchasing power of savings.		
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.  <i>Remarks/Examples:</i> Use spreadsheet software to calculate the amount a 10-year-old would need to save today in order to pay for one year of college tuition eight years from now.		
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.  <i>Remarks/Examples:</i> Explain 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. These agencies include the Federal Reserve System, the Office of the Comptroller of the Currency, the Consumer Financial Protection Bureau, the FDIC, and state banking departments.		
SS.912.FL.3.6	Describe government policies that create incentives and disincentives for people to save.  <i>Remarks/Examples:</i> Explain why traditional IRAs (individual retirement accounts), Roth IRAs, and educational savings accounts provide incentives 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.  <i>Remarks/Examples:</i> Explain why matches of retirement savings by employers substantially change the incentives for employees to save. Explain why having employees "opt out" of savings programs results in a higher level of saving than having them "opt in."		
<b>Access Point for Students with Significant Cognitive Disabilities</b>			

<b>Independent</b>	<b>Supported</b>	<b>Participatory</b>
SS.912.FL.3.In.a Discuss reasons why some people choose spending over saving.	SS.912.FL.3.Su.a Describe reasons why some people choose spending over saving.	SS.912.FL.3.Pa.a Identify reasons why some people choose spending over saving.
SS.912.FL.3.In.b Explain the impact of inflation on the value of money.	SS.912.FL.3.Su.b Discuss the impact of inflation on the value of money.	SS.912.FL.3.Pa.b Identify examples of the impact of inflation on the value of money.
SS.912.FL.3.In.c Explain the difference between the nominal interest rate and the real interest rate.	SS.912.FL.3.Su.c Discuss nominal and real interest rates.	SS.912.FL.3.Pa.c Recognize nominal and real interest rates.
SS.912.FL.3.In.d Compare the value of money today to the value of money in the future.	SS.912.FL.3.Su.d Discuss the value of money today and in the future.	SS.912.FL.3.Pa.d Recognize that the value of money changes over time.
SS.912.FL.3.In.e Explain how government agencies regulate financial institutions to protect the banking system.	SS.912.FL.3.Su.e Identify how agencies regulate financial institutions to protect the banking system.	SS.912.FL.3.Pa.e Identify the agencies that protect the banking system.
SS.912.FL.3.In.f Explain government policies that create incentives and disincentives for people to save.	SS.912.FL.3.Su.f Identify government policies that create incentives for people to save.	SS.912.FL.3.Pa.f Identify ways for people to save.
SS.912.FL.3.In.g Explain how employer benefit programs create incentives and disincentives to save.	SS.912.FL.3.Su.g Identify ways employers provide incentives to save.	SS.912.FL.3.Pa.g Identify ways for employees to save.
<b>Standard 4: Using Credit</b>		
<b>BENCHMARK CODE</b>	<b>BENCHMARK</b>	
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.  <i>Remarks/Examples:</i> Use the 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.4.10	Analyze the fact that, in extreme cases, bankruptcy may be an option for consumers who are unable to repay debt, and although bankruptcy provides some benefits, filing for bankruptcy also entails considerable costs, including having notice of the bankruptcy appear on a consumer's credit report for up to 10 years.  <i>Remarks/Examples:</i> Investigate the costs of bankruptcy by examining the bankruptcy laws in Florida.	
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.	

	<p><u>Remarks/Examples:</u> Predict what might happen should a homeowner fail to make his or her mortgage payments.</p>
SS.912.FL.4.12	<p>Discuss that consumers who use credit should be aware of laws that are in place to protect them and that these include requirements to provide full disclosure of credit terms such as APR and fees, as well as protection against discrimination and abusive marketing or collection practices.</p> <p><u>Remarks/Examples:</u> Explain why it is important that consumers have full information about loans. Explain the information on a credit disclosure statement.</p>
SS.912.FL.4.13	<p>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.</p> <p><u>Remarks/Examples:</u> Explain why it is important to check the accuracy of the information recorded on a credit report and know what steps to take to correct errors on credit reports.</p>
SS.912.FL.4.2	<p>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.</p> <p><u>Remarks/Examples:</u> Explain why a bank may offer low-rate introductory credit offers.</p>
SS.912.FL.4.3	<p>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.</p>
SS.912.FL.4.4	<p>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.</p> <p><u>Remarks/Examples:</u> Explain how a down payment reduces the total amount financed and why this reduces the monthly payment and/or the length of the loan. Explain why a borrower who has made a down payment has an incentive to repay a loan or make payments on time.</p>
SS.912.FL.4.5	<p>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.</p> <p><u>Remarks/Examples:</u> List factors from an individual's credit history or credit application that may cause a lender to deny credit. Explain what credit bureaus do.</p>
SS.912.FL.4.6	<p>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.</p> <p><u>Remarks/Examples:</u> Explain the concept of a credit score and what it indicates about a borrower. Explain why certain factors, such as having many credit cards with large lines of credit and large balances, might hurt a credit score.</p>
SS.912.FL.4.7	<p>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.</p> <p><u>Remarks/Examples:</u> Provide two examples of how having a good credit score can benefit a person financially. Explain why employers find it useful to hire someone with a better credit score.</p>
SS.912.FL.4.8	<p>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.</p>

	<p><u>Remarks/Examples:</u> Write a scenario about the future opportunities a person can lose by failing to repay loans as agreed.</p>		
SS.912.FL.4.9	<p>Explain that consumers who have difficulty repaying debt can seek assistance through credit counseling services and by negotiating directly with creditors.</p>		
	<p><u>Remarks/Examples:</u> Identify the costs and benefits associated with using different credit counseling services.</p>		
	<p style="text-align: center;"><b>Access Point for Students with Significant Cognitive Disabilities</b></p>		
	<p style="text-align: center;"><b>Independent</b></p> <p>SS.912.FL.4.In.a Compare the cost of credit by using the annual percentage rate (APR), initial fees charged and fees charged for late payment or missed payments.</p> <p>SS.912.FL.4.In.j Discuss the bankruptcy options, benefits and consequences for consumers who are unable to repay debt.</p> <p>SS.912.FL.4.In.k Explain why people apply for a mortgage to purchase a home.</p> <p>SS.912.FL.4.In.l Explain the laws that protect consumers who use credit.</p> <p>SS.912.FL.4.In.m Explain that consumers are entitled to a free copy of their credit report annually to check for errors.</p> <p>SS.912.FL.4.In.b Discuss that banks offer a low introductory credit rate, which increases over time or when a payment is missed or late.</p> <p>SS.912.FL.4.In.c Explain the difference between secured and unsecured loans.</p> <p>SS.912.FL.4.In.d Describe the benefits of making a down payment on a loan.</p> <p>SS.912.FL.4.In.e Explain how credit bureau reports help lenders make credit decisions.</p> <p>SS.912.FL.4.In.f Explain the</p>	<p style="text-align: center;"><b>Supported</b></p> <p>SS.912.FL.4.Su.a Identify the cost of credit by using the annual percentage rate (APR), initial fees charged and fees charged for late payment or missed payments.</p> <p>SS.912.FL.4.Su.j Discuss that bankruptcy may be an option for consumers who are unable to repay debt.</p> <p>SS.912.FL.4.Su.k Discuss reasons people apply for a mortgage to purchase a home.</p> <p>SS.912.FL.4.Su.l Discuss how consumers who use credit are protected by law.</p> <p>SS.912.FL.4.Su.m Discuss that consumers are entitled to a free copy of their credit report annually.</p> <p>SS.912.FL.4.Su.b Identify a bank's introductory credit rate and penalties associated with late or missed payments.</p> <p>SS.912.FL.4.Su.c Identify the characteristics of secured and unsecured loans.</p> <p>SS.912.FL.4.Su.d Identify the benefits of making a down payment on a loan.</p> <p>SS.912.FL.4.Su.e Identify components of a credit bureau report that help lenders make credit decisions.</p> <p>SS.912.FL.4.Su.f Identify the</p>	<p style="text-align: center;"><b>Participatory</b></p> <p>SS.912.FL.4.Pa.a Recognize that credit has additional costs.</p> <p>SS.912.FL.4.Pa.j Identify the term "bankruptcy."</p> <p>SS.912.FL.4.Pa.k Identify the term "mortgage."</p> <p>SS.912.FL.4.Pa.l Recognize that consumers who use credit are protected by law.</p> <p>SS.912.FL.4.Pa.m Recognize that consumers are entitled to a free copy of their credit report.</p> <p>SS.912.FL.4.Pa.b Recognize that if credit payments are late, banks will charge additional fees.</p> <p>SS.912.FL.4.Pa.c Identify the characteristics of a secured loan.</p> <p>SS.912.FL.4.Pa.d Identify the term "down payment."</p> <p>SS.912.FL.4.Pa.e Recognize that credit bureau reports give lenders information to make lending decisions.</p> <p>SS.912.FL.4.Pa.f Recognize a preferred credit score.</p> <p>SS.912.FL.4.Pa.g Recognize the impact of a nonpreferred credit score.</p> <p>SS.912.FL.4.Pa.h</p>

	<p>concept of a credit score as it applies to obtaining a loan.</p> <p>SS.912.FL.4.In.g Explain how employers, landlords and insurance companies use credit scores.</p> <p>SS.912.FL.4.In.h Explain the consequences of failure to repay a loan.</p> <p>SS.912.FL.4.In.i Discuss that consumers who have difficulty repaying debt can seek assistance through credit counseling services and by negotiating directly with creditors.</p>	<p>as it applies to a loan.</p> <p>SS.912.FL.4.Su.g Identify the importance of a preferred credit score in obtaining housing and employment.</p> <p>SS.912.FL.4.Su.h Identify the consequences of failure to repay a loan.</p> <p>SS.912.FL.4.Su.i Identify that consumers who have difficulty repaying debt can seek assistance through credit counseling services.</p>	<p>Recognize that there are consequences to not repaying a loan.</p> <p>SS.912.FL.4.Pa.i Recognize that consumers who have difficulty repaying debt can seek assistance.</p>
<p><b>Standard 5: Financial Investing</b></p>			
<p><b>BENCHMARK CODE</b></p>		<p><b>BENCHMARK</b></p>	
<p>SS.912.FL.5.1</p>	<p>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.</p> <p><i>Remarks/Examples:</i> Given tax rates and inflation rates, calculate the real, after-tax rates of return for groups of stocks and bonds.</p>		
<p>SS.912.FL.5.10</p>	<p>Explain that people vary in their willingness to take risks because the willingness to take risks depends on factors such as personality, income, and family situation.</p> <p><i>Remarks/Examples:</i> Explain how the portfolio of a retiree might differ from that of a young, single person.</p>		
<p>SS.912.FL.5.11</p>	<p>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.</p> <p><i>Remarks/Examples:</i> Explain why it is important for individuals to have accurate information about a company's sales and profits when investing in that company.</p>		
<p>SS.912.FL.5.12</p>	<p>Compare the Securities and Exchange Commission (SEC), the Federal Reserve, and other government agencies that regulate financial markets.</p> <p><i>Remarks/Examples:</i> Conduct research to learn about the SEC or the Federal Reserve and identify their roles in regulating financial markets.</p>		
<p>SS.912.FL.5.2</p>	<p>Explain how the expenses of buying, selling, and holding financial assets decrease the rate of return from an investment.</p> <p><i>Remarks/Examples:</i> Identify and compare the administrative costs of several mutual funds and estimate the differences in the total amount accumulated after 10 years for each mutual fund, assuming identical market performance.</p>		
<p>SS.912.FL.5.3</p>	<p>Discuss that buyers and sellers in financial markets determine prices of financial assets and therefore influence the rates of return on those assets.</p> <p><i>Remarks/Examples:</i></p>		

	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.5.4	<p>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.</p> <p><i>Remarks/Examples:</i> Explain why the expected rate of return on a “blue chip” stock is likely to be lower than that of an Internet start-up company.</p>
SS.912.FL.5.5	<p>Explain that shorter-term investments will likely have lower rates of return than longer-term investments.</p> <p><i>Remarks/Examples:</i> Explain how markets will determine the rates of return for two bonds if one is a long-term bond and the other a short-term bond, assuming each bond pays the same rate of interest.</p>
SS.912.FL.5.6	<p>Describe how diversifying investments in different types of financial assets can lower investment risk.</p> <p><i>Remarks/Examples:</i> Compare the risk faced by two investors, both of whom own two businesses on a beach. One investor owns a suntan lotion business and a rain umbrella business. The other investor owns two suntan lotion businesses. Explain why a financial advisor might encourage a client to include stocks, bonds, and real estate assets in his or her portfolio.</p>
SS.912.FL.5.7	<p>Describe how financial markets adjust to new financial news and that prices in those markets reflect what is known about those financial assets.</p> <p><i>Remarks/Examples:</i> Explain how prices of financial investments can adjust when given specific news about a company’s or industry’s future profitability.</p>
SS.912.FL.5.8	<p>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.</p> <p><i>Remarks/Examples:</i> Give an example of a change in interest rates affecting the current value of a financial asset that pays returns in the future. Explain why the current value increases when interest rates fall. Explain how a change in economic growth might change the value of a stock held by an investor.</p>
SS.912.FL.5.9	<p>Examine why investors should be aware of tendencies that people have that may result in poor choices, which may include avoiding selling assets at a loss because they weigh losses more than they weigh gains and investing in financial assets with which they are familiar, such as their own employer’s stock or domestic rather than international stocks.</p> <p><i>Remarks/Examples:</i> Explain why investors may sell stocks that have gained in value, but hold ones that have lost value. Explain why this may not make sense. Identify an example of why an investor may have a bias toward familiar investments and why this may or may not be a rational decision.</p>
<b>Access Point for Students with Significant Cognitive Disabilities</b>	
<b>Independent</b>	<b>Supported</b>
<p>SS.912.FL.5.In.a Compare the ways that state and local tax rates vary on different types of investments.</p> <p>SS.912.FL.5.In.j Discuss that people vary in their willingness to take risks due to factors such as personality, income and family situation.</p> <p>SS.912.FL.5.In.k Discuss</p>	<p>SS.912.FL.5.Su.a Identify taxes on investments.</p> <p>SS.912.FL.5.Su.j Identify risks that people may take due to factors such as personality, income and family situation.</p> <p>SS.912.FL.5.Su.k Identify economic roles that the government plays.</p>
	<b>Participatory</b>
	<p>SS.912.FL.5.Pa.a Recognize there are different taxes on investments.</p> <p>SS.912.FL.5.Pa.j Recognize why people may take risks.</p> <p>SS.912.FL.5.Pa.k Recognize that the government plays a role in the economy.</p> <p>SS.912.FL.5.Pa.l</p>

<p>economic roles of the government.</p> <p>SS.912.FL.5.In.l Discuss the roles of government agencies that regulate financial markets.</p> <p>SS.912.FL.5.In.b Discuss how the expenses of buying and selling of financial assets decrease the rate of return from an investment.</p> <p>SS.912.FL.5.In.c Discuss that buyers and sellers have influence on the rates of return on financial assets.</p> <p>SS.912.FL.5.In.d Discuss that an investment with greater risk will commonly have a lower market price, and therefore a higher rate of return.</p> <p>SS.912.FL.5.In.e Discuss that shorter-term investments will likely have lower rates of return than longer-term investments.</p> <p>SS.912.FL.5.In.f Discuss how diversifying investments in different types of financial assets can lower investment risk.</p> <p>SS.912.FL.5.In.g Discuss how financial markets adjust prices to current financial news.</p> <p>SS.912.FL.5.In.h Discuss ways that the prices of financial assets are affected by interest rates and other economic conditions.</p> <p>SS.912.FL.5.In.i Discuss why people may make poor choices when investing.</p>	<p>SS.912.FL.5.Su.l Identify an agency that regulates financial markets.</p> <p>SS.912.FL.5.Su.b Identify how the expenses of buying financial assets decrease the rate of return from an investment.</p> <p>SS.912.FL.5.Su.c Identify how buyers and sellers have influence on the rates of return on financial assets.</p> <p>SS.912.FL.5.Su.d Identify that an investment with greater risk will commonly have a lower market price, and therefore a higher rate of return.</p> <p>SS.912.FL.5.Su.e Identify the difference between short- and long-term investments.</p> <p>SS.912.FL.5.Su.f Identify why it is important to diversify investments.</p> <p>SS.912.FL.5.Su.g Identify that financial markets adjust prices to financial news.</p> <p>SS.912.FL.5.Su.h Identify economic conditions that affect prices of financial assets.</p> <p>SS.912.FL.5.Su.i Identify poor choices people make when investing.</p>	<p>Recognize that there are agencies that regulate financial markets.</p> <p>SS.912.FL.5.Pa.b Recognize that there are expenses associated to buying financial assets.</p> <p>SS.912.FL.5.Pa.c Recognize that buyers and sellers have influence on the rates of return on financial assets.</p> <p>SS.912.FL.5.Pa.d Recognize that an investment with greater risk can lead to a higher rate of return.</p> <p>SS.912.FL.5.Pa.e Recognize that there is a difference between short- and long-term investments.</p> <p>SS.912.FL.5.Pa.f Recognize diversified investments.</p> <p>SS.912.FL.5.Pa.g Recognize that financial markets are affected by the news.</p> <p>SS.912.FL.5.Pa.h Recognize economic conditions.</p> <p>SS.912.FL.5.Pa.i Recognize people make poor choices when investing.</p>
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Standard 6: Protecting and Insuring

BENCHMARK CODE	BENCHMARK
SS.912.FL.6.1	<p>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.</p> <p><u>Remarks/Examples:</u> Discuss whether or not a premium paid to insure against an accident that never happens is wasted.</p>
SS.912.FL.6.10	<p>Compare federal and state regulations that provide some remedies and assistance for victims of identity theft.</p> <p><u>Remarks/Examples:</u> Recommend actions a victim of identity theft should take to limit losses and restore personal security.</p>
SS.912.FL.6.2	<p>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.</p> <p><u>Remarks/Examples:</u> Discuss how an extended warranty on a consumer product is like insurance. Evaluate the cost-effectiveness of extended warranties on three consumer products: a new automobile, a smart phone, and a dishwasher, considering the likelihood that the product will fail, the cost of replacing the item, and the price of the warranty.</p>
SS.912.FL.6.3	<p>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.</p> <p><u>Remarks/Examples:</u> Given hypothetical profiles for three types of individuals who differ with respect to occupation, age, lifestyle, marital status, and financial profile, assess the types and levels of personal financial risk faced by each and make recommendations for appropriate insurance.</p>
SS.912.FL.6.4	<p>Explain that people may be required by governments or by certain types of contracts (e.g., home mortgages) to purchase some types of insurance.</p> <p><u>Remarks/Examples:</u> Explain why homeowners insurance is required by a lender when a homeowner takes out a mortgage. Investigate Florida's regulations regarding the amount of auto insurance that drivers are required to purchase as well as federal health insurance regulations.</p>
SS.912.FL.6.5	<p>Describe how an insurance contract can increase the probability or size of a potential loss because having the insurance results in the person taking more risks, and that policy features such as deductibles and copayments are cost-sharing features that encourage the policyholder to take steps to reduce the potential size of a loss (claim).</p> <p><u>Remarks/Examples:</u> Given an accident scenario, calculate the amount that would be paid on an insurance claim after applying exclusions and deductibles.</p>
SS.912.FL.6.6	<p>Explain that people can lower insurance premiums by behaving in ways that show they pose a lower risk.</p> <p><u>Remarks/Examples:</u> Explain why taking a safe-driving course can lower an auto insurance premium and why not smoking can lower the health insurance premium.</p>
SS.912.FL.6.7	<p>Compare the purposes of various types of insurance, including that health insurance provides for funds to pay for health care in the event of illness and may also pay for the cost of preventative care; disability insurance is income insurance that provides funds to replace income lost while an individual is ill or injured and unable to work; property and casualty insurance pays for damage or loss to the insured's property; life insurance benefits are paid to the insured's beneficiaries in the event of the policyholder's death.</p> <p><u>Remarks/Examples:</u> Compare the coverage and costs of hypothetical plans for a set of scenarios for various types of insurance.</p>
SS.912.FL.6.8	

	<p>Discuss the fact that, in addition to privately purchased insurance, some government benefit programs provide a social safety net to protect individuals from economic hardship created by unexpected events.</p> <p><u>Remarks/Examples:</u> Describe examples of government transfer programs that compensate for unexpected losses, including Social Security Disability benefits, Medicare, Medicaid, unemployment insurance, and workers' compensation.</p>																										
<p>SS.912.FL.6.9</p>	<p>Explain that loss of assets, wealth, and future opportunities can occur if an individual's personal information is obtained by others through identity theft and then used fraudulently, and that by managing their personal information and choosing the environment in which it is revealed, individuals can accept, reduce, and insure against the risk of loss due to identity theft.</p> <p><u>Remarks/Examples:</u> Describe problems that can occur when an individual is a victim of identity theft. Give specific examples of how online transactions, online banking, email scams, and telemarketing calls can make consumers vulnerable to identity theft. Describe the conditions under which individuals should and should not disclose their Social Security number, account numbers, or other sensitive personal information.</p>																										
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