

Social Studies

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

Kindergarten -12

**Kindergarten  
Social Studies AP-AAAS**

**American History**

<b><i>SS.K.A.1 Historical Inquiry and Analysis</i></b>	
SS.K.A.1.1	Develop an understanding of how to use and create a timeline.
	<b>Access Point</b> SS.K.A.1.AP.1 Sequence three events using a simple timeline such as events in the school day and at home.
SS.K.A.1.2	Develop an awareness of a primary source.
	<b>Access Point</b> SS.K.A.1.AP.2 Examine primary sources, such as letters, photographs or paintings.
<b><i>SS.K.A.2 Historical Knowledge</i></b>	
SS.K.A.2.1	Compare children and families of today with those in the past.
	<b>Access Point</b> SS.K.A.2.AP.1 Recognize items from the present and the past.
SS.K.A.2.2	Recognize the importance of celebrations and national holidays as a way of remembering and honoring people, events, and our nation's ethnic heritage.
	<b>Access Point</b> SS.K.A.2.AP.2 Identify national holidays and celebrations that honor people or events.
SS.K.A.2.3	Compare our nation's holidays with holidays of other cultures.
	<b>Access Point</b> SS.K.A.2.AP.3 Recognize that national holidays and celebrations are different in other cultures.
SS.K.A.2.4	Listen to and retell stories about people in the past who have shown character ideals and principles including honesty, courage, and responsibility.
	<b>Access Point</b> SS.K.A.2.AP.4 Identify an act of bravery or honesty in stories.
SS.K.A.2.5	Recognize the importance of U.S. symbols.
	<b>Access Point</b> SS.K.A.2.AP.5 Identify the pledge of allegiance.
<b><i>SS.K.A.3 Chronological Thinking</i></b>	
SS.K.A.3.1	Use words and phrases related to chronology and time to explain how things change and to sequentially order events that have occurred in school.
	<b>Access Point</b> SS.K.A.3.AP.1 Recognize events that occur in the day and the night.
SS.K.A.3.2	Explain that calendars represent days of the week and months of the year.
	<b>Access Point</b> SS.K.A.3.AP.2 Recognize a calendar.

## Geography

<b><i>SS.K.G.1 The World in Spatial Terms</i></b>	
SS.K.G.1.1	Describe the relative location of people, places, and things by using positional words.
	<b>Access Point</b> SS.K.G.1.AP.1 Identify the relative location of an object by using positional words.
SS.K.G.1.2	Explain that maps and globes help to locate different places and that globes are a model of the Earth.
	<b>Access Point</b> SS.K.G.1.AP.2 Recognize a map as a drawing of a place.
SS.K.G.1.3	Identify cardinal directions (north, south, east, west).
	<b>Access Point</b> SS.K.G.1.AP.3 Track movement in different directions on a map.
SS.K.G.1.4	Differentiate land and water features on simple maps and globes.
	<b>Access Point</b> SS.K.G.1.AP.4 Identify land and water on a simple map or globe.
<b><i>SS.K.G.2 Places and Regions</i></b>	
SS.K.G.2.1	Locate and describe places in the school and community.
	<b>Access Point</b> SS.K.G.2.AP.1 Identify a place in the classroom or school.
SS.K.G.2.2	Know one's own phone number, street address, city or town and that Florida is the state in which the student lives.
	<b>Access Point</b> SS.K.G.2.AP.2 Identify the features of their own home.
<b><i>SS.K.G.3 Physical System</i></b>	
SS.K.G.3.1	Identify basic landforms.
	<b>Access Point</b> SS.K.G.3.AP.1 Recognize basic landforms.
SS.K.G.3.2	Identify basic bodies of water.
	<b>Access Point</b> SS.K.G.3.AP.2 Recognize basic bodies of water.
SS.K.G.3.3	Describe and give examples of seasonal weather changes, and illustrate how weather affects people and the environment.
	<b>Access Point</b> SS.K.G.3.AP.3 Recognize types of weather and a way weather affects people.

## Economics

<b><i>SS.K.E.1 Beginning Economics</i></b>	
SS.K.E.1.1	Describe different kinds of jobs that people do and the tools or equipment used.
	<b>Access Point</b> SS.K.E.1.AP.1 Identify school and community workers.
SS.K.E.1.2	Recognize that United States currency comes in different forms.

	<b>Access Point</b> SS.K.E.1.AP.2 Recognize an example of money.
SS.K.E.1.3	Recognize that people work to earn money to buy things they need or want.
	<b>Access Point</b> SS.K.E.1.AP.3 Recognize that people use money to buy things.
SS.K.E.1.4	Identify the difference between basic needs and wants.
	<b>Access Point</b> SS.K.E.1.AP.4 Recognize basic needs.

### **Civics and Government**

<b><i>SS.K.CG.1 Foundations of Government, Law and the American Political System</i></b>	
SS.K.CG.1.1	Identify the purpose of rules and laws in the home and school. <ul style="list-style-type: none"> <li>• Students will define rules as standards of responsible behavior (e.g., rules for home and school).</li> <li>• Students will define laws as a system of rules intended to protect people and property that are created and enforced by government (e.g., speed limit).</li> <li>• Students will identify what can happen without rules and laws.</li> </ul>
	<b>Access Point</b> SS.K.CG.1.AP.1 Recognize an example of a rule (home and school) or law (government).
SS.K.CG.1.2	Identify people who have the authority and power to make and enforce rules and laws. <ul style="list-style-type: none"> <li>• Students will identify authority figures in their school and community including, but not limited to, parents, teachers and law enforcement officers.</li> </ul>
	<b>Access Point</b> SS.K.CG.1.AP.2 Recognize people who have authority and make rules.
<b><i>SS.K.CG.2 Civic and Political Participation</i></b>	
SS.K.CG.2.1	Describe and demonstrate the characteristics of being a responsible citizen. <ul style="list-style-type: none"> <li>• Students will identify examples of responsible citizenship.</li> <li>• Students will demonstrate that conflicts can be resolved in ways that are consistent with being a responsible citizen.</li> <li>• Students will explain why it is important to take responsibility for one's actions.</li> </ul>
	<b>Access Point</b> SS.K.CG.2.AP.1 Demonstrate a characteristic of being a responsible citizen in the classroom.

SS.K.CG.2.2	<p>Describe ways for groups to make decisions.</p> <ul style="list-style-type: none"> <li>Students will practice decision-making in small and large groups through voting, taking turns, class meetings and discussion.</li> <li>Students will identify examples of responsible decisions.</li> </ul> <p><b>Access Point</b> SS.K.CG.2.AP.2 Recognize a way to make a decision, such as raising hands or taking turns.</p>
SS.K.CG.2.3	<p>Define patriotism as the allegiance to one’s country.</p> <ul style="list-style-type: none"> <li>Students will identify patriotic holidays and observances (e.g., American Founders Month, Celebrate Freedom Week, Constitution Day, Independence Day, Martin Luther King Jr. Day, Medal of Honor Day, Memorial Day, Patriot Day, Veterans Day).</li> <li>Students will recognize that the Pledge of Allegiance is an oath that affirms American values and freedom.</li> <li>Students will identify “I pledge allegiance to the flag of the United States of America and to the republic for which it stands, one nation under God, indivisible, with liberty and justice for all” as the Pledge of Allegiance.</li> </ul> <p><b>Access Point</b> SS.K.CG.2.AP.3 Students will recognize “I pledge allegiance to the flag of the United States of America and to the republic for which it stands, one nation under God, indivisible, with liberty and justice for all” as the Pledge of Allegiance.</p>
SS.K.CG.2.4	<p>Recognize symbols that represent the United States.</p> <ul style="list-style-type: none"> <li>Students will recognize the American flag, the bald eagle and the U.S. President as symbols that represent the United States.</li> </ul> <p><b>Access Point</b> SS.K.CG.2.AP.4 Identify the United States flag.</p>
SS.K.CG.2.5	<p>Recognize symbols that represent Florida.</p> <ul style="list-style-type: none"> <li>Students will recognize Florida’s state flag and state nickname (“The Sunshine State”) as symbols that represent the state.</li> </ul> <p><b>Access Point</b> SS.K.CG.2.AP.5 Identify a Florida symbol.</p>

**Grade 1  
Social Studies AP-AAAS**

**American History**

<b><i>SS.1.A.1 Historical Inquiry and Analysis</i></b>	
SS.1.A.1.1	Develop an understanding of a primary source. <b>Access Point</b> SS.1.A.1.AP.1 Identify a primary source.
SS.1.A.1.2	Understand how to use the media center/other sources to find answers to questions about a historical topic. <b>Access Point</b> SS.1.A.1.AP.2 Use pictures or text to answer a question about a historical topic.
<b><i>SS.1.A.2 Historical Knowledge</i></b>	
SS.1.A.2.1	Understand history tells the story of people and events of other times and places. <b>Access Point</b> SS.1.A.2.AP.1 Recognize examples of people and events from other times in stories.
SS.1.A.2.2	Compare life now with life in the past. <b>Access Point</b> SS.1.A.2.AP.2 Recognize examples of daily life that are different from long ago.
SS.1.A.2.3	Identify celebrations and national holidays as a way of remembering and honoring the heroism and achievements of the people, events, and our nation's ethnic heritage. <b>Access Point</b> SS.1.A.2.AP.3 Identify national holidays as a way of remembering and honoring people and events.
SS.1.A.2.4	Identify people from the past who have shown character ideals and principles including honesty, courage, and responsibility. <b>Access Point</b> SS.1.A.2.AP.4 Identify a person from the past who showed bravery, honesty, or responsibility.
SS.1.A.2.5	Distinguish between historical fact and fiction using various materials. <b>Access Point</b> SS.1.A.2.AP.5 Identify events or characters in a historical story that are real or not real.
<b><i>SS.1.A.3 Chronological Thinking</i></b>	
SS.1.A.3.1	Use terms related to time to sequentially order events that have occurred in school, home, or community. <b>Access Point</b> SS.1.A.3.AP.1 Recognize concepts of time related to a sequence of school events.

SS.1.A.3.2	Create a timeline based on the student's life or school events, using primary sources.
	<b>Access Point</b> SS.1.A.3.AP.2 Sequence three events in a student's life using photographs or pictures on a timeline.

### Geography

<b><i>SS.1.G.1 The World in Spatial Terms</i></b>	
SS.1.G.1.1	Use physical and political/cultural maps to locate places in Florida.
	<b>Access Point</b> SS.1.G.1.AP.1 Identify Florida and student's hometown on a map.
SS.1.G.1.2	Identify key elements (compass rose, cardinal directions, title, key/legend with symbols) of maps and globes.
	<b>Access Point</b> SS.1.G.1.AP.2 Recognize key elements of maps and globes.
SS.1.G.1.3	Construct a basic map using key elements including cardinal directions and map symbols.
	<b>Access Point</b> SS.1.G.1.AP.3 Complete a pictorial map using symbols for designated areas.
SS.1.G.1.4	Identify a variety of physical features using a map and globe.
	<b>Access Point</b> SS.1.G.1.AP.4 Identify land and water on a map and globe.
SS.1.G.1.5	Locate on maps and globes the student's local community, Florida, the Atlantic Ocean, and the Gulf of Mexico.
	<b>Access Point</b> SS.1.G.1.AP.5 Locate Florida and a major body of water that borders Florida.
SS.1.G.1.6	Describe how location, weather, and physical environment affect the way people live in our community.
	<b>Access Point</b> SS.1.G.1.AP.6 Identify a selected characteristic of the student's environment with its personal effect on the student.

### Economics

<b><i>SS.1.E.1 Beginning Economics</i></b>	
SS.1.E.1.1	Recognize that money is a method of exchanging goods and services.
	<b>Access Point</b> SS.1.E.1.AP.1 Identify coins and bills as forms of money that can be used to buy things.
SS.1.E.1.2	Define opportunity costs as giving up one thing for another.
	<b>Access Point</b> SS.1.E.1.AP.2 Recognize a situation that involves making a choice such as schoolwork or play.
SS.1.E.1.3	Distinguish between examples of goods and services.

	<b>Access Point</b> SS.1.E.1.AP.3 Recognize examples of goods and services.
SS.1.E.1.4	Distinguish people as buyers, sellers, and producers of goods and services.
	<b>Access Point</b> SS.1.E.1.AP.4 Recognize people who buy or sell goods.
SS.1.E.1.5	Recognize the importance of saving money for future purchases.
	<b>Access Point</b> SS.1.E.1.AP.5 Recognize ways to save money, such as putting it in a bank.
SS.1.E.1.6	Identify that people need to make choices because of scarce resources.
	<b>Access Point</b> SS.1.E.1.AP.6 Recognize when there is not enough of something (scarce resource).

### **Civics and Government**

<b><i>SS.1.CG.1 Foundations of Government, Law and the American Political System</i></b>	
SS.1.CG.1.1	Explain the purpose of rules and laws in the home, school and community. <ul style="list-style-type: none"> <li>• Students will explain the role that rules and laws play in their daily life.</li> <li>• Students will explain the difference between rules and laws.</li> </ul>
	<b>Access Point</b> SS.1.CG.1.AP.1 Identify a rule and a law.
SS.1.CG.1.2	Describe how the absence of rules and laws impacts individuals and the community. <ul style="list-style-type: none"> <li>• Students will provide examples of rules and laws in their lives and in the community.</li> <li>• Students will recognize that disorder, injustice and harm to people can occur when there is an absence of rules and laws.</li> </ul>
	<b>Access Point</b> SS.1.CG.1.AP.2 Recognize the effects of when rules or laws are not followed.
<b><i>SS.1.CG.2 Civic and Political Participation</i></b>	
SS.1.CG.2.1	Explain the rights and responsibilities students have in the school community. <ul style="list-style-type: none"> <li>• Students will identify the rights (e.g., treated with respect, physically safe learning environment) and responsibilities (e.g., come to school on time, do not damage school property) students have as members of their school community.</li> <li>• Students will define rights as freedoms protected by laws in society and protected by rules in the school community.</li> </ul>



	<ul style="list-style-type: none"> <li>Students will define responsibilities as things citizens should do to benefit the community.</li> </ul>
	<p><b>Access Point</b> SS.1.CG.2.AP.1 Identify responsibilities of students in a school community.</p>
SS.1.CG.2.2	<p>Describe the characteristics of citizenship in the school community.</p> <ul style="list-style-type: none"> <li>Students will identify characteristics of responsible citizenship (e.g., respect others’ property, treat people with dignity, care for environment, treat animals with kindness).</li> <li>Students will identify characteristics of irresponsible citizenship (e.g., damaging school property, bullying).</li> </ul>
	<p><b>Access Point</b> SS.1.CG.2.AP.2 Identify characteristics of responsible citizenship in the school community.</p>
SS.1.CG.2.3	<p>Recognize ways citizens can demonstrate patriotism.</p> <ul style="list-style-type: none"> <li>Students will discuss appropriate ways to show respect during the Pledge of Allegiance and National Anthem (e.g., stand at attention, face the flag, pause conversations).</li> <li>Students will discuss how to show respect for the American flag (e.g., how to properly display and dispose of the American flag).</li> <li>Students will discuss how to demonstrate patriotism during patriotic holidays and observances (e.g., American Founders Month, Celebrate Freedom Week, Constitution Day, Independence Day, Martin Luther King Jr. Day, Medal of Honor Day, Memorial Day, Patriot Day, Veterans Day).</li> </ul>
	<p><b>Access Point</b> SS.1.CG.2.AP.3 Identify ways citizens demonstrate patriotism during patriotic holidays.</p>
SS.1.CG.2.4	<p>Recognize symbols and individuals that represent the United States.</p> <ul style="list-style-type: none"> <li>Students will recognize the national motto (“In God We Trust”) and “We the People” as symbols that represent the United States.</li> <li>Students will recognize Benjamin Franklin, George Washington, Daniel Webster and Martin Luther King Jr. as individuals who represent the United States.</li> </ul>
	<p><b>Access Point</b> SS.1.CG.2.AP.4 Identify the national motto “In God We Trust” as a symbol of the United States.</p>

SS.1.CG.2.5	<p>Recognize symbols and individuals that represent Florida.</p> <ul style="list-style-type: none"> <li>• Students will recognize that the state motto (“In God We Trust”) and the state day (Pascua Florida Day) are symbols that represent Florida.</li> <li>• Students will identify the current Florida governor and recognize the governor as an individual who represents the state.</li> </ul>
	<p><b>Access Point</b>  SS.1.CG.2.AP.5 Identify the governor as an individual who represents the state of Florida.</p>
<p><b><i>SS.1.CG.3 Structure and Functions of Government</i></b></p>	
SS.1.CG.3.1	<p>Recognize that the United States and Florida have Constitutions.</p> <ul style="list-style-type: none"> <li>• Students will define a constitution as an agreed-upon set of rules or laws.</li> <li>• Students will recognize that the U.S. Constitution starts with “We the People.”</li> </ul>
	<p><b>Access Point</b>  SS.1.CG.3.AP.1 Identify a constitution as an agreed-upon set of rules.</p>
SS.1.CG.3.2	<p>Explain responsible ways for individuals and groups to make decisions.</p> <ul style="list-style-type: none"> <li>• Students will demonstrate characteristics of responsible decision-making.</li> <li>• Students will explain how multiple perspectives contribute to the unity of the United States.</li> </ul>
	<p><b>Access Point</b>  SS.1.CG.3.AP.2 Demonstrate ways of responsible decision-making such as voting on a class snack.</p>

**Grade 2  
Social Studies AP-AAAS**

**American History**

<b><i>SS.2.A.1 Historical Inquiry and Analysis</i></b>	
SS.2.A.1.1	Examine primary and secondary sources.
	<b>Access Point</b> SS.2.A.1.AP.1 Use primary and secondary sources to obtain information.
SS.2.A.1.2	Utilize the media center, technology, or other informational sources to locate information that provides answers to questions about a historical topic.
	<b>Access Point</b> SS.2.A.1.AP.2 Use technology and other informational sources to find answers to questions about a historical topic.
<b><i>SS.2.A.2 Historical Knowledge</i></b>	
SS.2.A.2.1	Recognize that Native Americans were the first inhabitants in North America.
	<b>Access Point</b> SS.2.A.2.AP.1 Identify early Native Americans.
SS.2.A.2.2	Compare the cultures of Native American tribes from various geographic regions of the United States.
	<b>Access Point</b> SS.2.A.2.AP.2 Identify practices of Native American tribes, such as clothing, housing, and food.
SS.2.A.2.3	Describe the impact of immigrants on the Native Americans.
	<b>Access Point</b> SS.2.A.2.AP.3 Recognize the positive and negative impacts of immigrants on the Native Americans.
SS.2.A.2.4	Explore ways the daily life of people living in Colonial America changed over time.
	<b>Access Point</b> SS.2.A.2.AP.4 Identify ways people living in colonial America changed their daily lives over time.
SS.2.A.2.5	Identify reasons people came to the United States throughout history.
	<b>Access Point</b> SS.2.A.2.AP.5 Recognize reasons why people came to the United States.
SS.2.A.2.6	Discuss the importance of Ellis Island and the Statue of Liberty to immigration from 1892 - 1954.
	<b>Access Point</b> SS.2.A.2.AP.6 Recognize Ellis Island as an immigration entry point to the United States from 1892-1954.
SS.2.A.2.7	Discuss why immigration continues today.

	<b>Access Point</b> SS.2.A.2.AP.7 Recognize reasons why people move to the United States today.
SS.2.A.2.8	Explain the cultural influences and contributions of immigrants today.
	<b>Access Point</b> SS.2.A.2.AP.8 Identify the influences of immigrants today.
<b><i>SS.2.A.3 Chronological Thinking</i></b>	
SS.2.A.3.1	Identify terms and designations of time sequence.
	<b>Access Point</b> SS.2.A.3.AP.1 Identify concepts of time, including days, weeks, and months.

### Geography

<b><i>SS.2.G.1 The World in Spatial Terms</i></b>	
SS.2.G.1.1	Use different types of maps (political, physical, and thematic) to identify map elements.
	<b>Access Point</b> SS.2.G.1.AP.1 Identify title, cardinal directions, and key/legend on a map.
SS.2.G.1.2	Using maps and globes, locate the student's hometown, Florida, and North America, and locate the state capital and the national capital.
	<b>Access Point</b> SS.2.G.1.AP.2 Identify the student's hometown, Florida, and state capital on a map.
SS.2.G.1.3	Label on a map or globe the continents, oceans, Equator, Prime Meridian, North and South Pole.
	<b>Access Point</b> SS.2.G.1.AP.3 Recognize continents and oceans on a map or globe.
SS.2.G.1.4	Use a map to locate the countries in North America (Canada, United States, Mexico, and the Caribbean Islands).
	<b>Access Point</b> SS.2.G.1.AP.4 Recognize the United States on a map of North America.

### Economics

<b><i>SS.2.E.1 Beginning Economics</i></b>	
SS.2.E.1.1	Recognize that people make choices because of limited resources.
	<b>Access Point</b> SS.2.E.1.AP.1 Identify choices that people make with the availability of fewer resources.
SS.2.E.1.2	Recognize that people supply goods and services based on consumer demands.
	<b>Access Point</b> SS.2.E.1.AP.2 Recognize that goods and services fill a need (demand).

SS.2.E.1.3	Recognize that the United States trades with other nations to exchange goods and services.
	<b>Access Point</b> SS.2.E.1.AP.3 Recognize that some goods come from other countries.
SS.2.E.1.4	Explain the personal benefits and costs involved in saving and spending.
	<b>Access Point</b> SS.2.E.1.AP.4 Identify a benefit of saving and spending.

### Civics and Government

<b><i>SS.2.CG.1 Foundations of Government, Law and the American Political System</i></b>	
SS.2.CG.1.1	Explain why people form governments. <ul style="list-style-type: none"> <li>• Students will explain the role of laws in government.</li> <li>• Students will define and provide examples of laws at the state and national levels.</li> <li>• Students will use scenarios to identify the impact of government on daily life.</li> </ul>
	<b>Access Point</b> SS.2.CG.1.AP.1 Recognize the impact of local government on daily lives.
SS.2.CG.1.2	Explain how the U.S. government protects the liberty and rights of American citizens. <ul style="list-style-type: none"> <li>• Students will recognize that the equal rights of citizens are protected by the U.S. Constitution.</li> </ul>
	<b>Access Point</b> SS.2.CG.1.AP.1 Identify a right protected by the U.S. Constitution.
<b><i>SS.2.CG.2 Civic and Political Participation</i></b>	
SS.2.CG.2.1	Explain what it means to be a U.S. citizen. <ul style="list-style-type: none"> <li>• Students will recognize that there are multiple ways to obtain citizenship.</li> </ul>
	<b>Access Point</b> SS.2.CG.2.AP.1 Recognize that individuals are born a U.S. citizen or can become one.
SS.2.CG.2.2	Describe the characteristics of responsible citizenship at the local and state levels. <ul style="list-style-type: none"> <li>• Students will identify characteristics of responsible citizenship (e.g., peaceable assembly, obeying the law, community involvement).</li> <li>• Students will identify characteristics of irresponsible citizenship (e.g., disorderly assembly, breaking the law).</li> <li>• Students will describe the contributions of the diverse individuals and groups that contribute to civic life in the United States and Florida.</li> </ul>

	<p><b>Access Point</b> SS.2.CG.2.AP.2 Recognize characteristics of responsible citizenship at the local level.</p>
SS.2.CG.2.3	<p>Explain how citizens demonstrate patriotism.</p> <ul style="list-style-type: none"> <li>• Students will explain why reciting the Pledge of Allegiance daily is an act of patriotism.</li> <li>• Students will explain the importance of recognizing patriotic holidays or observances (e.g., American Founders Month, Celebrate Freedom Week, Constitution Day, Independence Day, Martin Luther King Jr. Day, Medal of Honor Day, Memorial Day, Patriot Day, Veterans Day).</li> </ul> <p><b>Access Point</b> SS.2.CG.2.AP.3 Recognize that reciting the Pledge of Allegiance daily is an act of patriotism.</p>
SS.2.CG.2.4	<p>Recognize symbols, individuals and documents that represent the United States.</p> <ul style="list-style-type: none"> <li>• Students will recognize the U.S. Capitol, the White House, the U.S. Supreme Court building and the Statue of Liberty as symbols that represent the United States.</li> <li>• Students will recognize Rosa Parks and Thomas Jefferson as individuals who represent the United States.</li> <li>• Students will recognize the Declaration of Independence as a document that represents the United States.</li> </ul> <p><b>Access Point</b> SS.2.CG.2.AP.4 Identify documents that represent the United States.</p>
SS.2.CG.2.5	<p>Recognize symbols, individuals and documents that represent Florida.</p> <ul style="list-style-type: none"> <li>• Students will recognize the Florida State Capitol and the Everglades National Park as symbols of Florida.</li> <li>• Students will recognize Andrew Jackson and Marjory Stoneman Douglas as individuals who represent Florida.</li> <li>• Students will recognize the Florida Constitution as a document that represents Florida.</li> </ul> <p><b>Access Point</b> SS.2.CG.2.AP.5 Identify symbols and individuals that represent Florida.</p>
<p><b><i>SS.2.CG.3 Structure and Functions of Government</i></b></p>	

SS.2.CG.3.1	<p>Identify the Constitution of the United States as the supreme law of the land.</p> <ul style="list-style-type: none"><li>• Students will recognize that the United States has a written constitution.</li><li>• Students will identify the United States as a constitutional republic.</li></ul> <p><b>Access Point</b> SS.2.CG.3.AP.1 Recognize that the Constitution is the supreme law that all people must follow.</p>
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**Grade 3**  
**Next Generation Sunshine State Standards – Social Studies AP-AAAS**

**American History**

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

**Geography**

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



	<p><b>Access Point</b> SS.3.G.1.AP.6 Use maps to identify distances between two places.</p>
<b>SS.3.G.2 Places and Regions</b>	
SS.3.G.2.1	<p>Label the countries and commonwealths in North America (Canada, United States, Mexico) and in the Caribbean (Puerto Rico, Cuba, Bahamas, Dominican Republic, Haiti, Jamaica).</p>
	<p><b>Access Point</b> SS.3.G.2.AP.1 Recognize North America as Canada, the United States, and Mexico on a map.</p>
SS.3.G.2.2	<p>Identify the five regions of the United States.</p>
	<p><b>Access Point</b> SS.3.G.2.AP.2 Recognize north, south, east, and west as they relate to the regions of the United States.</p>
SS.3.G.2.3	<p>Label the states in each of the five regions of the United States.</p>
	<p><b>Access Point</b> SS.3.G.2.AP.3 Recognize selected states in each of the five regions of the United States.</p>
SS.3.G.2.4	<p>Describe the physical features of the United States, Canada, Mexico, and the Caribbean.</p>
	<p><b>Access Point</b> SS.3.G.2.AP.4 Recognize major physical features of the United States, Canada, and Mexico.</p>
SS.3.G.2.5	<p>Identify natural and man-made landmarks in the United States, Canada, Mexico, and the Caribbean.</p>
	<p><b>Access Point</b> SS.3.G.2.AP.5 Recognize major natural and man-made landmarks of the United States.</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><b>Access Point</b> SS.3.G.2.AP.6 Identify how people view places and regions differently by asking questions about a region.</p>
<b>SS.3.G.3 Physical Systems</b>	
SS.3.G.3.1	<p>Describe the climate and vegetation in the United States, Canada, Mexico, and the Caribbean.</p>
	<p><b>Access Point</b> SS.3.G.3.AP.1 Recognize differences in the climates of the United States, Canada, and Mexico.</p>
SS.3.G.3.2	<p>Describe the natural resources in the United States, Canada, Mexico, and the Caribbean.</p>
	<p><b>Access Point</b> SS.3.G.3.AP.2 Recognize major natural resources in the United States, Canada, and Mexico.</p>
<b>SS.3.G.4 Human Systems</b>	

SS.3.G.4.1	Explain how the environment influences settlement patterns in the United States, Canada, Mexico, and the Caribbean.
	<b>Access Point</b> SS.3.G.4.AP.1 Identify major ways environmental influences contribute to settlement patterns in the United States.
SS.3.G.4.2	Identify the cultures that have settled the United States, Canada, Mexico, and the Caribbean.
	<b>Access Point</b> SS.3.G.4.AP.2 Recognize different cultures that have settled in the United States.
SS.3.G.4.3	Compare the cultural characteristics of diverse populations in one of the five regions of the United States with Canada, Mexico, or the Caribbean.
	<b>Access Point</b> SS.3.G.4.AP.3 Identify a cultural characteristic of a population in the United States and a population in Mexico or Canada.
SS.3.G.4.4	Identify contributions from various ethnic groups to the United States.
	<b>Access Point</b> SS.3.G.4.AP.4 Recognize contributions of an ethnic group to the United States.

### **Economics**

<b><i>SS.3.E.1 Beginning Economics</i></b>	
SS.3.E.1.1	Give examples of how scarcity results in trade.
	<b>Access Point</b> SS.3.E.1.AP.1 Recognize that people can trade for products that are not available locally.
SS.3.E.1.2	List the characteristics of money.
	<b>Access Point</b> SS.3.E.1.AP.2 Identify some characteristics of money.
SS.3.E.1.3	Recognize that buyers and sellers interact to exchange goods and services through the use of trade or money.
	<b>Access Point</b> SS.3.E.1.AP.3 Recognize the roles of buyers and sellers in exchanging goods and services.
SS.3.E.1.4	Distinguish between currencies used in the United States, Canada, Mexico, and the Caribbean.
	<b>Access Point</b> SS.3.E.1.AP.4 Recognize forms of money used in the United States and one other North American country.

### **Civics and Government**

<b><i>SS.3.CG.1 Foundations of Government, Law and the American Political System</i></b>
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SS.3.CG.1.1	<p>Explain how the U.S. Constitution establishes the purpose and fulfills the need for government.</p> <ul style="list-style-type: none"> <li>Students will explain the purpose of and need for government in terms of protection of rights, organization, security and services.</li> </ul>
	<p><b>Access Point</b> SS.3.CG.1.AP.1 Recognize the purpose of government in the community.</p>
SS.3.CG.1.2	<p>Describe how the U.S. government gains its power from the people.</p> <ul style="list-style-type: none"> <li>Students will recognize what is meant by “We the People” and “consent of the governed.”</li> <li>Students will identify sources of consent (e.g., voting and elections).</li> <li>Students will recognize that the U.S. republic is governed by the “consent of the governed” and government power is exercised through representatives of the people.</li> </ul>
	<p><b>Access Point</b> SS.3.CG.1.AP.2 Identify that government gains its power from the people.</p>
<p><b><i>SS.3.CG.2 Civic and Political Participation</i></b></p>	
SS.3.CG.2.1	<p>Describe how citizens demonstrate civility, cooperation, volunteerism and other civic virtues.</p> <ul style="list-style-type: none"> <li>Students will identify examples including, but not limited to, food drives, book drives, community clean-ups, voting, blood donation drives, volunteer fire departments and neighborhood watch programs.</li> </ul>
	<p><b>Access Point</b> SS.3.CG.2.AP.1 Identify actions of citizens that contribute to the community.</p>
SS.3.CG.2.2	<p>Describe the importance of voting in elections.</p> <ul style="list-style-type: none"> <li>Students will recognize that it is every citizen’s responsibility to vote.</li> <li>Students will explain the importance of voting in a republic.</li> </ul>
	<p><b>Access Point</b> SS.3.CG.2.AP.2 Recognize that it is the responsibility of citizens to vote.</p>
SS.3.CG.2.3	<p>Explain the history and meaning behind patriotic holidays and observances.</p> <ul style="list-style-type: none"> <li>Students will identify patriotic holidays and observances to include, but not limited to, American Founders Month, Celebrate Freedom Week, Constitution Day, Independence Day, Martin Luther King Jr. Day, Medal of Honor Day, Memorial Day, Patriot Day and Veterans Day.</li> </ul>

	<p><b>Access Point</b> SS.3.CG.2.AP.3 Recognize the meaning behind patriotic holidays.</p>
SS.3.CG.2.4	<p>Recognize symbols, individuals, documents and events that represent the United States.</p> <ul style="list-style-type: none"> <li>• Students will recognize Mount Rushmore, Uncle Sam and the Washington Monument as symbols that represent the United States.</li> <li>• Students will recognize James Madison, Alexander Hamilton, Booker T. Washington and Susan B. Anthony as individuals who represent the United States.</li> <li>• Students will recognize the U.S. Constitution as a document that represents the United States.</li> <li>• Students will recognize the Constitutional Convention (May 1787 – September 1787) and the signing of the U.S. Constitution (September 17, 1787) as events that represent the United States.</li> </ul>
	<p><b>Access Point</b> SS.3.CG.2.AP.4 Identify events that represent the United States.</p>
SS.3.CG.2.5	<p>Recognize symbols, individuals, documents and events that represent the State of Florida.</p> <ul style="list-style-type: none"> <li>• Students will recognize the Great Seal of the State of Florida as a symbol that represents the state.</li> <li>• Students will recognize William Pope Duval, William Dunn Moseley and Josiah T. Walls as individuals who represent Florida.</li> <li>• Students will identify the Declaration of Rights in the Florida Constitution as a document that represents Florida.</li> <li>• Students will recognize that Florida became the 27th state of the United States on March 3, 1845.</li> </ul>
	<p><b>Access Point</b> SS.3.CG.2.AP.5 Identify events that represent Florida.</p>
<p><b><i>SS.3.CG.3 Structure and Functions of Government</i></b></p>	
SS.3.CG.3.1	<p>Explain how the U.S. and Florida Constitutions establish the structure, function, powers and limits of government.</p> <ul style="list-style-type: none"> <li>• Students will recognize that the U.S. Constitution and the Florida Constitution establish the framework for national and state government.</li> <li>• Students will recognize how government is organized at the national level (e.g., three branches of government).</li> <li>• Students will provide examples of people who make and enforce rules and laws in the United States (e.g., congress and president) and Florida (e.g., state legislature and governor).</li> </ul>

	<p><b>Access Point</b>  SS.3.CG.3.AP.1 Identify that the U.S. and Florida Constitutions have three branches of government.</p>
SS.3.CG.3.2	<p>Recognize that government has local, state and national levels.</p> <ul style="list-style-type: none"> <li>• Students will recognize that each level of government has its own unique structure and responsibilities.</li> <li>• Students will distinguish between the responsibilities of the local, state and national governments in the United States.</li> </ul>
	<p><b>Access Point</b>  SS.3.CG.3.AP.2 Identify levels of local, state, and federal government to their functions.</p>

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**Grade 4  
Social Studies AP-AAAS**

**American History**

<b><i>SS.4.A.1 Historical Inquiry and Analysis</i></b>	
SS.4.A.1.1	Analyze primary and secondary resources to identify significant individuals and events throughout Florida history.
	<b>Access Point</b> SS.4.A.1.AP.1 Identify and use primary and secondary resources to obtain information related to Florida history.
SS.4.A.1.2	Synthesize information related to Florida history through print and electronic media.
	<b>Access Point</b> SS.4.A.1.AP.2 Use print and electronic media to collect information about Florida history.
<b><i>SS.4.A.2 Pre-Columbian Florida</i></b>	
SS.4.A.2.1	Compare Native American tribes in Florida.
	<b>Access Point</b> SS.4.A.2.AP.1 Identify important cultural aspects of Native American tribes of Florida.
<b><i>SS.4.A.3 Exploration and Settlement of Florida</i></b>	
SS.4.A.3.1	Identify explorers who came to Florida and the motivations for their expeditions.
	<b>Access Point</b> SS.4.A.3.AP.1 Recognize a European explorer who came to Florida.
SS.4.A.3.2	Describe causes and effects of European colonization on the Native American tribes of Florida.
	<b>Access Point</b> SS.4.A.3.AP.2 Identify effects of European colonization on Native American tribes in Florida.
SS.4.A.3.3	Identify the significance of St. Augustine as the oldest permanent European settlement in the United States.
	<b>Access Point</b> SS.4.A.3.AP.3 Recognize St. Augustine as the beginning of Spanish colonial settlement in the United States.
SS.4.A.3.4	Explain the purpose of and daily life on missions (San Luis de Talimali in present-day Tallahassee).
	<b>Access Point</b> SS.4.A.3.AP.4 Identify a purpose of missions in Florida.
SS.4.A.3.5	Identify the significance of Fort Mose as the first free African community in the United States.
	<b>Access Point</b> SS.4.A.3.AP.5 Identify Fort Mose as the first free African community in the United States.
SS.4.A.3.6	Identify the effects of Spanish rule in Florida.

	<b>Access Point</b> SS.4.A.3.AP.6 Recognize effects of Spanish rule in early Florida.
SS.4.A.3.7	Identify nations (Spain, France, England) that controlled Florida before it became a United States territory.
	<b>Access Point</b> SS.4.A.3.AP.7 Identify a different nation that controlled Florida.
SS.4.A.3.8	Explain how the Seminole tribe formed and the purpose for their migration.
	<b>Access Point</b> SS.4.A.3.AP.8 Identify one reason why the Seminole tribe was formed and where they lived.
SS.4.A.3.9	Explain how Florida (Adams-Onis Treaty) became a U.S. territory.
	<b>Access Point</b> SS.4.A.3.AP.9 Recognize that Spain gave Florida back to the United States.
SS.4.A.3.10	Identify the causes and effects of the Seminole Wars.
	<b>Access Point</b> SS.4.A.3.AP.10 Recognize that the United States fought wars against the Seminole tribe.
<b><i>SS.4.A.4 Growth of Florida</i></b>	
SS.4.A.4.1	Explain the effects of technological advances on Florida.
	<b>Access Point</b> SS.4.A.4.AP.1 Identify technological advances that helped Florida to grow.
SS.4.A.4.2	Describe pioneer life in Florida.
	<b>Access Point</b> SS.4.A.4.AP.2 Identify characteristics of pioneer life in Florida.
<b><i>SS.4.A.5 Crisis of the Union: Civil War and Reconstruction in Florida</i></b>	
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.
	<b>Access Point</b> SS.4.A.5.AP.1 Recognize that Florida was considered a slave state (South) and battles were fought in Florida during the Civil War.
SS.4.A.5.2	Summarize challenges Floridians faced during Reconstruction.
	<b>Access Point</b> SS.4.A.5.AP.2 Recognize the effects of Reconstruction in Florida.
<b><i>SS.4.A.6 Industrialization and Emergence of Modern Florida</i></b>	
SS.4.A.6.1	Describe the economic development of Florida's major industries.
	<b>Access Point</b> SS.4.A.6.AP.1 Recognize Florida's major industries.
SS.4.A.6.2	Summarize contributions immigrant groups made to Florida.
	<b>Access Point</b> SS.4.A.6.AP.2 Identify contributions of immigrants to Florida.
SS.4.A.6.3	Describe the contributions of significant individuals to Florida.

	<b>Access Point</b> SS.4.A.6.AP.3 Identify the contributions of significant individuals to Florida.
SS.4.A.6.4	Describe effects of the Spanish American War on Florida.
	<b>Access Point</b> SS.4.A.6.AP.4 Recognize ways that Florida changed during the Spanish American War.
<b><i>SS.4.A.7 Roaring 20's, the Great Depression, and WWII in Florida</i></b>	
SS.4.A.7.1	Describe the causes and effects of the 1920's Florida land boom and bust.
	<b>Access Point</b> SS.4.A.7.AP.1 Identify a basic cause and effect of the 1920s Florida land boom and bust.
SS.4.A.7.2	Summarize challenges Floridians faced during the Great Depression.
	<b>Access Point</b> SS.4.A.7.AP.2 Identify a challenge Floridians faced during the Great Depression.
SS.4.A.7.3	Identify Florida's role in World War II.
	<b>Access Point</b> SS.4.A.7.AP.3 Recognize that Florida played a role in World War II.
<b><i>SS.4.A.8 Contemporary Florida into the 21<sup>st</sup> Century</i></b>	
SS.4.A.8.1	Identify Florida's role in the Civil Rights Movement.
	<b>Access Point</b> SS.4.A.8.AP.1 Recognize that Florida played a role in the Civil Rights Movement.
SS.4.A.8.2	Describe how and why immigration impacts Florida today.
	<b>Access Point</b> SS.4.A.8.AP.2 Identify how immigration impacts Florida today.
SS.4.A.8.3	Describe the effect of the United States space program on Florida's economy and growth.
	<b>Access Point</b> SS.4.A.8.AP.3 Recognize an impact the space program has on Florida's growth.
SS.4.A.8.4	Explain how tourism affects Florida's economy and growth.
	<b>Access Point</b> SS.4.A.8.AP.4 Recognize that tourism brings people and money to Florida.
<b><i>SS.4.A.9 Chronological Thinking</i></b>	
SS.4.A.9.1	Utilize timelines to sequence key events in Florida history.
	<b>Access Point</b> SS.4.A.9.AP.1 Complete a timeline to sequence major events in Florida history.



## Geography

<b><i>SS.4.G.1 The World in Spatial Terms</i></b>	
SS.4.G.1.1	Identify physical features of Florida.
	<b>Access Point</b> SS.4.G.1.AP.1 Recognize selected physical features of Florida.
SS.4.G.1.2	Locate and label cultural features on a Florida map.
	<b>Access Point</b> SS.4.G.1.AP.2 Identify cultural features on a Florida map.
SS.4.G.1.3	Explain how weather impacts Florida.
	<b>Access Point</b> SS.4.G.1.AP.3 Recognize an effect of weather in Florida.
SS.4.G.1.4	Interpret political and physical maps using map elements (title, compass rose, cardinal directions, intermediate directions, symbols, legend, scale, longitude, latitude).
	<b>Access Point</b> SS.4.G.1.AP.4 Identify information provided on maps using the title, compass rose, cardinal and intermediate directions, symbols, and key/legend.

## Economics

<b><i>SS.4.E.1 Beginning Economics</i></b>	
SS.4.E.1.1	Identify entrepreneurs from various social and ethnic backgrounds who have influenced Florida and local economy.
	<b>Access Point</b> SS.4.E.1.AP.1 Recognize a contribution of an entrepreneur who influenced Florida.
SS.4.E.1.2	Explain Florida's role in the national and international economy and conditions that attract businesses to the state.
	<b>Access Point</b> SS.4.E.1.AP.2 Identify important economic contributions of Florida.

## Civics and Government

<b><i>SS.4.CG.1 Foundations of Government, Law and the American Political System</i></b>	
SS.4.CG.1.1	Explain why the Florida government has a written Constitution. <ul style="list-style-type: none"> <li>• Students will recognize that every state has a state constitution.</li> <li>• Students will explain the relationship between a written constitution, the government established and the citizens.</li> </ul>
	<b>Access Point</b> SS.4.CG.1.AP.1 Recognize that Florida's constitution protects the rights of Florida's citizens and identifies the parts and functions of state government.
<b><i>SS.4.CG.2 Civic and Political Participation</i></b>	

SS.4.CG.2.1	<p>Identify and describe how citizens work with local and state governments to solve problems.</p> <ul style="list-style-type: none"> <li>• Students will explain how public issues, such as taxation, roads, zoning and schools, impact citizens’ daily lives.</li> <li>• Students will describe how citizens can help solve community and state problems (e.g., attending government meetings, communicating with their elected representatives).</li> </ul> <p><b>Access Point</b> SS.4.CG.2.AP.1 Recognize how citizens work with government to solve community problems.</p>
SS.4.CG.2.2	<p>Explain the importance of voting, public service and volunteerism to the state and nation.</p> <ul style="list-style-type: none"> <li>• Students will explain how voting, public service and volunteerism contribute to the preservation of the republic.</li> <li>• Students will discuss different types of public service and volunteerism.</li> </ul> <p><b>Access Point</b> SS.4.CG.2.AP.2 Identify different types of public service and volunteerism.</p>
SS.4.CG.2.3	<p>Identify individuals who represent the citizens of Florida at the state level.</p> <ul style="list-style-type: none"> <li>• Students will identify their local state senator and state representative.</li> <li>• Students will identify appropriate methods for communicating with elected officials.</li> <li>• Students will recognize that Florida has a representative government.</li> </ul> <p><b>Access Point</b> SS.4.CG.2.AP.3 Recognize that Florida has a representative government.</p>
<b><i>SS.4.CG.3 Structure and Functions of Government</i></b>	
SS.4.CG.3.1	<p>Explain the structure and functions of the legislative, executive and judicial branches of government in Florida.</p> <ul style="list-style-type: none"> <li>• Students will compare the powers of Florida’s three branches of government.</li> <li>• Students will explain how the Declaration of Rights in the Florida Constitution protects the rights of citizens.</li> </ul> <p><b>Access Point</b> SS.4.CG.3.AP.1 Recognize Florida's three branches of government, including legislative (makes laws), judicial (interprets laws), and executive (enforces laws).</p>

SS.4.CG.3.2	<p>Compare the structure, functions and processes of local and state government.</p> <ul style="list-style-type: none"> <li>Students will identify how government is organized at the local and state level including, but not limited to, legislative branch (e.g., legislature, city/county commission), executive branch (e.g., governor, mayor) and judicial branch (e.g., county and circuit courts).</li> </ul>
	<p><b>Access Point</b> SS.4.CG.3.AP.2 Identify the structures of local and state governments.</p>

### Financial Literacy

<b><i>SS.4.FL.1 Earning Income</i></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><b>Access Point</b> SS.4.FL.1.AP.1 Identify different skills with different types of jobs.</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>
	<p><b>Access Point</b> SS.4.FL.1.AP.2 Recognize that people get paid for 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><b>Access Point</b> SS.4.FL.1.AP.3 Recognize that workers are paid in different ways for different jobs.</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>
	<p><b>Access Point</b> SS.4.FL.1.AP.4 Identify interest income from people borrowing money.</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>
	<p><b>Access Point</b> SS.4.FL.1.AP.5 Recognize income can be earned by renting to others.</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>
	<p><b>Access Point</b> SS.4.FL.1.AP.6 Recognize that people who own a business can make money.</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><b>Access Point</b> SS.4.FL.1.AP.7 Recognize that entrepreneurs are people who start new businesses.</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><b>Access Point</b> SS.4.FL.1.AP.8 Recognize taxes are used to pay for government goods and services.</p>
<b><i>SS.4.FL.2 Buying Goods and Services</i></b>	
SS.4.FL.2.1	<p>Explain that economic wants are desires that can be satisfied by consuming a good, a service, or a leisure activity.</p> <p><b>Access Point</b> SS.4.FL.2.AP.1 Identify economic wants with goods, services, and leisure activities.</p>
SS.4.FL.2.2	<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><b>Access Point</b> SS.4.FL.2.AP.2 Place goods and services in a list that prioritizes an individual's wants.</p>
SS.4.FL.2.3	<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><b>Access Point</b> SS.4.FL.2.AP.3 Recognize a portion of income can be used for personal happiness.</p>
SS.4.FL.2.4	<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><b>Access Point</b> SS.4.FL.2.AP.4 Recognize a scenario that involves making an economic choice.</p>
SS.4.FL.2.5	<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><b>Access Point</b> SS.4.FL.2.AP.5 Identify the costs and benefits of spending based on an informed decision.</p>
SS.4.FL.2.6	<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><b>Access Point</b> SS.4.FL.2.AP.6 Identify ways people’s spending choices are influenced.</p>
SS.4.FL.2.7	<p>Planning for spending can help people make informed choices. Develop a budget plan for spending, saving, and managing income.</p> <p><b>Access Point</b> SS.4.FL.2.AP.7 Identify the parts of a budget plan (spending, saving, and managing income).</p>
<b>SS.4.FL.3 Saving</b>	
SS.4.FL.3.1	<p>Identify ways that income is saved, spent on goods and services, or used to pay taxes.</p> <p><b>Access Point</b> SS.4.FL.3.AP.1 Recognize ways that income is used.</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><b>Access Point</b> SS.4.FL.3.AP.2 Recognize that saving money involves choices.</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><b>Access Point</b> SS.4.FL.3.AP.3 Identify places where people can save money.</p>
SS.4.FL.3.4	<p>Identify savings goals people set as incentives to save. One savings goal <b>might</b> be to buy goods and services in the future.</p> <p><b>Access Point</b> SS.4.FL.3.AP.4 Identify the relationship between saving money and future purchases.</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><b>Access Point</b> SS.4.FL.3.AP.5 Recognize the advantages of saving money in a bank.</p>
<b>SS.4.FL.4 Using Credit</b>	
SS.4.FL.4.1	<p>Discuss that interest is the price the borrower pays for using someone else’s money.</p> <p><b>Access Point</b> SS.4.FL.4.AP.1 Recognize that interest is added when you borrow money.</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><b>Access Point</b> SS.4.FL.4.AP.2 Identify an instance when people use a loan.</p>
<b>SS.4.FL.5 Financial Investing</b>	

SS.4.FL.5.1	Explain that after people have saved some of their income, they must decide how to invest their savings so that it can grow over time.
	<b>Access Point</b> SS.4.FL.5.AP.1 Recognize the difference between saving and financial investing.
SS.4.FL.5.2	Explain that a financial investment is the purchase of a financial asset such as a stock with the expectation of an increase in the value of the asset and/or increase in future income.
	<b>Access Point</b> SS.4.FL.5.AP.2 Recognize that an investment may or may not produce a future income.
<b><i>SS.4.FL.6 Protecting and Insuring</i></b>	
SS.4.FL.6.1	Explain that risk is the chance of loss or harm.
	<b>Access Point</b> SS.4.FL.6.AP.1 Recognize common examples of a risk.
SS.4.FL.6.2	Explain that risk from accidents and unexpected events is an unavoidable part of daily life.
	<b>Access Point</b> SS.4.FL.6.AP.2 Recognize that unexpected events are part of daily life.
SS.4.FL.6.3	Describe ways that individuals can either choose to accept risk or take steps to protect themselves by avoiding or reducing risk.
	<b>Access Point</b> SS.4.FL.6.AP.3 Identify ways to avoid or reduce risks.
SS.4.FL.6.4	Discuss that one method to cope with unexpected losses is to save for emergencies.
	<b>Access Point</b> SS.4.FL.6.AP.4 Recognize a benefit of emergency savings.

**Grade 5  
Social Studies AP-AAAS**

**American History**

<b><i>SS.5.A.1 Historical Inquiry and Analysis</i></b>	
SS.5.A.1.1	Use primary and secondary sources to understand history.
	<b>Access Point</b> SS.5.A.1.AP.1 Use primary and secondary resources to understand history.
SS.5.A.1.2	Utilize timelines to identify and discuss American history time periods.
	<b>Access Point</b> SS.5.A.1.AP.2 Sequence events to match dates on a timeline about American history.
<b><i>SS.5.A.2 Pre-Columbian North America</i></b>	
SS.5.A.2.1	Compare cultural aspects of ancient American civilizations (Aztecs/Mayas; Mound Builders/Anasazi/Inuit).
	<b>Access Point</b> SS.5.A.2.AP.1 Recognize a cultural aspect of an ancient North American civilization.
SS.5.A.2.2	Identify Native American tribes from different geographic regions of North America (cliff dwellers and Pueblo people of the desert Southwest, coastal tribes of the Pacific Northwest, nomadic nations of the Great Plains, woodland tribes east of the Mississippi River).
	<b>Access Point</b> SS.5.A.2.AP.2 Recognize that Native American tribes lived in various parts of North America and had different customs.
SS.5.A.2.3	Compare cultural aspects of Native American tribes from different geographic regions of North America including but not limited to clothing, shelter, food, major beliefs and practices, music, art, and interactions with the environment.
	<b>Access Point</b> SS.5.A.2.AP.3 Recognize differences in cultural aspects of Native American tribes.
<b><i>SS.5.A.3 Exploration and Settlement of North America</i></b>	
SS.5.A.3.1	Describe technological developments that shaped European exploration.
	<b>Access Point</b> SS.5.A.3.AP.1 Recognize inventions that made exploration safer.
SS.5.A.3.2	Investigate (nationality, sponsoring country, motives, dates and routes of travel, accomplishments) the European explorers.
	<b>Access Point</b> SS.5.A.3.AP.2 Identify a European explorer with their sponsoring country.
SS.5.A.3.3	Describe interactions among Native Americans, Africans, English, French, Dutch, and Spanish for control of North America.

	<p><b>Access Point</b> SS.5.A.3.AP.3 Recognize ways different groups interacted with each other for control of North America.</p>
<b><i>SS.5.A.4 Colonization of North America</i></b>	
SS.5.A.4.1	<p>Identify the economic, political and socio-cultural motivation for colonial settlement.</p> <p><b>Access Point</b> SS.5.A.4.AP.1 Recognize reasons why colonists settled in America.</p>
SS.5.A.4.2	<p>Compare characteristics of New England, Middle, and Southern colonies.</p> <p><b>Access Point</b> SS.5.A.4.AP.2 Identify resources found in a colonial region.</p>
SS.5.A.4.3	<p>Identify significant individuals responsible for the development of the New England, Middle, and Southern colonies.</p> <p><b>Access Point</b> SS.5.A.4.AP.3 Identify an individual responsible for the development of new colonies.</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><b>Access Point</b> SS.5.A.4.AP.4 Recognize aspects of daily colonial life.</p>
SS.5.A.4.5	<p>Explain the importance of Triangular Trade linking Africa, the West Indies, the British Colonies, and Europe.</p> <p><b>Access Point</b> SS.5.A.4.AP.5 Identify the Triangular Trade with slavery.</p>
SS.5.A.4.6	<p>Describe the introduction, impact, and role of slavery in the colonies.</p> <p><b>Access Point</b> SS.5.A.4.AP.6 Recognize that Southern Colonies had large farms with slaves.</p>
<b><i>SS.5.A.5 American Revolution &amp; Birth of a New Nation</i></b>	
SS.5.A.5.1	<p>Identify and explain significant events leading up to the American Revolution.</p> <p><b>Access Point</b> SS.5.A.5.AP.1 Identify events that led up to the American Revolution.</p>
SS.5.A.5.2	<p>Identify significant individuals and groups who played a role in the American Revolution.</p> <p><b>Access Point</b> SS.5.A.5.AP.2 Identify a significant individual who contributed to the American Revolution.</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><b>Access Point</b> SS.5.A.5.AP.3 Identify that the Declaration of Independence stated that colonists wanted freedom from England.</p>
SS.5.A.5.4	<p>Examine and explain the changing roles and impact of significant women during the American Revolution.</p> <p><b>Access Point</b> SS.5.A.5.AP.4 Identify a significant woman from the American Revolution.</p>
SS.5.A.5.5	<p>Examine and compare major battles and military campaigns of the American Revolution.</p> <p><b>Access Point</b> SS.5.A.5.AP.5 Recognize a major battle in the American Revolution.</p>
SS.5.A.5.6	<p>Identify the contributions of foreign alliances and individuals to the outcome of the Revolution.</p> <p><b>Access Point</b> SS.5.A.5.AP.6 Recognize that the colonies needed help from other countries to win the American Revolution.</p>
SS.5.A.5.7	<p>Explain economic, military, and political factors which led to the end of the Revolutionary War.</p> <p><b>Access Point</b> SS.5.A.5.AP.7 Identify factors that helped colonists win the Revolution.</p>
SS.5.A.5.8	<p>Evaluate the personal and political hardships resulting from the American Revolution.</p> <p><b>Access Point</b> SS.5.A.5.AP.8 Recognize that the colonists needed more money and supplies after the American Revolution.</p>
SS.5.A.5.9	<p>Discuss the impact and significance of land policies developed under the Confederation Congress (Northwest Ordinance of 1787).</p> <p><b>Access Point</b> SS.5.A.5.AP.9 Recognize that the United States wanted to add new land after the Revolution.</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><b>Access Point</b> SS.5.A.5.AP.10 Recognize that the Constitution outlines the principles of the American government.</p>
<b><i>SS.5.A.6 Growth and Westward Expansion</i></b>	
SS.5.A.6.1	<p>Describe the causes and effects of the Louisiana Purchase.</p> <p><b>Access Point</b> SS.5.A.6.AP.1 Recognize that the Louisiana Purchase made the United States twice its original size.</p>
SS.5.A.6.2	<p>Identify roles and contributions of significant people during the period of westward expansion.</p>

	<b>Access Point</b> SS.5.A.6.AP.2 Recognize significant people in the westward expansion of the United States.
SS.5.A.6.3	Examine 19th century advancements (canals, roads, steamboats, flat boats, overland wagons, Pony Express, railroads) in transportation and communication.
	<b>Access Point</b> SS.5.A.6.AP.3 Identify an advancement with transportation and communication in America during the 1800s.
SS.5.A.6.4	Explain the importance of the explorations west of the Mississippi River.
	<b>Access Point</b> SS.5.A.6.AP.4 Recognize significant exploration achievements west of the Mississippi River.
SS.5.A.6.5	Identify the causes and effects of the War of 1812.
	<b>Access Point</b> SS.5.A.6.AP.5 Recognize that America fought England in the War of 1812.
SS.5.A.6.6	Explain how westward expansion affected Native Americans.
	<b>Access Point</b> SS.5.A.6.AP.6 Recognize the westward expansion impacted Native Americans.
SS.5.A.6.7	Discuss the concept of Manifest Destiny.
	<b>Access Point</b> SS.5.A.6.AP.7 Identify Manifest Destiny with westward expansion.
SS.5.A.6.8	Describe the causes and effects of the Missouri Compromise.
	<b>Access Point</b> SS.5.A.6.AP.8 Identify one cause and one effect of the Missouri Compromise.
SS.5.A.6.9	Describe the hardships of settlers along the overland trails to the west.
	<b>Access Point</b> SS.5.A.6.AP.9 Identify hardships settlers faced as they moved west.

### Geography

<b><i>SS.5.G.1 The World in Spatial Terms</i></b>	
SS.5.G.1.1	Interpret current and historical information using a variety of geographic tools.
	<b>Access Point</b> SS.5.G.1.AP.1 Recognize current and historical information using selected geographic tools.
SS.5.G.1.2	Use latitude and longitude to locate places.
	<b>Access Point</b> SS.5.G.1.AP.2 Use a coordinate grid on a map to locate places.
SS.5.G.1.3	Identify major United States physical features on a map of North America.

	<b>Access Point</b> SS.5.G.1.AP.3 Recognize major physical features on a map of the United States.
SS.5.G.1.4	Construct maps, charts, and graphs to display geographic information.
	<b>Access Point</b> SS.5.G.1.AP.4 Complete a map, chart, or graph to display geographic information.
SS.5.G.1.5	Identify and locate the original thirteen colonies on a map of North America.
	<b>Access Point</b> SS.5.G.1.AP.5 Identify an original colony on a map of the United States.
SS.5.G.1.6	Locate and identify states, capitals, and United States Territories on a map.
	<b>Access Point</b> SS.5.G.1.AP.6 Identify selected states and their capitals on a map.
<b><i>SS.5.G.2 Places and Regions</i></b>	
SS.5.G.2.1	Describe the push-pull factors (economy, natural hazards, tourism, climate, physical features) that influenced boundary changes within the United States.
	<b>Access Point</b> SS.5.G.2.AP.1 Identify a factor that causes a boundary to change.
<b><i>SS.5.G.3 Environment and Society</i></b>	
SS.5.G.3.1	Describe the impact that past natural events have had on human and physical environments in the United States through 1850.
	<b>Access Point</b> SS.5.G.3.AP.1 Identify natural events that caused change through the 1850s.
<b><i>SS.5.G.4 Uses of Geography</i></b>	
SS.5.G.4.1	Use geographic knowledge and skills when discussing current events.
	<b>Access Point</b> SS.5.G.4.AP.1 Use a geographic skill to recognize information about current events.
SS.5.G.4.2	Use geography concepts and skills such as recognizing patterns, mapping, graphing to find solutions for local, state, or national problems.
	<b>Access Point</b> SS.5.G.4.AP.2 Use a geographic skill to recognize information about selected local, state, or national events.

### **Economics**

<b><i>SS.5.E.1 Market Economy</i></b>	
SS.5.E.1.1	Identify how trade promoted economic growth in North America from pre-Columbian times to 1850.

	<p><b>Access Point</b> SS.5.E.1.AP.1 Recognize how trade promoted growth in pre-Columbian times to 1850.</p>
SS.5.E.1.2	<p>Describe a market economy, and give examples of how the colonial and early American economy exhibited these characteristics.</p> <p><b>Access Point</b> SS.5.E.1.AP.2 Identify a characteristic of a market economy in colonial America.</p>
SS.5.E.1.3	<p>Trace the development of technology and the impact of major inventions on business productivity during the early development of the United States.</p> <p><b>Access Point</b> SS.5.E.1.AP.3 Recognize major inventions during the early development of the United States.</p>
<b><i>SS.5.E.2 The International Economy</i></b>	
SS.5.E.2.1	<p>Recognize the positive and negative effects of voluntary trade among Native Americans, European explorers, and colonists.</p> <p><b>Access Point</b> SS.5.E.2.AP.1 Recognize a positive and a negative effect of voluntary trade in early America.</p>

### **Civics and Government**

<b><i>SS.5.CG.1 Foundations of Government, Law and the American Political System</i></b>	
SS.5.CG.1.1	<p>Recognize that the Declaration of Independence affirms that every U.S. citizen has certain unalienable rights.</p> <ul style="list-style-type: none"> <li>• Students will identify the grievances detailed in the Declaration of Independence.</li> <li>• Students will describe the idea of “unalienable rights” in the Declaration of Independence as it relates to each citizen.</li> <li>• Students will discuss the consequences of governments not recognizing that citizens have certain unalienable rights.</li> </ul> <p><b>Access Point</b> SS.5.CG.1.AP.1 Identify the idea of “unalienable rights” in the Declaration of Independence as it relates to each citizen.</p>

SS.5.CG.1.2	<p>Explain how and why the U.S. government was created by the U.S. Constitution.</p> <ul style="list-style-type: none"> <li>• Students will identify the strengths and weaknesses of the Articles of Confederation.</li> <li>• Students will explain the goals of the 1787 Constitutional Convention.</li> <li>• Students will describe why compromises were made during the writing of the Constitution and identify compromises (e.g., Great Compromise, the Three-Fifths Compromise, the Electoral College).</li> <li>• Students will identify Federalist and Anti-Federalist arguments supporting and opposing the ratification of the U.S. Constitution.</li> </ul>
	<p><b>Access Point</b> SS.5.CG.1.AP.2 Recognize a compromise that was made during the writing of the Constitution.</p>
SS.5.CG.1.3	<p>Discuss arguments for adopting a representative form of government.</p> <ul style="list-style-type: none"> <li>• Students will explain what is meant by a representative government.</li> </ul>
	<p><b>Access Point</b> SS.5.CG.1.AP.3 Recognize the United States is a representative government.</p>
SS.5.CG.1.4	<p>Describe the history, meaning and significance of the Bill of Rights.</p> <ul style="list-style-type: none"> <li>• Students will describe how concerns about individual rights led to the inclusion of the Bill of Rights in the U.S. Constitution.</li> </ul>
	<p><b>Access Point</b> SS.5.CG.1.AP.4 Recognize the significance of the Bill of Rights in the U.S. Constitution.</p>
<p><b><i>SS.5.CG.2 Civic and Political Participation</i></b></p>	
SS.5.CG.2.1	<p>Discuss the political ideas of Patriots, Loyalists and other colonists about the American Revolution.</p> <ul style="list-style-type: none"> <li>• Students will describe the political philosophy of American Patriots and why those ideas led them to declare independence from the British Empire.</li> <li>• Students will explain why colonists would choose to side with the British during the American Revolution.</li> <li>• Students will examine motivations for the decision to not take a side during the American Revolution.</li> </ul>
	<p><b>Access Point</b> SS.5.CG.2.AP.1 Identify political ideas of Patriots and Loyalists.</p>

SS.5.CG.2.2	<p>Compare forms of political participation in the colonial period to today.</p> <ul style="list-style-type: none"> <li>• Students will describe forms of political participation in the colonial period (e.g., serving on juries, militia service, participation in elections for government).</li> <li>• Students will identify ways citizens participate in the political process today (e.g., serving on juries, participation in elections for government).</li> </ul>
	<p><b>Access Point</b> SS.5.CG.2.AP.2 Recognize ways citizens participate in the political process historically and in modern times.</p>
SS.5.CG.2.3	<p>Analyze how the U.S. Constitution expanded civic participation over time.</p> <ul style="list-style-type: none"> <li>• Students will describe how the U.S. Constitution expanded voting rights through amendments and legislation including, but not limited to, the 15<sup>th</sup>, 19<sup>th</sup>, 24<sup>th</sup> and 26<sup>th</sup> Amendments, and the Voting Rights Act of 1965.</li> </ul>
	<p><b>Access Point</b> SS.5.CG.2.AP.3 Recognize voting rights within the U.S. Constitution.</p>
SS.5.CG.2.4	<p>Evaluate the importance of civic duties and responsibilities to the preservation of the United States’ constitutional republic.</p> <ul style="list-style-type: none"> <li>• Students will explain what it means for the United States to be a constitutional republic.</li> <li>• Students will identify duties (e.g., obeying the law, paying taxes, serving on a jury) and responsibilities (e.g., voting, keeping informed on public issues) that citizens are expected to fulfill.</li> <li>• Students will explain what could happen to the United States if citizens did not fulfill their civic duties and responsibilities.</li> </ul>
	<p><b>Access Point</b> SS.5.CG.2.AP.4 Recognize duties and responsibilities that citizens are expected to fulfill.</p>
SS.5.CG.2.5	<p>Identify individuals who represent the citizens of Florida at the national level.</p> <ul style="list-style-type: none"> <li>• Students will identify Florida’s U.S. senators and the U.S. representative for their district.</li> <li>• Students will discuss the constitutional qualifications for office, term length, authority, duties, activities and compensation.</li> </ul>
	<p><b>Access Point</b> SS.5.CG.2.AP.5 Recognize Florida’s U.S. senators and representatives from their district.</p>

SS.5.CG.2.6	<p>Explain symbols and documents that represent the United States.</p> <ul style="list-style-type: none"> <li>• Students will recognize the Great Seal of the United States and the Star-Spangled Banner as symbols that represent the United States.</li> <li>• Students will recognize the U.S. Constitution (specifically the Bill of Rights) and the Emancipation Proclamation as documents that represent the United States.</li> </ul> <p><b>Access Point</b> SS.5.CG.2.AP.6 Identify a symbol and a document that represents the United States.</p>
<b><i>SS.5.CG.3 Structure and Functions of Government</i></b>	
SS.5.CG.3.1	<p>Describe the organizational structure and powers of the national government as defined in Articles I, II and III of the U.S. Constitution.</p> <ul style="list-style-type: none"> <li>• Students will identify legislative, executive and judicial branch functions of the U.S. government as defined in Articles I, II and III of the U.S. Constitution.</li> <li>• Students will explain why the Constitution divides the national government into three branches.</li> </ul> <p><b>Access Point</b> SS.5.CG.3.AP.1 Recognize the structure of the national government as defined in the U.S. Constitution.</p>
SS.5.CG.3.2	<p>Analyze how the U.S. Constitution and Bill of Rights limit the power of the national government and protect citizens from an oppressive government.</p> <ul style="list-style-type: none"> <li>• Students will recognize examples of what to include, but not be limited to, popular sovereignty, rule of law, separation of powers, checks and balances, federalism, the amendment process, and the fundamental rights of citizens in the Bill of Rights.</li> </ul> <p><b>Access Point</b> SS.5.CG.3.AP.2 Recognize that the power of the national government is limited by the U.S. Constitution and the Bill of Rights.</p>
SS.5.CG.3.3	<p>Explain the role of the court system in interpreting law and settling conflicts.</p> <ul style="list-style-type: none"> <li>• Students will explain why the U.S. Supreme Court is the highest court in the system.</li> <li>• Students will explain why both the United States and Florida have a Supreme Court.</li> </ul> <p><b>Access Point</b> SS.5.CG.3.AP.3 Recognize the role of the United States and Florida Supreme Court.</p>

SS.5.CG.3.4	<p>Describe the process for amending the U.S. Constitution.</p> <ul style="list-style-type: none"> <li>• Students will explain why the U.S. Constitution includes the amendment process.</li> <li>• Students will identify amendments to the U.S. Constitution.</li> </ul> <p><b>Access Point</b> SS.5.CG.3.AP.4 Recognize that the U.S. Constitution has amendments.</p>
SS.5.CG.3.5	<p>Explain how the U.S. Constitution influenced the Florida Constitution.</p> <ul style="list-style-type: none"> <li>• Students will identify the purpose of a constitution (e.g., provides a framework for government, limits government authority, protects the rights of the people).</li> <li>• Students will recognize the basic outline of the U.S. and Florida Constitutions (both have articles, amendments and preambles).</li> </ul> <p><b>Access Point</b> SS.5.CG.3.AP.5 Recognize the basic outline of the U.S. and Florida Constitutions.</p>
SS.5.CG.3.6	<p>Explain the relationship between the state and national governments.</p> <ul style="list-style-type: none"> <li>• Students will define federalism as it applies to the United States.</li> <li>• Students will provide examples of powers granted to the national government and those reserved to the states.</li> <li>• Students will provide examples of cooperation between the U.S. and Florida governments.</li> </ul> <p><b>Access Point</b> SS.5.CG.3.AP.6 Identify examples of powers granted to the national government and those reserved to the states.</p>

### **Holocaust Education**

<b><i>SS.5.HE.1 Foundations of Holocaust Education</i></b>	
SS.5.HE.1.1	<p>Define the Holocaust as the planned and systematic state-sponsored persecution and murder of European Jews by Nazi Germany and its collaborators between 1933 and 1945.</p> <ul style="list-style-type: none"> <li>• Students will define antisemitism as prejudice against or hatred of the Jewish people.</li> <li>• Students will recognize the Holocaust as history's most extreme example of antisemitism.</li> <li>• Students will identify examples of antisemitism (e.g., calling for, aiding, or justifying the killing or harming of Jews).</li> </ul>



	<p><b>Access Point</b>  SS.5.HE.1.AP.1 Recognize the Holocaust as history’s most extreme example of antisemitism.</p>
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**Grade 6  
Social Studies AP-AAAS**

**Geography**

<b><i>SS.6.G.1 Understand how to use maps and other geographic representations, tools and technology to report information.</i></b>	
SS.6.G.1.1	<p>Use latitude and longitude coordinates to understand the relationship between people and places on the Earth.</p> <p><b>Access Point</b>  SS.6.G.1.AP.1 Select the correct latitude and longitude coordinates of a designated item on a map grid.</p>
SS.6.G.1.2	<p>Analyze the purposes of map projections (political, physical, special purpose) and explain the applications of various types of maps.</p> <p><b>Access Point</b>  SS.6.G.1.AP.2 Identify the purposes of different types of maps, such as political, physical, or special purpose.</p>
SS.6.G.1.3	<p>Identify natural wonders of the ancient world.</p> <p><b>Access Point</b>  SS.6.G.1.AP.3 Identify various types of landforms such as the Seven Natural Wonders of Africa, Himalayas, and Gobi Desert.</p>
SS.6.G.1.4	<p>Utilize tools geographers use to study the world.</p> <p><b>Access Point</b>  SS.6.G.1.AP.4 Identify and use tools of geography, such as maps, globes, satellite images, and charts.</p>
SS.6.G.1.5	<p>Use scale, cardinal, and intermediate directions, and estimation of distances between places on current and ancient maps of the world.</p> <p><b>Access Point</b>  SS.6.G.1.AP.5 Use scale conversions and cardinal directions to identify distance and direction between two identified locations on a map or grid.</p>
SS.6.G.1.6	<p>Use a map to identify major bodies of water of the world, and explain ways they have impacted the development of civilizations.</p> <p><b>Access Point</b>  SS.6.G.1.AP.6 Identify types of major bodies of water in the world, and recognize ways they have impacted agriculture, trade, and exploration.</p>
SS.6.G.1.7	<p>Use maps to identify characteristics and boundaries of ancient civilizations that have shaped the world today.</p> <p><b>Access Point</b>  SS.6.G.1.AP.7 Use maps to identify landforms and boundaries of ancient civilizations that still shape the world today.</p>
<b><i>SS.6.G.2 Understand physical and cultural characteristics of places.</i></b>	

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.
	<p><b>Access Point</b> SS.6.G.2.AP.1 Identify the impact of physical characteristics, climate, or natural resources upon the settlement and economies of ancient civilizations.</p>
SS.6.G.2.2	Differentiate between continents, regions, countries, and cities in order to understand the complexities of regions created by civilizations.
	<p><b>Access Point</b> SS.6.G.2.AP.2 Identify different ways civilizations defined their territory, such as countries, city-states, provinces, kingdoms, and empires.</p>
SS.6.G.2.3	Analyze the relationship of physical geography to the development of ancient river valley civilizations.
	<p><b>Access Point</b> SS.6.G.2.AP.3 Identify how the development of ancient river valley civilizations was shaped by the geography and proximity of the river.</p>
SS.6.G.2.4	Explain how the geographical location of ancient civilizations contributed to the culture and politics of those societies.
	<p><b>Access Point</b> SS.6.G.2.AP.4 Identify ways the geographical location of ancient civilizations contributed to the culture, economy, and politics.</p>
SS.6.G.2.5	Interpret how geographic boundaries invite or limit interaction with other regions and cultures.
	<p><b>Access Point</b> SS.6.G.2.AP.5 Explain how geographic boundaries such as rivers, deserts, and mountains invite or limit interactions with other regions and cultures.</p>
SS.6.G.2.6	Explain the concept of cultural diffusion, and identify the influences of different ancient cultures on one another.
	<p><b>Access Point</b> SS.6.G.2.AP.6 Define cultural diffusion and identify the influences of different ancient cultures on one another.</p>
SS.6.G.2.7	Interpret choropleths or dot-density maps to explain the distribution of population in the ancient world.
	<p><b>Access Point</b> SS.6.G.2.AP.7 Identify distribution of population in the ancient world on a map.</p>
<b><i>SS.6.G.3 Understand the relationships between the Earth's ecosystems and the populations that dwell within them.</i></b>	
SS.6.G.3.1	Explain how the physical landscape has affected the development of agriculture and industry in the ancient world.

	<p><b>Access Point</b> SS.6.G.3.AP.1 Identify the impact of physical landscape on the development of agriculture and/or industry in the ancient world.</p>
SS.6.G.3.2	<p>Analyze the impact of human populations on the ancient world's ecosystems.</p> <p><b>Access Point</b> SS.6.G.3.AP.2 Identify the impact of human population on the ancient world's environment.</p>
<p><b><i>SS.6.G.4 Understand the characteristics, distribution, and migration of human populations.</i></b></p>	
SS.6.G.4.1	<p>Explain how family and ethnic relationships influenced ancient cultures.</p> <p><b>Access Point</b> SS.6.G.4.AP.1 Identify how family and ethnic relationships influenced ancient cultures.</p>
SS.6.G.4.2	<p>Use maps to trace significant migrations and analyze their results.</p> <p><b>Access Point</b> SS.6.G.4.AP.2 Use a map to identify a prehistoric migration route used by humans.</p>
SS.6.G.4.3	<p>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.</p> <p><b>Access Point</b> SS.6.G.4.AP.3 Identify a migration pattern in Africa or Asia, where evidence of early human societies has been found.</p>
SS.6.G.4.4	<p>Map and analyze the impact of the spread of various belief systems in the ancient world.</p> <p><b>Access Point</b> SS.6.G.4.AP.4 Use a map to identify countries or regions where various belief systems spread in the ancient world.</p>
<p><b><i>SS.6.G.5 Understand how human actions can impact the environment.</i></b></p>	
SS.6.G.5.1	<p>Identify the methods used to compensate for the scarcity of resources in the ancient world.</p> <p><b>Access Point</b> SS.6.G.5.AP.1 Identify examples of what ancient people used to compensate for the scarcity of resources.</p>
SS.6.G.5.2	<p>Use geographic terms and tools to explain why ancient civilizations developed networks of highways, waterways, and other transportation linkages.</p> <p><b>Access Point</b> SS.6.G.5.AP.2 Identify why ancient civilizations developed transportation networks of highways and waterways.</p>
SS.6.G.5.3	<p>Use geographic tools and terms to analyze how famine, drought, and natural disasters plagued many ancient civilizations.</p>

	<p><b>Access Point</b> SS.6.G.5.AP.3 Identify the effects of famine, drought, and other natural disasters on ancient civilizations.</p>
<p><b><i>SS.6.G.6 Understand how to apply geography to interpret the past and present and plan for the future.</i></b></p>	
SS.6.G.6.1	<p>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.</p> <p><b>Access Point</b> SS.6.G.6.AP.1 Identify ways geographers organize information, such as by spatial terms, places and regions, human systems, and the environment.</p>
SS.6.G.6.2	<p>Compare maps of the world in ancient times with current political maps.</p> <p><b>Access Point</b> SS.6.G.6.AP.2 Identify locations on ancient and current maps of the world.</p>

### **Economics**

<p><b><i>SS.6.E.1 Understand the fundamental concepts relevant to the development of a market economy.</i></b></p>	
SS.6.E.1.1	<p>Identify the factors (new resources, increased productivity, education, technology, slave economy, territorial expansion) that increase economic growth.</p> <p><b>Access Point</b> SS.6.E.1.AP.1 Identify the factors that increase economic growth.</p>
SS.6.E.1.2	<p>Describe and identify traditional and command economies as they appear in different civilizations.</p> <p><b>Access Point</b> SS.6.E.1.AP.2 Identify the characteristics of traditional and command economies as they appear in different civilizations.</p>
SS.6.E.1.3	<p>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).</p> <p><b>Access Point</b> SS.6.E.1.AP.3 Identify the basic economic concepts found in early civilizations.</p>
<p><b><i>SS.6.E.2 Understand the fundamental concepts relevant to the institutions, structure, and functions of a national economy.</i></b></p>	
SS.6.E.2.1	<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</b> SS.6.E.2.AP.1 Recognize that leaders or family groups make economic decisions for their civilizations.</p>

<b><i>SS.6.E.3 Understand the fundamental concepts and interrelationships of the United States economy in the international marketplace.</i></b>	
SS.6.E.3.1	Identify examples of mediums of exchange (currencies) used for trade (barter) for each civilization, and explain why international trade requires a system for a medium of exchange between trading both inside and among various regions.
	<b>Access Point</b> SS.6.E.3.AP.1 Identify and explain why mediums of exchange were needed in trade between early civilizations.
SS.6.E.3.2	Categorize products that were traded among civilizations, and give examples of barriers to trade of those products.
	<b>Access Point</b> SS.6.E.3.AP.2 Identify the products and barriers involved in trade between civilizations.
SS.6.E.3.3	Describe traditional economies (Egypt, Greece, Rome, Kush) and elements of those economies that led to the rise of a merchant class and trading partners.
	<b>Access Point</b> SS.6.E.3.AP.3 Identify the elements of traditional economies that led to the need for a merchant class.
SS.6.E.3.4	Describe the relationship among civilizations that engage in trade, including the benefits and drawbacks of voluntary trade.
	<b>Access Point</b> SS.6.E.3.AP.4 Identify the benefits and drawbacks of voluntary trade between civilizations.

### Civics and Government

<b><i>SS.6.CG.1 Demonstrate an understanding of the origins and purposes of government, law and the American political system.</i></b>	
SS.6.CG.1.1	Analyze how democratic concepts developed in ancient Greece served as a foundation for the United States' constitutional republic. <ul style="list-style-type: none"> <li>• Students will identify and explain the democratic principles of government in ancient Greece.</li> <li>• Students will compare and contrast the political systems of ancient Greece and modern-day United States.</li> <li>• Students will recognize the influence of ancient Greece on the American political process.</li> </ul>
	<b>Access Point</b> SS.6.CG.1.AP.1 Identify how democratic concepts developed in ancient Greece served as a foundation for the United States' constitutional republic.
SS.6.CG.1.2	Analyze the influence of ancient Rome on the United States' constitutional republic. <ul style="list-style-type: none"> <li>• Students will compare and contrast the political systems in</li> </ul>

	<p>ancient Rome and modern-day United States.</p> <ul style="list-style-type: none"> <li>Students will recognize the influence of ancient Rome on the American political process.</li> </ul>
	<p><b>Access Point</b> SS.6.CG.1.AP.2 Identify the influence of ancient Rome on the United States' constitutional republic.</p>
SS.6.CG.1.3	<p>Examine rule of law in the ancient world and its influence on the United States' constitutional republic.</p> <ul style="list-style-type: none"> <li>Students will recognize origins of what to include, but not be limited to, the contributions of ancient Greek and ancient Roman civilizations.</li> <li>Students will recognize that the rule of law is a foundational principle of the U.S. government.</li> </ul>
	<p><b>Access Point</b> SS.6.CG.1.AP.3 Identify rule of law as a foundational principle of the U.S. government.</p>
SS.6.CG.1.4	<p>Examine examples of civic leadership and virtue in ancient Greece and ancient Rome.</p> <ul style="list-style-type: none"> <li>Students will explain the influence of significant leaders (e.g., Marcus Tullius Cicero, Marcus Aurelius, Pericles, Solon, Cleisthenes) on civic participation and governance in the ancient world.</li> </ul>
	<p><b>Access Point</b> SS.6.CG.1.AP.4 Identify an example of civic leadership in ancient Greece and ancient Rome.</p>

### World History

<b><i>SS.6.W.1 Utilize historical inquiry skills and analytical processes.</i></b>	
SS.6.W.1.1	<p>Use timelines to identify chronological order of historical events.</p>
	<p><b>Access Point</b> SS.6.W.1.AP.1 Use timelines to identify chronological order of historical events.</p>
SS.6.W.1.2	<p>Identify terms (decade, century, epoch, era, millennium, BC/BCE, AD/CE) and designations of time periods.</p>
	<p><b>Access Point</b> SS.6.W.1.AP.2 Identify terms used as designations of time periods.</p>
SS.6.W.1.3	<p>Interpret primary and secondary sources.</p>
	<p><b>Access Point</b> SS.6.W.1.AP.3 Identify examples of primary and secondary sources.</p>
SS.6.W.1.4	<p>Describe the methods of historical inquiry and how history relates to the other social sciences.</p>
	<p><b>Access Point</b> SS.6.W.1.AP.4 Identify methods of historical inquiry and how history relates to the other social sciences.</p>
SS.6.W.1.5	<p>Describe the roles of historians and recognize varying historical</p>

	interpretations (historiography).
	<b>Access Point</b> SS.6.W.1.AP.5 Identify the role of historians and recognize that historians' interpretations may differ.
SS.6.W.1.6	Describe how history transmits culture and heritage and provides models of human character.
	<b>Access Point</b> SS.6.W.1.AP.6 Identify how history transmits culture and heritage.
<b><i>SS.6.W.2 Describe the emergence of early civilizations (Nile, Tigris-Euphrates, Indus, and Yellow Rivers, Meso and South American).</i></b>	
SS.6.W.2.1	Compare the lifestyles of hunter-gatherers with those of settlers of early agricultural communities.
	<b>Access Point</b> SS.6.W.2.AP.1 Identify the similarities and differences in the lifestyles of hunter-gatherers with settlers of early agricultural communities.
SS.6.W.2.2	Describe how the developments of agriculture and metallurgy related to settlement, population growth, and the emergence of civilization.
	<b>Access Point</b> SS.6.W.2.AP.2 Identify ways that agriculture and metallurgy changed life in early civilizations.
SS.6.W.2.3	Identify the characteristics of civilization.
	<b>Access Point</b> SS.6.W.2.AP.3 Identify the characteristics of civilization.
SS.6.W.2.4	Compare the economic, political, social, and religious institutions of ancient river civilizations.
	<b>Access Point</b> SS.6.W.2.AP.4 Identify the economic, political, social, and religious institutions of ancient river civilizations.
SS.6.W.2.5	Summarize important achievements of Egyptian civilization.
	<b>Access Point</b> SS.6.W.2.AP.5 Identify important achievements of the Egyptian civilization.
SS.6.W.2.6	Determine the contributions of key figures from ancient Egypt.
	<b>Access Point</b> SS.6.W.2.AP.6 Identify the contributions of key figures from ancient Egypt.
SS.6.W.2.7	Summarize the important achievements of Mesopotamian civilization.
	<b>Access Point</b> SS.6.W.2.AP.7 Identify important achievements of the Mesopotamian civilization.
SS.6.W.2.8	Determine the impact of key figures from ancient Mesopotamian civilizations.
	<b>Access Point</b> SS.6.W.2.AP.8 Identify the impact of key figures from ancient

	Mesopotamian civilizations.
SS.6.W.2.9	Identify key figures and basic beliefs of the Israelites and determine how these beliefs compared with those of others in the geographic area. <b>Access Point</b> SS.6.W.2.AP.9 Identify key figures and a basic belief of the ancient Israelites and how they differed from those of others in the geographic area.
SS.6.W.2.10	Compare the emergence of advanced civilizations in Meso and South America with the four early river valley civilizations. <b>Access Point</b> SS.6.W.2.AP.10 Identify the emergence of the early river civilizations with the advanced civilizations in Meso and South America.
<b><i>SS.6.W.3 Recognize significant events, figures, and contributions of classical civilizations (Phoenicia, Greece, Rome, Axum).</i></b>	
SS.6.W.3.1	Analyze the cultural impact the ancient Phoenicians had on the Mediterranean world with regard to colonization (Carthage), exploration, maritime commerce (purple dye, tin), and written communication (alphabet). <b>Access Point</b> SS.6.W.3.AP.1 Identify the cultural impact the ancient Phoenicians had on the Mediterranean world regarding colonization, exploration, maritime commerce, and written communication.
SS.6.W.3.2	Explain the democratic concepts (polis, civic participation and voting rights, legislative bodies, written constitutions, rule of law) developed in ancient Greece. <b>Access Point</b> SS.6.W.3.AP.2 Identify the democratic concepts developed in ancient Greece.
SS.6.W.3.3	Compare life in Athens and Sparta (government and the status of citizens, women and children, foreigners, helots). <b>Access Point</b> SS.6.W.3.AP.3 Identify the characteristics of life in Athens and Sparta.
SS.6.W.3.4	Explain the causes and effects of the Persian and Peloponnesian Wars. <b>Access Point</b> SS.6.W.3.AP.4 Identify the causes and effects of the Persian and Peloponnesian Wars.
SS.6.W.3.5	Summarize the important achievements and contributions of ancient Greek civilization. <b>Access Point</b> SS.6.W.3.AP.5 Identify the important achievements and contributions of ancient Greek civilization.
SS.6.W.3.6	Determine the impact of key figures from ancient Greece.



	<p><b>Access Point</b> SS.6.W.3.AP.6 Identify the impact of key figures from ancient Greece.</p>
SS.6.W.3.7	<p>Summarize the key achievements, contributions, and figures associated with The Hellenistic Period.</p> <p><b>Access Point</b> SS.6.W.3.AP.7 Identify the key achievements, contributions, and figures associated with the Hellenistic Period.</p>
SS.6.W.3.8	<p>Determine the impact of significant figures associated with ancient Rome.</p> <p><b>Access Point</b> SS.6.W.3.AP.8 Identify the impact of significant figures associated with ancient Rome.</p>
SS.6.W.3.9	<p>Explain the impact of the Punic Wars on the development of the Roman Empire.</p> <p><b>Access Point</b> SS.6.W.3.AP.9 Identify the impact of the Punic Wars on the development of the Roman Empire.</p>
SS.6.W.3.10	<p>Describe the government of the Roman Republic and its contribution to the development of democratic principles (separation of powers, rule of law, representative government, civic duty).</p> <p><b>Access Point</b> SS.6.W.3.AP.10 Identify the type of government found in the Roman Republic and its contribution to the development of democratic principles.</p>
SS.6.W.3.11	<p>Explain the transition from Roman Republic to empire and Imperial Rome, and compare Roman life and culture under each one.</p> <p><b>Access Point</b> SS.6.W.3.AP.11 Identify changes in the characteristics of life in Rome as it transitioned from republic to Imperial Rome.</p>
SS.6.W.3.12	<p>Explain the causes for the growth and longevity of the Roman Empire.</p> <p><b>Access Point</b> SS.6.W.3.AP.12 Explain the causes for the growth and longevity of the Roman Empire.</p>
SS.6.W.3.13	<p>Identify key figures and the basic beliefs of early Christianity and how these beliefs impacted the Roman Empire.</p> <p><b>Access Point</b> SS.6.W.3.AP.13 Identify key figures and the basic beliefs of early Christianity, and how these beliefs impacted the Roman Empire.</p>
SS.6.W.3.14	<p>Describe the key achievements and contributions of Roman civilization.</p> <p><b>Access Point</b> SS.6.W.3.AP.14 Identify the key achievements and contributions of Roman civilization.</p>
SS.6.W.3.15	<p>Explain the reasons for the gradual decline of the Western Roman</p>

	Empire after the Pax Romana.
	<b>Access Point</b> SS.6.W.3.AP.15 Identify the reasons for the gradual decline of the Western Roman Empire after the Pax Romana.
SS.6.W.3.16	Compare life in the Roman Republic for patricians, plebeians, women, children, and slaves.
	<b>Access Point</b> SS.6.W.3.AP.16 Identify the aspects of society in the Roman Republic for patricians, plebeians, women, children, and the enslaved and indentured.
SS.6.W.3.17	Explain the spread and influence of the Latin language on Western Civilization.
	<b>Access Point</b> SS.6.W.3.AP.17 Identify how the spread and influence of the Latin language impacted Western Civilization.
SS.6.W.3.18	Describe the rise and fall of the ancient east African kingdoms of Kush and Axum and Christianity's development in Ethiopia.
	<b>Access Point</b> SS.6.W.3.AP.18 Identify factors in the rise and fall of the ancient east African kingdoms, including Kush, Axum, and Ethiopia.
<b><i>SS.6.W.4 Recognize significant events, figures, and contributions of classical Asian civilizations (China, India).</i></b>	
SS.6.W.4.1	Discuss the significance of Aryan and other tribal migrations on Indian civilization.
	<b>Access Point</b> SS.6.W.4.AP.1 Identify the significance of Aryan and other tribal migrations on Indian civilization.
SS.6.W.4.2	Explain the major beliefs and practices associated with Hinduism and the social structure of the caste system in ancient India.
	<b>Access Point</b> SS.6.W.4.AP.2 Identify the major beliefs and practices associated with Hinduism and the social structure of the caste system in ancient India.
SS.6.W.4.3	Recognize the political and cultural achievements of the Mauryan and Gupta empires.
	<b>Access Point</b> SS.6.W.4.AP.3 Identify the political and cultural achievements of the Mauryan and Gupta empires.
SS.6.W.4.4	Explain the teachings of Buddha, the importance of Asoka, and how Buddhism spread in India, Ceylon, and other parts of Asia.
	<b>Access Point</b> SS.6.W.4.AP.4 Identify the teachings of Buddha and trace how Buddhism spread in India, Ceylon, and other parts of Asia.
SS.6.W.4.5	Summarize the important achievements and contributions of ancient Indian civilization.
	<b>Access Point</b>

	SS.6.W.4.AP.5 Identify the important achievements and contributions of ancient Indian civilization, in written language, science, and/or mathematics.
SS.6.W.4.6	Describe the concept of the Mandate of Heaven and its connection to the Zhou and later dynasties. <b>Access Point</b> SS.6.W.4.AP.6 Identify the concept of the Mandate of Heaven and its connection to the Zhou and later dynasties.
SS.6.W.4.7	Explain the basic teachings of Laozi, Confucius, and Han Fei Zi. <b>Access Point</b> SS.6.W.4.AP.7 Identify the basic teachings of Laozi, Confucius, and Han Fei Zi.
SS.6.W.4.8	Describe the contributions of classical and post classical China. <b>Access Point</b> SS.6.W.4.AP.8 Identify the contributions of classical and post classical China.
SS.6.W.4.9	Identify key figures from classical and post classical China. <b>Access Point</b> SS.6.W.4.AP.9 Identify key figures from classical and post classical China.
SS.6.W.4.10	Explain the significance of the silk roads and maritime routes across the Indian Ocean to the movement of goods and ideas among Asia, East Africa, and the Mediterranean Basin. <b>Access Point</b> SS.6.W.4.AP.10 Identify the significance of the silk roads and maritime routes across the Indian Ocean to the movement of goods and ideas.
SS.6.W.4.11	Explain the rise and expansion of the Mongol empire and its effects on peoples of Asia and Europe including the achievements of Ghengis and Kublai Khan. <b>Access Point</b> SS.6.W.4.AP.11 Identify the rise and expansion of the Mongol empire and its effects on peoples of Asia and Europe including the achievements of Ghengis and Kublai Khan.
SS.6.W.4.12	Identify the causes and effects of Chinese isolation and the decision to limit foreign trade in the 15 <sup>th</sup> century. <b>Access Point</b> SS.6.W.4.AP.12 Identify the objectives and outcomes of Chinese isolationism in the 15 <sup>th</sup> century.

### Holocaust Education

<b><i>SS.68.HE.1 Foundations of Holocaust Education</i></b>	
SS.68.HE.1.1	Examine the Holocaust as the planned and systematic state-sponsored persecution and murder of European Jews by Nazi Germany and its collaborators between 1933 and 1945. <ul style="list-style-type: none"> <li>• Students will describe the basic beliefs of Judaism and trace</li> </ul>

	<p>the origins and history of Jews in Europe.</p> <ul style="list-style-type: none"> <li>• Students will analyze how antisemitism led to and contributed to the Holocaust.</li> <li>• Students will identify examples of antisemitism (e.g., making mendacious, dehumanizing, demonizing or stereotypical allegations about Jews; demonizing Israel by using the symbols and images associated with classic antisemitism to characterize Israel or Israelis).</li> </ul>
	<p><b>Access Point</b>  SS.68.HE.1.AP.1a Identify the Holocaust as the planned persecution and murder of European Jews by the government of Nazi Germany.</p>
	<p>SS.68.HE.1.AP.1b Identify examples of antisemitism and how it contributed to the Holocaust.</p>
	<p>SS.68.HE.1.AP.1c Identify the basic beliefs of Judaism and the history of Jews in Europe.</p>

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**Grade 7  
Social Studies AP-AAAS  
Geography**

<b><i>SS.7.G.1 Understand how to use maps and other geographic representations, tools, and technology to report information.</i></b>	
SS.7.G.1.1	Locate the fifty states and their capital cities in addition to the nation's capital on a map.
	<b>Access Point</b> SS.7.CG.4.AP.1 Locate the fifty states, territories, and their capital cities, in addition to the nation's capital on a map.
SS.7.G.1.2	Locate on a world map the territories and protectorates of the United States of America.
	<b>Access Point</b> SS.7.CG.4.AP.2 Identify the location of selected United States territories on a world map.
SS.7.G.1.3	Interpret maps to identify geopolitical divisions and boundaries of places in North America.
	<b>Access Point</b> SS.7.CG.4.AP.3 Identify the divisions and boundaries of places in North America, including the United States, Canada, Mexico and Central America.
<b><i>SS.7.G.2 Understand physical and cultural characteristics of places.</i></b>	
SS.7.G.2.1	Locate major cultural landmarks that are emblematic of the United States.
	<b>Access Point</b> SS.7.G.2.AP.1 Locate major cultural landmarks that symbolize the United States.
SS.7.G.2.2	Locate major physical landmarks that are emblematic of the United States.
	<b>Access Point</b> SS.7.G.2.AP.2 Locate major physical landmarks that symbolize the United States.
SS.7.G.2.3	Explain how major physical characteristics, natural resources, climate, and absolute and relative location have influenced settlement, economies, and inter-governmental relations in North America.
	<b>Access Point</b> SS.7.G.2.AP.3 Identify how major physical characteristics, climate, and location have influenced settlement and the economy of the United States.
SS.7.G.2.4	Describe current major cultural regions of North America.
	<b>Access Point</b> SS.7.G.2.AP.4 Identify current major cultural regions of North America.
<b><i>SS.7.G.3 Understand the relationships between the Earth's ecosystems and the populations that dwell within them.</i></b>	

SS.7.G.3.1	Use maps to describe the location, abundance, and variety of natural resources in North America.
	<b>Access Point</b> SS.7.G.3.AP.1 Use maps to identify the location of a variety of natural resources in North America.
<b><i>SS.7.G.4 Understand the characteristics, distribution, and migration of human populations.</i></b>	
SS.7.G.4.1	Use geographic terms and tools to explain cultural diffusion throughout North America.
	<b>Access Point</b> SS.7.G.4.AP.1 Identify cultural diffusion due to migration throughout North America.
SS.7.G.4.2	Use maps and other geographic tools to examine the importance of demographics within political divisions of the United States.
	<b>Access Point</b> SS.7.G.4.AP.2 Identify the importance of demographics within political divisions of the United States.
<b><i>SS.7.G.5 Understand how human actions can impact the environment.</i></b>	
SS.7.G.5.1	Use a choropleth or other map to geographically represent current information about issues of conservation or ecology in the local community.
	<b>Access Point</b> SS.7.G.5.AP.1 Use a choropleth or other map to identify geographical areas impacted by changes in ecology.
<b><i>SS.7.G.6 Understand how to apply geography to interpret the past and present and plan for the future.</i></b>	
SS.7.G.6.1	Use Geographic Information Systems (GIS) or other technology to view maps of current information about the United States.
	<b>Access Point</b> SS.7.G.6.AP.1 Use a form of technology to locate and view maps with current information about the United States.

### Economics

<b><i>SS.7.E.1 Understand the fundamental concepts relevant to the development of a market economy.</i></b>	
SS.7.E.1.1	Explain how the principles of a market and mixed economy helped to develop the United States into a democratic nation.
	<b>Access Point</b> SS.7.E.1.AP.1 Identify major characteristics of market and mixed economies.
SS.7.E.1.2	Discuss the importance of borrowing and lending in the United States, the government's role in controlling financial institutions, and list the advantages and disadvantages of using credit.
	<b>Access Point</b> SS.7.E.1.AP.2 Identify differences in borrowing and lending money, including the use of credit.

SS.7.E.1.3	Review the concepts of supply and demand, choice, scarcity, and opportunity cost as they relate to the development of the mixed market economy in the United States.
	<b>Access Point</b> SS.7.E.1.AP.3 Identify examples of supply and demand, choice, scarcity, and opportunity cost.
SS.7.E.1.4	Discuss the function of financial institutions in the development of a market economy.
	<b>Access Point</b> SS.7.E.1.AP.4 Identify the function of accounts and services provided by banks or other financial institutions.
SS.7.E.1.5	Assess how profits, incentives, and competition motivate individuals, households, and businesses in a free market economy.
	<b>Access Point</b> SS.7.E.1.AP.5 Identify that profit and incentives motivate people and businesses to work harder.
SS.7.E.1.6	Compare the national budget process to the personal budget process.
	<b>Access Point</b> SS.7.E.1.AP.6 Identify the differences and similarities in the national budget process to the personal budget process.
<b><i>SS.7.E.2 Understand the fundamental concepts relevant to the institutions, structure, and functions of a national economy.</i></b>	
SS.7.E.2.1	Explain how federal, state, and local taxes support the economy as a function of the United States government.
	<b>Access Point</b> SS.7.E.2.AP.1 Identify how federal, state, and local taxes are used by the government.
SS.7.E.2.2	Describe the banking system in the United States and its impact on the money supply.
	<b>Access Point</b> SS.7.E.2.AP.2 Identify that the banking system in the United States controls the money supply and interest rates.
SS.7.E.2.3	Identify and describe United States laws and regulations adopted to promote economic competition.
	<b>Access Point</b> SS.7.E.2.AP.3 Identify and describe how U.S. laws and regulations are used to impact and monitor the economy.
SS.7.E.2.4	Identify entrepreneurs from various gender, social, and ethnic backgrounds who started a business seeking to make a profit.
	<b>Access Point</b> SS.7.E.2.AP.4 Identify entrepreneurs from various, gender, social, and ethnic backgrounds who started a successful business.
SS.7.E.2.5	Explain how economic institutions impact the national economy.
	<b>Access Point</b> SS.7.E.2.AP.5 Identify the impact economic institutions had on local, state and/or federal economy.

<b><i>SS.7.E.3 Understand the fundamental concepts and interrelationships of the United States economy in the international marketplace.</i></b>	
SS.7.E.3.1	Explain how international trade requires a system for exchanging currency between and among nations. <b>Access Point</b> SS.7.E.3.AP.1 Identify that various currencies from different countries can be exchanged for trade.
SS.7.E.3.2	Assess how the changing value of currency affects trade of goods and services between nations. <b>Access Point</b> SS.7.E.3.AP.2 Identify that the changing value of currency increases or decreases trade of goods and services between nations.
SS.7.E.3.3	Compare and contrast a single resource economy with a diversified economy. <b>Access Point</b> SS.7.E.3.AP.3 Identify the differences and similarities between a single resource economy and a diversified economy.
SS.7.E.3.4	Compare and contrast the standard of living in various countries today to that of the United States using gross domestic product (GDP) per capita as an indicator. <b>Access Point</b> Compare and contrast the standard of living in various countries today to that of the United States using gross domestic product (GDP) per capita as an indicator.

### **Civics and Government**

<b><i>SS.7.CG.1 Demonstrate an understanding of the origins and purposes of government, law and the American political system.</i></b>	
SS.7.CG.1.1	Analyze the influences of ancient Greece, ancient Rome and the Judeo-Christian tradition on America's constitutional republic. <ul style="list-style-type: none"> <li>• Students will explain the influence of ancient Greece on America's constitutional republic (e.g., civic participation, legislative bodies, polis, voting rights, written constitution).</li> <li>• Students will explain the influence of ancient Rome on America's constitutional republic (e.g., civic participation, republicanism, representative government, rule of law, separation of powers).</li> <li>• Students will compare and contrast the democratic principles of ancient Greece and ancient Rome with those of the United States.</li> <li>• Students will explain how the Judeo-Christian ethical ideas of justice, individual worth, personal responsibility and the rule of law influenced America's constitutional republic.</li> </ul>



	<p><b>Access Point</b>  SS.7.CG.1.AP.1 Identify the influences of ancient Greece, ancient Rome and the Judeo-Christian tradition on America’s constitutional republic.</p>
SS.7.CG.1.2	<p>Trace the principles underlying America’s founding ideas on law and government.</p> <ul style="list-style-type: none"> <li>• Students will recognize principles contained in the founding documents (e.g., due process of law, equality of mankind, limited government, natural rights, the rule of law).</li> <li>• Students will explain why religious liberty is a protected right.</li> </ul> <p><b>Access Point</b>  SS.7.CG.1.AP.2 Identify the principles of due process of law, equality of mankind, limited government, natural rights, and rule of law, in the founding documents.</p>
SS.7.CG.1.3	<p>Trace the impact that the Magna Carta, Mayflower Compact, English Bill of Rights and Thomas Paine’s Common Sense had on colonists’ views of government.</p> <ul style="list-style-type: none"> <li>• Students will identify the important ideas contained in the Magna Carta (e.g., due process of law, limitation of government power, right to justice, right to fair trial), Mayflower Compact (e.g., consent of the governed, self-government), English Bill of Rights (e.g., right to life, liberty and property; no taxation without representation; right to a speedy and fair jury trial; no excessive punishments; habeas corpus) and Common Sense (representative self-government).</li> </ul> <p><b>Access Point</b>  SS.7.CG.1.AP.3 Identify the impact that the Magna Carta, Mayflower Compact, English Bill of Rights and Thomas Paine’s Common Sense had on colonists’ views of the government.</p>
SS.7.CG.1.4	<p>Analyze how Enlightenment ideas, including Montesquieu’s view of separation of powers and John Locke’s theories related to natural law and Locke’s social contract, influenced the Founding.</p> <ul style="list-style-type: none"> <li>• Students will identify and describe the Enlightenment ideas of separation of powers, natural law and social contract.</li> <li>• Students will examine how Enlightenment ideas influenced the Founders’ beliefs about individual liberties and government.</li> <li>• Students will evaluate the influence of Montesquieu’s and Locke’s ideas on the Founding Fathers.</li> </ul> <p><b>Access Point</b>  SS.7.CG.1.AP.4 Identify how Montesquieu’s view of separation of powers and John Locke’s theories related to natural law and Locke’s social contract, influenced the Founding Fathers.</p>

SS.7.CG.1.5	<p>Describe how British policies and responses to colonial concerns led to the writing of the Declaration of Independence.</p> <ul style="list-style-type: none"> <li>• Students will trace the causal relationships between British policies, British responses to colonial grievances and the writing of the Declaration of Independence (e.g., Stamp Act, Quartering Act, Declaratory Act, Townshend Acts, Tea Act, Intolerable Acts).</li> <li>• Students will recognize the underlying themes of British colonial policies concerning taxation, representation and individual rights that formed the basis of the American colonists' desire for independence.</li> </ul> <p><b>Access Point</b> SS.7.CG.1.AP.5 Identify how British policies and responses to colonial concerns led to the writing of the Declaration of Independence.</p>
SS.7.CG.1.6	<p>Analyze the ideas and grievances set forth in the Declaration of Independence.</p> <ul style="list-style-type: none"> <li>• Students will identify the unalienable rights specifically expressed in the Preamble of the Declaration of Independence (e.g., life, liberty and the pursuit of happiness).</li> <li>• Students will explain the concept of natural rights as expressed in the Declaration of Independence.</li> <li>• Students will recognize natural rights, social contract, limited government and the right of resistance to tyrannical government.</li> <li>• Students will analyze the relationship between natural rights and the role of government: 1. People are endowed by their Creator with certain unalienable rights; 2. Governments are instituted among men to secure these rights; 3. Governments derive their just powers from the consent of governed; and 4. Whenever any form of government becomes destructive of these ends, it is the right of the people to alter or abolish it and to institute new government.</li> <li>• Students will recognize the connection between specific grievances in the Declaration of Independence and natural rights violations.</li> <li>• Students will recognize colonial grievances identified in the Declaration of Independence (e.g., imposing taxes without the consent of the people, suspending trial by jury, limiting judicial powers, quartering soldiers and dissolving legislatures).</li> </ul> <p><b>Access Point</b> SS.7.CG.1.AP.6 Identify the ideas and grievances set forth in the Declaration of Independence.</p>

SS.7.CG.1.7	<p>Explain how the weaknesses of the Articles of Confederation led to the writing of the U.S. Constitution.</p> <ul style="list-style-type: none"> <li>Students will identify the weaknesses of the government under the Articles of Confederation (i.e., Congress had no power to tax, to regulate trade or to enforce its laws; the national government lacked a national court system [judicial branch] and central leadership [executive branch]; no national armed forces; and changes to the Articles required unanimous consent of the 13 states).</li> </ul> <p><b>Access Point</b> SS.7.CG.1.AP.7 Identify how the weaknesses of the Articles of Confederation led to the writing of the U.S. Constitution.</p>
SS.7.CG.1.8	<p>Explain the purpose of the Preamble to the U.S. Constitution.</p> <ul style="list-style-type: none"> <li>Students will explain how the Preamble serves as an introduction to the U.S. Constitution (e.g., establishes the goals and purposes of government).</li> <li>Students will identify the goals and purposes of the national government as set forth in the Preamble to the U.S. Constitution (i.e., form a more perfect union, establish justice, ensure domestic tranquility, provide for the common defense, promote the general welfare, and secure the blessings of liberty to ourselves and our posterity).</li> <li>Students will recognize that the intention of the phrase “We the People” means that government depends on the people for its power and exists to serve them.</li> </ul> <p><b>Access Point</b> SS.7.CG.1.AP.8 Identify the six goals and purposes highlighted in the Preamble to the U.S. Constitution.</p>
SS.7.CG.1.9	<p>Describe how the U.S. Constitution limits the powers of government through separation of powers, checks and balances, individual rights, rule of law and due process of law.</p> <ul style="list-style-type: none"> <li>Students will explain the concept of limited government in the U.S. Constitution.</li> <li>Students will describe and distinguish between separation of powers and checks and balances.</li> <li>Students will analyze how government power is limited by separation of powers and/or checks and balances.</li> <li>Students will recognize examples of separation of powers and checks and balances.</li> <li>Students will recognize the influence of the U.S. Constitution on the development of other governments.</li> </ul>

	<p><b>Access Point</b>  SS.7.CG.1.AP.9 Identify how the U.S. Constitution limits the powers of the government through separation of powers, checks and balances, individual rights, rule of law and due process of law.</p>
SS.7.CG.1.10	<p>Compare the viewpoints of the Federalists and the Anti-Federalists regarding ratification of the U.S. Constitution and including a bill of rights.</p> <ul style="list-style-type: none"> <li>• Students will identify the viewpoints of the Federalists and the Anti-Federalists about the ratification of the U.S. Constitution.</li> <li>• Students will recognize the Anti-Federalists’ reasons for the inclusion of a bill of rights in the U.S. Constitution.</li> </ul>
	<p><b>Access Point</b>  SS.7.CG.1.AP.10 Identify the viewpoints of the Federalists and Anti-Federalists regarding the ratification of the U.S. Constitution and the Bill of Rights.</p>
SS.7.CG.1.11	<p>Define the rule of law and recognize its influence on the development of legal, political and governmental systems in the United States.</p> <ul style="list-style-type: none"> <li>• Students will compare and contrast the characteristics of a society that operates under the rule of law and one that does not.</li> <li>• Students will assess the importance of the rule of law in protecting citizens from arbitrary and abusive uses of government power.</li> <li>• Students will analyze the meaning and importance of due process in the United States legal system.</li> <li>• Students will evaluate the impact of the rule of law on governmental officials and institutions (e.g., accountability to the law, consistent application and enforcement of the law, decisions based on the law, fair procedures, transparency of institutions).</li> </ul>
	<p><b>Access Point</b>  SS.7.CG.1.AP.11 Identify the influence of rule of law on the development of legal, political, and governmental systems in the United States.</p>
<p><b><i>SS.7.CG.2 Evaluate the roles, rights and responsibilities of U.S. citizens, and determine methods of active participation in society, government and the political system.</i></b></p>	

SS.7.CG.2.1	<p>Define the term “citizen,” and explain the constitutional means of becoming a U.S. citizen.</p> <ul style="list-style-type: none"> <li>• Students will define citizenship as stated in the 14<sup>th</sup> Amendment.</li> <li>• Students will explain the process of becoming a naturalized citizen.</li> <li>• Students will define permanent residency and explain its role in obtaining citizenship.</li> <li>• Students will examine the impact of the naturalization process on society, government and the political process.</li> </ul> <p><b>Access Point</b>  SS.7.CG.2.AP.1 Identify the qualifications for citizenship as defined by the 14<sup>th</sup> Amendment to the U.S. Constitution.</p>
SS.7.CG.2.2	<p>Differentiate between obligations and responsibilities of U.S. citizenship, and evaluate their impact on society.</p> <ul style="list-style-type: none"> <li>• Students will distinguish between an obligation or duty and a responsibility as it relates to citizenship. Responsibilities may include, but are not limited to, voting, attending civic meetings, petitioning government and running for office.</li> <li>• Students will recognize the concept of the common good as a reason for fulfilling the obligations and responsibilities of citizenship.</li> <li>• Students will evaluate the obligations and responsibilities of citizens as they relate to active participation in society and government.</li> <li>• Students will use scenarios to assess specific obligations of citizens.</li> <li>• Students will identify the consequences or predict the outcome on society if citizens do not fulfill their obligations and responsibilities.</li> </ul> <p><b>Access Point</b>  SS.7.CG.2.AP.2 Identify the obligations and responsibilities of U.S. citizenship, and their impact on society.</p>

SS.7.CG.2.3	<p>Identify and apply the rights contained in the Bill of Rights and other amendments to the U.S. Constitution.</p> <ul style="list-style-type: none"> <li>• Students will recognize that the Bill of Rights comprises the first ten amendments to the U.S. Constitution.</li> <li>• Students will recognize the five freedoms protected by the First Amendment.</li> <li>• Students will evaluate how the Bill of Rights and other amendments (e.g., 13<sup>th</sup>, 14<sup>th</sup>, 15<sup>th</sup>, 19<sup>th</sup>, 24<sup>th</sup>, 26<sup>th</sup>) influence individual actions and social interactions.</li> <li>• Students will use scenarios to identify rights protected by the Bill of Rights.</li> <li>• Students will use scenarios to recognize violations of the Bill of Rights or other constitutional amendments.</li> </ul>
	<p><b>Access Point</b>  SS.7.CG.2.AP.3 Identify the rights contained in the Bill of Rights and other amendments to the U.S. Constitution.</p>
SS.7.CG.2.4	<p>Explain how the U.S. Constitution and the Bill of Rights safeguard individual rights.</p> <ul style="list-style-type: none"> <li>• Students will recognize that rights are protected but some rights are limited (e.g., property rights, civil disobedience).</li> <li>• Students will examine rationales for government-imposed limitations on individual rights (e.g., forced internment in wartime, limitations on speech, rationing during wartime, suspension of habeas corpus).</li> <li>• Students will use scenarios to examine the impact of limiting individual rights.</li> <li>• Students will examine the role of the judicial branch of government in protecting individual rights and freedoms.</li> </ul>
	<p><b>Access Point</b>  SS.7.CG.2.AP.4 Identify how the U.S. Constitution and the Bill of Rights safeguard individual rights.</p>
SS.7.CG.2.5	<p>Describe the trial process and the role of juries in the administration of justice at the state and federal levels.</p> <ul style="list-style-type: none"> <li>• Students will examine the significance of juries in the American legal system.</li> <li>• Students will explain types of jury trials, how juries are selected and why jury trials are important.</li> </ul>
	<p><b>Access Point</b>  SS.7.CG.2.AP.5 Identify the steps in the trial process and role of juries in the judicial system.</p>

SS.7.CG.2.6	<p>Examine the election and voting process at the local, state and national levels.</p> <ul style="list-style-type: none"> <li>• Students will explain how elections and voting impact citizens at the local, state and national levels.</li> <li>• Students will explain the origins of the Republican and Democratic political parties and evaluate their roles in shaping public policy.</li> <li>• Students will explain how free and fair elections promote trust in democratic institutions and preserve the republic.</li> </ul> <p><b>Access Point</b> SS.7.CG.2.AP.6 Identify the steps in the election and voting process at the local, state, and national levels.</p>
SS.7.CG.2.7	<p>Identify the constitutional qualifications required to hold state and national office.</p> <ul style="list-style-type: none"> <li>• Students will recognize the qualifications to seek election to local and state political offices.</li> </ul> <p><b>Access Point</b> SS.7.CG.2.AP.7 Identify the Constitutional qualifications required to hold state and national office.</p>
SS.7.CG.2.8	<p>Examine the impact of media, individuals, and interest groups on monitoring and influencing government.</p> <ul style="list-style-type: none"> <li>• Students will identify methods used by the media to monitor and hold government accountable (e.g., acting as a watchdog, freedom of the press as contained in the 1<sup>st</sup> Amendment).</li> <li>• Students will identify methods used by individuals to monitor, hold accountable and influence the government (e.g., attending civic meetings, peacefully protesting, petitioning government, running for office, voting).</li> <li>• Students will identify methods used by interest groups to monitor and influence government.</li> </ul> <p><b>Access Point</b> SS.7.CG.2.AP.8 Identify the impact of media, individuals, and interest groups on monitoring and influencing government.</p>
SS.7.CG.2.9	<p>Analyze media and political communications and identify examples of bias, symbolism and propaganda.</p> <ul style="list-style-type: none"> <li>• Students will use scenarios to identify bias, symbolism and propaganda.</li> <li>• Students will evaluate how bias, symbolism and propaganda can impact public opinion.</li> </ul> <p><b>Access Point</b> SS.7.CG.2.AP.9 Identify examples of bias, symbolism, and propaganda in media and political communications.</p>

SS.7.CG.2.10	<p>Explain the process for citizens to address a state or local problem by researching public policy alternatives, identifying appropriate government agencies to address the issue and determining a course of action.</p> <ul style="list-style-type: none"> <li>• Students will identify the appropriate level of government to resolve specific problems.</li> <li>• Students will identify appropriate government agencies to address local or state problems.</li> <li>• Students will analyze public policy alternatives to resolve local and state problems.</li> </ul>
<p><b>Access Point</b>  SS.7.CG.2.AP.10 Identify the steps a citizen would take to correct a problem at the local or state level.</p>	
<p><b><i>SS.7.CG.3 Demonstrate an understanding of the principles, functions and organization of government.</i></b></p>	
SS.7.CG.3.1	<p>Analyze the advantages of the United States’ constitutional republic over other forms of government in safeguarding liberty, freedom and a representative government.</p> <ul style="list-style-type: none"> <li>• Students will apply their understanding of various forms of government (e.g., republic, democracy, monarchy, oligarchy, theocracy, autocracy).</li> <li>• Students will identify different forms of government based on their political philosophy or organizational structure.</li> <li>• Students will analyze scenarios describing various forms of government.</li> <li>• Students will explain how the application of checks and balances, consent of the governed, democracy, due process of law, federalism, individual rights, limited government, representative government, republicanism, rule of law and separation of powers distinguishes the United States’ constitutional republic from authoritarian and totalitarian nations.</li> </ul>
<p><b>Access Point</b>  SS.7.CG.3.AP.1 Identify an advantage of a constitutional republic, like the United States, over other forms of government.</p>	



SS.7.CG.3.2	<p>Explain the advantages of a federal system of government over other systems in balancing local sovereignty with national unity and protecting against authoritarianism.</p> <ul style="list-style-type: none"> <li>• Students will apply their understanding of federal, confederal and unitary systems of government.</li> <li>• Students will compare the organizational structures of systems of government.</li> <li>• Students will recognize examples of these systems of government.</li> <li>• Students will analyze scenarios describing various systems of government.</li> </ul> <p><b>Access Point</b> SS.7.CG.3.AP.2 Identify an advantage of a federal system of government for balancing local, state, and national government powers.</p>
SS.7.CG.3.3	<p>Describe the structure and function of the three branches of government established in the U.S. Constitution.</p> <ul style="list-style-type: none"> <li>• Students will recognize the structure of the legislative, executive and judicial branches.</li> <li>• Students will compare the roles and responsibilities of the three branches of the national government.</li> <li>• Students will identify the general powers described in Articles I, II and III of the U.S. Constitution.</li> </ul> <p><b>Access Point</b> SS.7.CG.3.AP.3 Identify the structure and function of the three branches of government established in the U.S. Constitution.</p>
SS.7.CG.3.4	<p>Explain the relationship between state and national governments as written in Article IV of the U.S. Constitution and the 10<sup>th</sup> Amendment.</p> <ul style="list-style-type: none"> <li>• Students will describe the system of federalism as established by the U.S. Constitution.</li> <li>• Students will analyze how federalism limits government power.</li> <li>• Students will compare concurrent powers, enumerated powers, reserved powers and delegated powers as they relate to state and national governments.</li> </ul> <p><b>Access Point</b> SS.7.CG.3.AP.4 Identify the relationship between state and national governments as established in the U.S. Constitution and the 10<sup>th</sup> Amendment.</p>

SS.7.CG.3.5	<p>Explain the amendment process outlined in Article V of the U.S. Constitution.</p> <ul style="list-style-type: none"> <li>• Students will recognize the methods used to propose and ratify amendments to the U.S. Constitution.</li> <li>• Students will identify the correct sequence of each amendment process.</li> <li>• Students will identify the importance of a formal amendment process.</li> <li>• Students will recognize the significance of the difficulty of amending the U.S. Constitution.</li> </ul>
	<p><b>Access Point</b> SS.7.CG.3.AP.5 Identify the steps in the amendment process of the U.S. Constitution.</p>
SS.7.CG.3.6	<p>Analyze how the 13<sup>th</sup>, 14<sup>th</sup>, 15<sup>th</sup>, 19<sup>th</sup>, 24<sup>th</sup> and 26<sup>th</sup> Amendments broadened participation in the political process.</p> <ul style="list-style-type: none"> <li>• Students will recognize how these amendments expanded civil rights to African Americans, women and young people.</li> <li>• Students will evaluate the impact these amendments have had on American society.</li> <li>• Students will examine how these amendments increased participation in the political process.</li> </ul>
	<p><b>Access Point</b> SS.7.CG.3.AP.6 Identify how the 13<sup>th</sup>, 14<sup>th</sup>, 15<sup>th</sup>, 19<sup>th</sup>, 24<sup>th</sup> and 26<sup>th</sup> Amendments broadened participation in the political process.</p>
SS.7.CG.3.7	<p>Explain the structure, functions and processes of the legislative branch of government.</p> <ul style="list-style-type: none"> <li>• Students will examine the processes of the legislative branch (e.g., how a bill becomes a law, appointment confirmation, committee selection).</li> <li>• Students will compare local, state and national lawmakers (e.g., city/county commissioners/council members; state legislators [representatives and senators]; and U.S. Congressmen/Congresswomen [representatives and senators]).</li> <li>• Students will compare and contrast the lawmaking process at the local, state and national levels.</li> </ul>
	<p><b>Access Point</b> SS.7.CG.3.AP.7 Identify the structure and functions of the legislative branch of government.</p>

SS.7.CG.3.8	<p>Explain the structure, functions and processes of the executive branch of government.</p> <ul style="list-style-type: none"> <li>• Students will examine the processes of the executive branch (e.g., executive order, veto, appointments).</li> <li>• Students will compare and contrast executive authority at the local, state and national levels.</li> <li>• Students will explain the function of administrative agencies (e.g., advise, make regulations, enforce law and regulations).</li> </ul> <p><b>Access Point</b> SS.7.CG.3.AP.8 Identify the structure and functions of the executive branch of government.</p>
SS.7.CG.3.9	<p>Explain the structure, functions and processes of the judicial branch of government.</p> <ul style="list-style-type: none"> <li>• Students will examine the processes of the judicial branch (e.g., judicial review, court order, writ of certiorari, summary judgment).</li> <li>• Students will distinguish between the structure, functions and powers of courts at the state and federal levels.</li> <li>• Students will recognize that the powers and jurisdiction of the state and federal courts are derived from their respective constitutions.</li> <li>• Students will compare the trial and appellate processes.</li> </ul> <p><b>Access Point</b> SS.7.CG.3.AP.9 Identify the structure and functions of the judicial branch of government.</p>
SS.7.CG.3.10	<p>Identify sources and types of law.</p> <ul style="list-style-type: none"> <li>• Students will explain how historical codes of law influenced the United States.</li> <li>• Students will recognize natural, constitutional, statutory, case and common law as sources of law.</li> <li>• Students will compare civil, criminal, constitutional and/or military types of law.</li> </ul> <p><b>Access Point</b> SS.7.CG.3.AP.10 Identify sources and types of law.</p>

SS.7.CG.3.11	<p>Analyze the effects of landmark Supreme Court decisions on law, liberty and the interpretation of the U.S. Constitution.</p> <ul style="list-style-type: none"> <li>• Students will recognize landmark Supreme Court cases (e.g., Marbury v. Madison; Dred Scott v. Sandford; Plessy v. Ferguson; Brown v. Board of Education; Gideon v. Wainwright; Miranda v. Arizona; In re Gault; United States v. Nixon; Hazelwood v. Kuhlmeier).</li> <li>• Students will use primary sources to assess the significance of each U.S. Supreme Court case.</li> <li>• Students will evaluate the impact of each case on society.</li> <li>• Students will recognize constitutional principles and individual rights in relevant U.S. Supreme Court decisions.</li> </ul> <p><b>Access Point</b> SS.7.CG.3.AP.11 Identify the effects of landmark Supreme Court decisions.</p>
SS.7.CG.3.12	<p>Compare the U.S. and Florida Constitutions.</p> <ul style="list-style-type: none"> <li>• Students will identify the purposes of a constitution (e.g., provides a framework for government, limits government authority, protects individual rights of the people).</li> <li>• Students will recognize the basic outline of the U.S. and Florida Constitutions (e.g., both have preambles, articles and amendments).</li> <li>• Students will compare the amendment process of the U.S. and Florida Constitutions.</li> <li>• Students will recognize the U.S. Constitution as the supreme law of the land.</li> </ul> <p><b>Access Point</b> SS.7.CG.3.AP.12 Identify the framework of government in the U.S. and Florida constitutions.</p>
SS.7.CG.3.13	<p>Explain government obligations to its citizens and the services provided at the local, state and national levels.</p> <ul style="list-style-type: none"> <li>• Students will describe and classify specific services provided by local, state and national governments.</li> <li>• Students will compare the powers and obligations of local, state and national governments.</li> </ul> <p><b>Access Point</b> SS.7.CG.3.AP.13 Identify government services provided to citizens at the local, state, and national levels.</p>
SS.7.CG.3.14	<p>Explain the purpose and function of the Electoral College in electing the President of the United States.</p> <ul style="list-style-type: none"> <li>• Students will explain the origin of the Electoral College and the changes made to it by the 12<sup>th</sup> Amendment.</li> </ul>

	<p><b>Access Point</b>  SS.7.CG.3.AP.14 Identify the purpose and function of the Electoral College in electing the President of the United States.</p>
SS.7.CG.3.15	<p>Analyze the advantages of capitalism and the free market in the United States over government-controlled economic systems (e.g., socialism and communism) in regard to economic freedom and raising the standard of living for citizens.</p> <ul style="list-style-type: none"> <li>• Students will evaluate various economic systems (e.g., capitalism, communism, socialism).</li> <li>• Students will compare the economic prosperity and opportunity of current nations.</li> </ul>
	<p><b>Access Point</b>  SS.7.CG.3.AP.15 Identify the advantages of capitalism over socialism and communism in regard to economic freedom.</p>
<p><b><i>SS.7.CG.4 Demonstrate an understanding of contemporary issues in world affairs, and evaluate the role and impact of U.S. foreign policy.</i></b></p>	
SS.7.CG.4.1	<p>Explain the relationship between U.S. foreign and domestic policy.</p> <ul style="list-style-type: none"> <li>• Students will recognize the difference between domestic and foreign policy.</li> <li>• Students will identify issues that relate to U.S. domestic and foreign policy.</li> <li>• Students will define “national interest” and identify the means available to the national government to pursue the United States’ national interest.</li> </ul>
	<p><b>Access Point</b>  SS.7.CG.4.AP.1 Identify the relationship between U.S. foreign and domestic policy.</p>
SS.7.CG.4.2	<p>Describe the United States’ and citizen participation in international organizations.</p> <ul style="list-style-type: none"> <li>• Students will identify major international organizations in which government plays a role (e.g., North Atlantic Treaty Organization, United Nations, International Court of Justice, World Trade Organization).</li> <li>• Students will discuss the advantages and disadvantages of U.S. membership in international organizations.</li> </ul>
	<p><b>Access Point</b>  SS.7.CG.4.AP.2 Identify the United States’ government and citizen participation in international organizations.</p>

SS.7.CG.4.3	<p>Describe examples of the United States’ actions and reactions in international conflicts.</p> <ul style="list-style-type: none"> <li>• Students will identify specific examples of and the reasons for United States’ involvement in international conflicts.</li> <li>• Students will analyze primary source documents pertaining to international incidents to determine the course of action taken by the United States.</li> <li>• Students will identify the different methods used by the United States to deal with international conflict (e.g., diplomacy, espionage, humanitarian efforts, peacekeeping operations, sanctions, war).</li> </ul>
	<p><b>Access Point</b>  SS.7.CG.4.AP.3 Identify examples of the United States’ actions and reactions in international conflicts.</p>

**Holocaust Education**

<b><i>SS.68.HE.1 Foundations of Holocaust Education</i></b>	
SS.68.HE.1.1	<p>Examine the Holocaust as the planned and systematic state-sponsored persecution and murder of European Jews by Nazi Germany and its collaborators between 1933 and 1945.</p> <ul style="list-style-type: none"> <li>• Students will describe the basic beliefs of Judaism and trace the origins and history of Jews in Europe.</li> <li>• Students will analyze how antisemitism led to and contributed to the Holocaust.</li> <li>• Students will identify examples of antisemitism (e.g., making mendacious, dehumanizing, demonizing or stereotypical allegations about Jews; demonizing Israel by using the symbols and images associated with classic antisemitism to characterize Israel or Israelis).</li> </ul>
	<p><b>Access Point</b>  SS.68.HE.1.AP.1a Identify the Holocaust as the planned persecution and murder of European Jews by the government of Nazi Germany.</p>
	<p>SS.68.HE.1.AP.1b Identify examples of antisemitism and how it contributed to the Holocaust.</p>
	<p>SS.68.HE.1.AP.1c Identify the basic beliefs of Judaism and the history of Jews in Europe.</p>

**Grade 8  
Social Studies AP-AAAS  
American History**

<b><i>SS.8.A.1 Use research and inquiry skills to analyze American History using primary and secondary sources.</i></b>	
SS.8.A.1.1	Provide supporting details for an answer from text, interview for oral history, check validity of information from research/text, and identify strong vs. weak arguments.
	<b>Access Point</b> SS.8.A.1.AP.1 Use the FINDS research process model to identify strong vs weak arguments, or validity of information.
SS.8.A.1.2	Analyze charts, graphs, maps, photographs and timelines; analyze political cartoons; determine cause and effect.
	<b>Access Point</b> SS.8.A.1.AP.2 Use charts, graphs, maps, photographs and timelines; identify symbolism in political cartoons; and identify cause and effect.
SS.8.A.1.3	Analyze current events relevant to American history topics through a variety of electronic and print media resources.
	<b>Access Point</b> SS.8.A.1.AP.3 Identify current events relevant to American History topics through a variety of electronic and print media resources.
SS.8.A.1.4	Differentiate fact from opinion, utilize appropriate historical research and fiction/nonfiction support materials.
	<b>Access Point</b> SS.8.A.1.AP.4 Identify fact versus opinion.
SS.8.A.1.5	Identify, within both primary and secondary sources, the author, audience, format, and purpose of significant historical documents.
	<b>Access Point</b> SS.8.A.1.AP.5 Identify within primary or secondary sources, the author, audience, format, and purpose of significant historical documents.
SS.8.A.1.6	Compare interpretations of key events and issues throughout American History.
	<b>Access Point</b> SS.8.A.1.AP.6 Identify interpretations of key events and issues throughout American history.
SS.8.A.1.7	View historic events through the eyes of those who were there as shown in their art, writings, music, and artifacts.
	<b>Access Point</b> SS.8.A.1.AP.7 View historic events through the eyes of those who were there as shown in their art, writings, music, and artifacts.
<b><i>SS.8.A.2 Examine the causes, course, and consequences of British settlement in the American colonies.</i></b>	
SS.8.A.2.1	Compare the relationships among the British, French, Spanish, and Dutch in their struggle for colonization of North America.

	<p><b>Access Point</b> SS.8.A.2.AP.1 Identify the ways that competition between the British, French, Spanish, and Dutch shaped early colonial North America.</p>
SS.8.A.2.2	<p>Compare the characteristics of the New England, Middle, and Southern colonies.</p> <p><b>Access Point</b> SS.8.A.2.AP.2 Identify key characteristics of the New England, Middle, and Southern colonies.</p>
SS.8.A.2.3	<p>Differentiate economic systems of New England, Middle and Southern colonies including indentured servants and slaves as labor sources.</p> <p><b>Access Point</b> SS.8.A.2.AP.3 Identify the economic systems of the New England, Middle, and Southern colonies.</p>
SS.8.A.2.4	<p>Identify the impact of key colonial figures on the economic, political, and social development of the colonies.</p> <p><b>Access Point</b> SS.8.A.2.AP.4 Identify the impact of key colonial figures on the economic, political, and social development of the colonies.</p>
SS.8.A.2.5	<p>Discuss the impact of colonial settlement on Native American populations.</p> <p><b>Access Point</b> SS.8.A.2.AP.5 Identify the impact of colonial settlement on Native American populations.</p>
SS.8.A.2.6	<p>Examine the causes, course, and consequences of the French and Indian War.</p> <p><b>Access Point</b> SS.8.A.2.AP.6 Identify key causes, events, and consequences of the French and Indian War.</p>
SS.8.A.2.7	<p>Describe the contributions of key groups (Africans, Native Americans, women, and children) to the society and culture of colonial America.</p> <p><b>Access Point</b> SS.8.A.2.AP.7 Identify the contributions of a key group (Africans, Native Americans, women, and children) to the society and culture of colonial America.</p>
<p><b><i>SS.8.A.3 Demonstrate an understanding of the causes, course, and consequences of the American Revolution and the founding principle of our nation.</i></b></p>	
SS.8.A.3.1	<p>Explain the consequences of the French and Indian War in British policies for the American colonies from 1763 – 1774.</p> <p><b>Access Point</b> SS.8.A.3.AP.1 Identify the consequences of the French and Indian War in British policies for the American colonies from 1763 – 1774.</p>
SS.8.A.3.2	<p>Explain American colonial reaction to British policy from 1763 – 1774.</p>



	<p><b>Access Point</b> SS.8.A.3.AP.2 Identify American colonial reactions to British policy from 1763 – 1774.</p>
SS.8.A.3.3	<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><b>Access Point</b> SS.8.A.3.AP.3 Identify the contributions of the Founding Fathers during American Revolutionary efforts.</p>
SS.8.A.3.4	<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><b>Access Point</b> SS.8.A.3.AP.4 Identify the contributions of various groups to both the American and British war efforts during the American Revolutionary War and their effects on the outcome of the war.</p>
SS.8.A.3.5	<p>Describe the influence of individuals on social and political developments during the Revolutionary era.</p> <p><b>Access Point</b> SS.8.A.3.AP.5 Identify the influence of individuals on social and political developments during the Revolutionary Era.</p>
SS.8.A.3.6	<p>Examine the causes, course, and consequences of the American Revolution.</p> <p><b>Access Point</b> SS.8.A.3.AP.6 Identify the causes, events, and consequences of the American Revolution.</p>
SS.8.A.3.7	<p>Examine the structure, content, and consequences of the Declaration of Independence.</p> <p><b>Access Point</b> SS.8.A.3.AP.7 Identify the structure, content, and consequences of the Declaration of Independence.</p>
SS.8.A.3.8	<p>Examine individuals and groups that affected political and social motivations during the American Revolution.</p> <p><b>Access Point</b> SS.8.A.3.AP.8 Identify individuals and groups that affected political and social motivations during the American Revolution.</p>
SS.8.A.3.9	<p>Evaluate the structure, strengths, and weaknesses of the Articles of Confederation and its aspects that led to the Constitutional Convention.</p> <p><b>Access Point</b> SS.8.A.3.AP.9 Identify the structure, strengths, and weaknesses of the Articles of Confederation and its aspects that led to the Constitutional Convention.</p>
SS.8.A.3.10	<p>Examine the course and consequences of the Constitutional Convention (New Jersey Plan, Virginia Plan, Great Compromise,</p>

	Three-Fifths Compromise, compromises regarding taxation and slave trade, Electoral College, state vs. federal power, empowering a president).
	<b>Access Point</b> SS.8.A.3.AP.10 Identify the events, compromises, and consequences of the Constitutional Convention.
SS.8.A.3.11	Analyze support and opposition (Federalists, Federalist Papers, Anti-Federalists, Bill of Rights) to ratification of the U.S. Constitution.
	<b>Access Point</b> SS.8.A.3.AP.11 Identify the beliefs of the Federalists and Anti-Federalists.
SS.8.A.3.12	Examine the influences of George Washington’s presidency in the formation of the new nation.
	<b>Access Point</b> SS.8.A.3.AP.12 Identify the influences of George Washington’s presidency in the formation of the new nation.
SS.8.A.3.13	Explain major domestic and international economic, military, political, and socio-cultural events of John Adams’s presidency.
	<b>Access Point</b> SS.8.A.3.AP.13 Identify major domestic and international economic, military, political, and socio-cultural events of John Adams’ presidency.
SS.8.A.3.14	Explain major domestic and international economic, military, political, and socio-cultural events of Thomas Jefferson’s presidency.
	<b>Access Point</b> SS.8.A.3.AP.14 Identify major domestic and international economic, military, political, and socio-cultural events of Thomas Jefferson’s presidency.
SS.8.A.3.15	Examine this time period (1763-1815) from the perspective of historically under-represented groups (children, indentured servants, Native Americans, slaves, women, working class).
	<b>Access Point</b> SS.8.A.3.AP.15 Identify the viewpoints of historically under-represented groups during the time period of 1763-1815.
SS.8.A.3.16	Examine key events in Florida history as each impacts this era of American history.
	<b>Access Point</b> SS.8.A.3.AP.16 Identify key events in Florida history as each impacts this era of American history.
<b><i>SS.8.A.4 Demonstrate an understanding of the domestic and international causes, course, and consequences of westward expansion.</i></b>	
SS.8.A.4.1	Examine the causes, course, and consequences of United States westward expansion and its growing diplomatic assertiveness (War of 1812, Convention of 1818, Adams-Onis Treaty, Missouri Compromise, Monroe Doctrine, Trail of Tears, Texas annexation, Manifest Destiny, Oregon Territory, Mexican American

	War/Mexican Cession, California Gold Rush, Compromise of 1850, Kansas Nebraska Act, Gadsden Purchase).
	<b>Access Point</b> SS.8.A.4.AP.1 Identify the causes, events, and consequences of United States westward expansion.
SS.8.A.4.2	Describe the debate surrounding the spread of slavery into western territories and Florida.
	<b>Access Point</b> SS.8.A.4.AP.2 Identify the debate, legislation, and events surrounding the spread of slavery into western territories and Florida.
SS.8.A.4.3	Examine the experiences and perspectives of significant individuals and groups during this era of American History.
	<b>Access Point</b> SS.8.A.4.AP.3 Identify the experiences and perspectives of significant individuals and groups during this era of American History.
SS.8.A.4.4	Discuss the impact of westward expansion on cultural practices and migration patterns of Native American and African slave populations.
	<b>Access Point</b> SS.8.A.4.AP.4 Identify the impacts of westward expansion on cultural practices and migration patterns of Native American and African slave populations.
SS.8.A.4.5	Explain the causes, course, and consequences of the 19 <sup>th</sup> century transportation revolution on the growth of the nation's economy.
	<b>Access Point</b> SS.8.A.4.AP.5 Identify the causes, events, and consequences of the 19 <sup>th</sup> century transportation revolution on the growth of the nation's economy.
SS.8.A.4.6	Identify technological improvements (inventions/inventors) that contributed to industrial growth.
	<b>Access Point</b> SS.8.A.4.AP.6 Identify the inventions and inventors that contributed to industrial growth.
SS.8.A.4.7	Explain the causes, course, and consequences (industrial growth, subsequent effect on children and women) of New England's textile industry.
	<b>Access Point</b> SS.8.A.4.AP.7 Identify the causes, events, and consequences of New England's textile industry on children, women, and industrial growth.
SS.8.A.4.8	Describe the influence of individuals on social and political developments of this era in American History.
	<b>Access Point</b> SS.8.A.4.AP.8 Identify the influence of individuals on social and political developments of this era in American History.

SS.8.A.4.9	Analyze the causes, course and consequences of the Second Great Awakening on social reform movements.
	<b>Access Point</b> SS.8.A.4.AP.9 Identify the causes, events, and consequences of the Second Great Awakening on social reform movements.
SS.8.A.4.10	Analyze the impact of technological advancements on the agricultural economy and slave labor.
	<b>Access Point</b> SS.8.A.4.AP.10 Identify the impact of technological advancements on the agricultural economy and slave labor.
SS.8.A.4.11	Examine the aspects of slave culture including plantation life, resistance efforts, and the role of the slaves' spiritual system.
	<b>Access Point</b> SS.8.A.4.AP.11 Identify the aspects of slave culture including plantation life, resistance efforts, and the role of the slaves' spiritual system.
SS.8.A.4.12	Examine the effects of the 1804 Haitian Revolution on the United States acquisition of the Louisiana Territory.
	<b>Access Point</b> SS.8.A.4.AP.12 Identify the effects of the 1804 Haitian Revolution on the United States acquisition of the Louisiana Territory.
SS.8.A.4.13	Explain the consequences of landmark Supreme Court decisions (McCulloch v. Maryland [1819], Gibbons v. Odgen [1824], Cherokee Nation v. Georgia [1831], and Worcester v. Georgia [1832]) significant to this era of American history.
	<b>Access Point</b> SS.8.A.4.AP.13 Identify the consequences of early landmark Supreme Court decisions, including but not limited to, McCulloch v. Maryland [1819], Gibbons v. Odgen [1824], Cherokee Nation v. Georgia [1831], and Worcester v. Georgia [1832].
SS.8.A.4.14	Examine the causes, course, and consequences of the women's suffrage movement (1848 Seneca Falls Convention, Declaration of Sentiments).
	<b>Access Point</b> SS.8.A.4.AP.14 Identify the causes, events, and consequences of the women's suffrage movement.
SS.8.A.4.15	Examine the causes, course, and consequences of literature movements (Transcendentalism) significant to this era of American history.
	<b>Access Point</b> SS.8.A.4.AP.15 Identify the causes, events, and consequences of the Transcendentalism movement.
SS.8.A.4.16	Identify key ideas and influences of Jacksonian democracy.
	<b>Access Point</b> SS.8.A.4.AP.16 Identify key ideas and influences of Jacksonian democracy.

SS.8.A.4.17	Examine key events and peoples in Florida history as each impacts this era of American history.
	<p><b>Access Point</b>  SS.8.A.4.AP.17 Identify the impact of key events and peoples in Florida during this era of American history.</p>
SS.8.A.4.18	Examine the experiences and perspectives of different ethnic, national, and religious groups in Florida, explaining their contributions to Florida’s and America’s society and culture during the Territorial Period.
	<p><b>Access Point</b>  SS.8.A.4.AP.18 Identify the experiences, perspectives, and contributions of key groups in Florida during the Territorial Period.</p>
<b><i>SS.8.A.5 Examine the causes, course, and consequence of the Civil War and Reconstruction including its effects on American peoples.</i></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).
	<p><b>Access Point</b>  SS.8.A.5.AP.1 Identify the causes, events, and consequences of the Civil War.</p>
SS.8.A.5.2	Analyze the role of slavery in the development of sectional conflict.
	<p><b>Access Point</b>  SS.8.A.5.AP.2 Identify the role of slavery in the development of sectional conflict.</p>
SS.8.A.5.3	Explain major domestic and international economic, military, political, and socio-cultural events of Abraham Lincoln’s presidency.
	<p><b>Access Point</b>  SS.8.A.5.AP.3 Identify major domestic and international economic, military, political, and socio-cultural events of Abraham Lincoln’s presidency.</p>
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.
	<p><b>Access Point</b>  SS.8.A.5.AP.4 Identify the division of the United States at the outbreak of the Civil War.</p>
SS.8.A.5.5	Compare Union and Confederate strengths and weaknesses.
	<p><b>Access Point</b>  SS.8.A.5.AP.5 Identify the strengths and weaknesses of the Confederate and Union States.</p>
SS.8.A.5.6	Compare significant Civil War battles and events and their effects on civilian populations.
	<p><b>Access Point</b>  SS.8.A.5.AP.6 Identify significant Civil War battles and events and their effects on civilian populations.</p>
SS.8.A.5.7	Examine key events and peoples in Florida history as each impacts this era of American history.

	<p><b>Access Point</b>  SS.8.A.5.AP.7 Identify key events and peoples in Florida history during the Civil War era.</p>
SS.8.A.5.8	<p>Explain and evaluate the policies, practices, and consequences of Reconstruction (presidential and congressional reconstruction, Johnson’s impeachment, Civil Rights Act of 1866, the 13<sup>th</sup>, 14<sup>th</sup>, and 15<sup>th</sup> 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).</p>
	<p><b>Access Point</b>  SS.8.A.5.AP.8 Identify the policies, practices, and consequences of Reconstruction.</p>

### Geography

<b><i>SS.8.G.1 Understand how to use maps and other geographic representations, tools, and technology to report information.</i></b>	
SS.8.G.1.1	<p>Use maps to explain physical and cultural attributes of major regions throughout American history.</p>
	<p><b>Access Point</b>  SS.8.G.1.AP.1 Use maps to identify physical and cultural attributes of major regions throughout American history.</p>
SS.8.G.1.2	<p>Use appropriate geographic tools and terms to identify and describe significant places and regions in American history.</p>
	<p><b>Access Point</b>  SS.8.G.1.AP.2 Use appropriate geographic tools and terms to identify and describe significant places and regions in American history.</p>
<b><i>SS.8.G.2 Understand physical and cultural characteristics of places.</i></b>	
SS.8.G.2.1	<p>Identify the physical elements and the human elements that define and differentiate regions as relevant to American history.</p>
	<p><b>Access Point</b>  SS.8.G.2.AP.1 Identify the physical elements and the human elements that define and differentiate regions.</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><b>Access Point</b>  SS.8.G.2.AP.2 Use geographic terms and tools to identify the economic, physical, or political ramifications of cataclysmic natural or man-made disasters.</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><b>Access Point</b>  SS.8.G.2.AP.3 Use geographic terms and tools to identify how selected regions of the United States have changed over time.</p>

<b><i>SS.8.G.3 Understand the relationships between the Earth’s ecosystems and the populations that dwell within them.</i></b>	
SS.8.G.3.1	Locate and describe in geographic terms the major ecosystems of the United States. <b>Access Point</b> SS.8.G.3.AP.1 Using geographic terms, identify the major ecosystems of the United States.
SS.8.G.3.2	Use geographic terms and tools to explain differing perspectives on the use of renewable and non-renewable resources in the United States and Florida over time. <b>Access Point</b> SS.8.G.3.AP.2 Use geographic terms and tools to identify differing perspectives on the use of renewable and non-renewable resources in the United States and Florida over time.
<b><i>SS.8.G.4 Understand the characteristics, distribution, and migration of human populations.</i></b>	
SS.8.G.4.1	Interpret population growth and other demographic data for any given place in the United States throughout its history. <b>Access Point</b> SS.8.G.4.AP.1 Identify changes in population for selected regions in the United States over time.
SS.8.G.4.2	Use geographic terms and tools to analyze the effects throughout American history of migration to and within the United States, both on the place of origin and destination. <b>Access Point</b> SS.8.G.4.AP.2 Identify the effects of migration to and within the United States.
SS.8.G.4.3	Use geographic terms and tools to explain cultural diffusion throughout the United States as it expanded its territory. <b>Access Point</b> SS.8.G.4.AP.3 Identify cultural diffusion throughout the United States as it expanded its territory.
SS.8.G.4.4	Interpret databases, case studies, and maps to describe the role that regions play in influencing trade, migration patterns, and cultural/political interaction in the United States throughout time. <b>Access Point</b> SS.8.G.4.AP.4 Use geographic tools or case studies to identify the role that selected regions play in influencing trade, migration, and cultural interaction in the United States over time.
SS.8.G.4.5	Use geographic terms and tools to analyze case studies of the development, growth, and changing nature of cities and urban centers in the United States over time. <b>Access Point</b> SS.8.G.4.AP.5 Use geographic terms and tools to identify changes in cities and urban centers in the United States over time.
SS.8.G.4.6	Use political maps to describe changes in boundaries and governance

	throughout American history.
	<b>Access Point</b> SS.8.G.4.AP.6 Use political maps to identify changes in boundaries and governance throughout American history.
<b><i>SS.8.G.5 Understand how human actions can impact the environment.</i></b>	
SS.8.G.5.1	Describe human dependence on the physical environment and natural resources to satisfy basic needs in local environments in the United States.
	<b>Access Point</b> SS.8.G.5.AP.1 Identify human dependence on the physical environment and natural resources to satisfy basic needs in local environments in the United States.
SS.8.G.5.2	Describe the impact of human modifications on the physical environment and ecosystems of the United States throughout history.
	<b>Access Point</b> SS.8.G.5.AP.2 Identify the impact of human modifications on the physical environment and ecosystems of the United States throughout history.
<b><i>SS.8.G.6 Understand how to apply geography to interpret the past and present and plan for the future.</i></b>	
SS.8.G.6.1	Use appropriate maps and other graphic representations to analyze geographic problems and changes over time throughout American history.
	<b>Access Point</b> SS.8.G.6.AP.1 Use maps and other graphic representations to describe geographic problems and changes in the United States over time.
SS.8.G.6.2	Illustrate places and events in U.S. history through the use of narratives and graphic representations.
	<b>Access Point</b> SS.8.G.6.AP.2 Illustrate a place or event in United States history using a narrative and graphic representation, such as a map, graph, or table.

### Economics

<b><i>SS.8.E.1 Understand the fundamental concepts relevant to the development of a market economy.</i></b>	
SS.8.E.1.1	Examine motivating economic factors that influenced the development of the United States economy over time including scarcity, supply and demand, opportunity costs, incentives, profits, and entrepreneurial aspects.
	<b>Access Point</b> SS.8.E.1.AP.1 Identify factors that influenced the development of the United States economy over time.
<b><i>SS.8.E.2 Understand the fundamental concepts relevant to the institutions, structure, and functions of a national economy.</i></b>	



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.
	<p><b>Access Point</b>  SS.8.E.2.AP.1 Identify contributions of entrepreneurs, inventors, and other key individuals from various gender, social, and ethnic backgrounds in the development of the United States economy.</p>
SS.8.E.2.2	Explain the economic impact of government policies.
	<p><b>Access Point</b>  SS.8.E.2.AP.2 Identify the economic impact of government policies.</p>
SS.8.E.2.3	Assess the role of Africans and other minority groups in the economic development of the United States.
	<p><b>Access Point</b>  SS.8.E.2.AP.3 Identify the role of Africans and other minority groups in the economic development of the United States.</p>
<b><i>SS.8.E.3 Understand the fundamental concepts and interrelationships of the United States economy in the international marketplace.</i></b>	
SS.8.E.3.1	Evaluate domestic and international interdependence.
	<p><b>Access Point</b>  SS.8.E.3.AP.1 Identify examples of domestic and international interdependence, such as regional exchange of resources.</p>

### Civics and Government

<b><i>SS.8.CG.1 Demonstrate an understanding of the origins and purposes of government, law and the American political system.</i></b>	
SS.8.CG.1.1	<p>Compare the views of Patriots, Loyalists and other colonists on limits of government authority, inalienable rights and resistance to tyranny.</p> <ul style="list-style-type: none"> <li>• Students will describe colonial forms of government prior to the American Revolution.</li> <li>• Students will evaluate the Loyalists’ and Patriots’ arguments for remaining loyal to the British Crown or seeking independence from Britain.</li> </ul>
	<p><b>Access Point</b>  SS.8.CG.1.AP.1 Identify the views of Patriots, Loyalists and other colonists on limits of government authority, inalienable rights and resistance to tyranny.</p>
SS.8.CG.1.2	<p>Compare and contrast the 1838 Florida Constitution and 1868 Florida Constitution.</p> <ul style="list-style-type: none"> <li>• Students will explain how the 1868 Florida Constitution conformed with the Reconstruction Era amendments to the U.S. Constitution (e.g., citizenship, equal protection, suffrage).</li> </ul>
	<p><b>Access Point</b>  SS.8.CG.1.AP.2 Identify the similarities and differences between the</p>

	1838 Florida Constitution and 1868 Florida Constitution.
SS.8.CG.1.3	<p>Explain the importance of the rule of law in the United States' constitutional republic.</p> <ul style="list-style-type: none"> <li>• Students will discuss the impact of the rule of law on U.S. citizens and government.</li> <li>• Students will recognize how the rule of law influences a society.</li> <li>• Students will identify how the rule of law protects citizens from arbitrary and abusive government.</li> <li>• Students will evaluate the impact of the rule of law on governmental officials and institutions (e.g., accountability to the law, fair procedures, decisions based on the law, consistent application and enforcement of the law, transparency of institutions).</li> </ul>
	<p><b>Access Point</b>  SS.8.CG.1.AP.3 Identify the importance of the rule of law in the United States' constitutional republic.</p>
<b><i>SS.8.CG.2 Evaluate the roles, rights and responsibilities of U.S. citizens, and determine methods of active participation in society, government and the political system.</i></b>	
SS.8.CG.2.1	<p>Identify the constitutional provisions for establishing citizenship.</p> <ul style="list-style-type: none"> <li>• Students will explain how the 14<sup>th</sup> Amendment establishes citizenship.</li> </ul>
	<p><b>Access Point</b>  SS.8.CG.2.AP.1 Identify the constitutional provisions for establishing citizenship.</p>
SS.8.CG.2.2	<p>Compare the responsibilities of citizens at the local, state and national levels.</p> <ul style="list-style-type: none"> <li>• Students will recognize responsibilities of citizens (e.g., obeying the law, paying taxes, serving on a jury when summoned, registering with the Selective Service).</li> </ul>
	<p><b>Access Point</b>  SS.8.CG.2.AP.2 Identify the responsibilities of citizens at the local, state and national levels.</p>
SS.8.CG.2.3	<p>Analyze the role of civic virtue in the lives of citizens and leaders from the Colonial Period through Reconstruction.</p> <ul style="list-style-type: none"> <li>• Students will understand how the idea of civic virtue changes in response to the attitudes of citizens and leaders over time.</li> </ul>
	<p><b>Access Point</b>  SS.8.CG.2.AP.3 Identify the rule of civic virtue in the lives of citizens and leaders from the Colonial Period through Reconstruction.</p>
SS.8.CG.2.4	<p>Explain how forms of civic and political participation changed from the Colonial Period through Reconstruction.</p>

	<ul style="list-style-type: none"> <li>Students will describe significant acts of civic and political participation from the Colonial Period through Reconstruction.</li> </ul>
	<p><b>Access Point</b> SS.8.CG.2.AP.4 Identify how forms of civic and political participation changed from the Colonial Period through Reconstruction.</p>
SS.8.CG.2.5	<p>Analyze how the Bill of Rights guarantees civil rights and liberties to citizens.</p> <ul style="list-style-type: none"> <li>Students will explain the meaning and purpose of each amendment in the Bill of Rights.</li> <li>Students will describe how the Bill of Rights affects citizens and government.</li> </ul>
	<p><b>Access Point</b> SS.8.CG.2.AP.5 Identify how the Bill of Rights guarantees civil rights and liberties to citizens.</p>
SS.8.CG.2.6	<p>Evaluate how amendments to the U.S. Constitution expanded opportunities for civic participation through Reconstruction.</p> <ul style="list-style-type: none"> <li>Students will identify constitutional amendments that address voting rights.</li> <li>Students will describe how specific constitutional amendments expanded access to the political process for various groups over time.</li> </ul>
	<p><b>Access Point</b> SS.8.CG.2.AP.6 Identify examples of how amendments to the U.S. Constitution expanded opportunities for civic participation through Reconstruction.</p>
<p><b><i>SS.8.G.3 Demonstrate an understanding of the principles, functions and organization of government.</i></b></p>	
SS.8.CG.3.1	<p>Trace the foundational ideals and principles related to the U.S. government expressed in primary sources from the colonial period to Reconstruction.</p> <ul style="list-style-type: none"> <li>Students will identify foundational ideals and principles related to the U.S. government expressed in primary sources (e.g., the Mayflower Compact (1620); Common Sense (1776); the Declaration of Independence (1776); the U.S. Constitution (1789); the Declaration of Rights and Sentiments (1848); the Gettysburg Address (1863); Lincoln’s Second Inaugural Address (1865)).</li> </ul>
	<p><b>Access Point</b> SS.8.CG.3.AP.1 Identify the foundational ideals and principles related to the U.S. government expressed in primary sources from the colonial period to Reconstruction.</p>

<b><i>SS.8.FL.1 Earning Income</i></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.
	<b>Access Point</b> SS.8.FL.1.AP.1 Identify and describe how education and training are needed for the progression from a job to a career.
SS.8.FL.1.2	Identify the many decisions people must make over a lifetime about their education, jobs, and careers that affect their incomes and job opportunities.
	<b>Access Point</b> SS.8.FL.1.AP.2 Identify how decisions about incomes and job opportunities are affected by education, in a career or profession.
SS.8.FL.1.3	Explain that getting more education and learning new job skills can increase a person's human capital and productivity.
	<b>Access Point</b> SS.8.FL.1.AP.3 Identify how continuing education and job skills training can increase a person's income and opportunities.
SS.8.FL.1.4	Examine the fact that people with less education and fewer job skills tend to earn lower incomes than people with more education and greater job skills.
	<b>Access Point</b> SS.8.FL.1.AP.4 Identify the average wage or salary for different jobs and explain how they differ by level of education, job skill, or years of experience.
SS.8.FL.1.5	Examine the fact that investment in education and training generally has a positive rate of return in terms of the income that people earn over a lifetime, with some education or training having a higher rate of return than others.
	<b>Access Point</b> SS.8.FL.1.AP.5 Identify the fact that investment in education and training generally has a positive rate of return in terms of the income that people earn over a lifetime.
SS.8.FL.1.6	Identify the opportunity costs that education, training, and development of job skills have in the terms of time, effort, and money.
	<b>Access Point</b> SS.8.FL.1.AP.6 Identify the opportunity costs that education, training, and development of job skills have in the terms of time, effort, and money.
SS.8.FL.1.7	Identify that interest, dividends, and capital appreciation (gains) are forms of income earned from financial investments.
	<b>Access Point</b> SS.8.FL.1.AP.7 Identify that interest is a form of income earned from financial investments.

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><b>Access Point</b>  SS.8.FL.1.AP.8 Identify the fact that some people receive income support from government because they qualify in one of various ways for government assistance.</p>
<b><i>SS.8.FL.2 Buying Goods and Services</i></b>	
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><b>Access Point</b>  SS.8.FL.2.AP.1 Identify how consumers benefit from gathering information from a variety of credible sources.</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><b>Access Point</b>  SS.8.FL.2.AP.2 Identify why advice from a source such as a salesperson may or may not be useful when deciding which product to buy.</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><b>Access Point</b>  SS.8.FL.2.AP.3 Identify the variety of payment methods people can use in order to buy goods and services.</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><b>Access Point</b>  SS.8.FL.2.AP.4 Identify the costs and benefits of choosing different payment options.</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><b>Access Point</b>  SS.8.FL.2.AP.5a Identify the purpose and components of a family budget.  SS.8FL.2.AP.5b Identify ways a family budget can be impacted by unplanned expenses.</p>
<b><i>SS.8.FL.3 Saving</i></b>	
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><b>Access Point</b> SS.8.FL.3.AP.1 Identify how financial institutions use deposited funds to gain profit and offer loans.</p>
SS.8.FL.3.2	<p>Explain that, for the saver, an interest rate is the price a financial institution pays for using a saver's money and is normally expressed as an annual percentage of the amount saved.</p> <p><b>Access Point</b> SS.8.FL.3.AP.2 Identify an interest rate as the price paid for using someone else's money, expressed as a percentage of the amount saved.</p>
SS.8.FL.3.3	<p>Discuss that interest rates paid on savings and charged on loans, like all prices, are determined in a market.</p> <p><b>Access Point</b> SS.8.FL.3.AP.3 Identify why banks that experience an increase in the number of people who want loans may decide to pay higher interest rates on deposits.</p>
SS.8.FL.3.4	<p>Explain that, when interest rates increase, people earn more on their savings and their savings grow more quickly.</p> <p><b>Access Point</b> SS.8.FL.3.AP.4 Identify how when interest rates increase, people earn more on their savings and their savings grow more quickly.</p>
SS.8.FL.3.5	<p>Identify principal as the initial amount of money upon which interest is paid.</p> <p><b>Access Point</b> SS.8.FL.3.AP.5 Identify principle as the initial amount of money upon which interest is paid.</p>
SS.8.FL.3.6	<p>Identify the value of a person's savings in the future as determined by the amount saved and the interest rate. Explain why the earlier people begin to save, the more savings they will be able to accumulate, all other things equal, as a result of the power of compound interest.</p> <p><b>Access Point</b> SS.8.FL.3.AP.6 Identify the value of a person's savings in the future as determined by the amount saved and the interest rate.</p>
SS.8.FL.3.7	<p>Discuss the different reasons that people save money, including large purchases (such as higher education, autos, and homes), retirement, and unexpected events. Discuss how people's tastes and preferences influence their choice of how much to save and for what to save.</p> <p><b>Access Point</b> SS.8.FL.3.AP.7 Identify the different reasons that people save money, including large purchases, retirement, and unexpected events.</p>
SS.8.FL.3.8	<p>Explain that, to assure savers that their deposits are safe from bank failures, federal agencies guarantee depositors' savings in most commercial banks, savings banks, and savings associations up to a set limit.</p>

	<p><b>Access Point</b>  SS.8.FL.3.AP.8 Identify how the FDIC and NCUA protect your investments and savings in financial institutions.</p>
<b><i>SS.8.FL.4 Using Credit</i></b>	
SS.8.FL.4.1	<p>Explain that people who apply for loans are told what the interest rate on the loan will be. An interest rate is the price of using someone else’s money expressed as an annual percentage of the loan principal.</p> <p><b>Access Point</b>  SS.8.FL.4.AP.1 Identify interest rate as the price of using someone else’s money expressed as an annual percentage of the loan principle.</p>
SS.8.FL.4.2	<p>Identify a credit card purchase as a loan from the financial institution that issued the card. Explain that credit card interest rates tend to be higher than rates for other loans. In addition, financial institutions may charge significant fees related to a credit card and its use.</p> <p><b>Access Point</b>  SS.8.FL.4.AP.2 Identify a credit card purchase as a loan from the financial institution that issued the card, as expressed on a credit card statement.</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><b>Access Point</b>  SS.8.FL.4.AP.3 Identify how credit card interest is charged monthly, leading to much higher costs if not paid in full.</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><b>Access Point</b>  SS.8.FL.4.AP.4 Identify how lenders charge different interest rates based on the risk of nonpayment by borrowers.</p>
<b><i>SS.8.FL.5 Financial Investing</i></b>	
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><b>Access Point</b>  SS.8.FL.5.AP.1 Identify the difference among various types of financial assets.</p>

SS.8.FL.5.2	Calculate the amount of interest income received from depositing a certain amount of money in a bank account paying 1 percent per year and from owning a bond paying 5 percent per year in order to analyze that interest is received from money deposited in bank accounts as well as by owning a corporate or government bond or making a loan.
	<p><b>Access Point</b> SS.8.FL.5.AP.2 Calculate the amount of interest income received from depositing a certain amount of money in a bank account.</p>
SS.8.FL.5.3	Discuss that when people buy corporate stock, they are purchasing ownership shares in a business that if the business is profitable, they will expect to receive income in the form of dividends and/or from the increase in the stock's value, that the increase in the value of an asset (like a stock) is called a capital gain, and if the business is not profitable, investors could lose the money they have invested.
	<p><b>Access Point</b> SS.8.FL.5.AP.3 Identify the amount of dividends paid from a selected stock and how much the price of the stock has appreciated or depreciated over the year.</p>
SS.8.FL.5.4	Explain that the price of a financial asset is determined by the interaction of buyers and sellers in a financial market.
	<p><b>Access Point</b> SS.8.FL.5.AP.4 Identify how the price of a financial asset is determined by the interaction of buyers and sellers in a financial market.</p>
SS.8.FL.5.5	Explain that the rate of return earned from investments will vary according to the amount of risk and, in general, a trade-off exists between the security of an investment and its expected rate of return.
	<p><b>Access Point</b> SS.8.FL.5.AP.5 Identify how and why the rate of return earned from investments will vary.</p>
<b><i>SS.8.FL.6 Protecting and Insuring</i></b>	
SS.8.FL.6.1	Analyze the fact that personal financial risk exists when unexpected events can damage health, income, property, wealth, or future opportunities.
	<p><b>Access Point</b> SS.8.FL.6.AP.1 Identify the fact that personal financial risk exists when unexpected events can damage health, income, property, wealth, or future opportunities.</p>
SS.8.FL.6.2	Identify insurance as a product that allows people to pay a fee (called a premium) now to transfer the costs of a potential loss to a third party.
	<p><b>Access Point</b> SS.8.FL.6.AP.2 Identify insurance as a product that allows people to pay a fee now to transfer the costs of a potential loss to a third party.</p>



SS.8.FL.6.3	Describe how a person may self-insure by accepting a risk and saving money on a regular basis to cover a potential loss.
	<b>Access Point</b> SS.8.FL.6.AP.3 Identify how a person may self-insure by accepting a risk and saving money on a regular basis to cover a potential loss.
SS.8.FL.6.4	Discuss why insurance policies that guarantee higher levels of payment in the event of a loss (coverage) have higher prices.
	<b>Access Point</b> SS.8.FL.6.AP.4 Identify why insurance policies that guarantee higher levels of payment have higher prices.
SS.8.FL.6.5	Discuss that insurance companies charge higher premiums to cover higher-risk individuals and events because the risk of monetary loss is greater for these individuals and events.
	<b>Access Point</b> SS.8.FL.6.AP.5 Identify why drivers who receive repeated speeding tickets will see their insurance premiums increase.
SS.8.FL.6.6	Explain that individuals can choose to accept some risk, to take steps to avoid or reduce risk, or to transfer risk to others through the purchase of insurance and that each option has different costs and benefits.
	<b>Access Point</b> SS.8.FL.6.AP.6 Identify ways in which an automobile driver can avoid, reduce, or transfer the risk of being in an automobile accident.
SS.8.FL.6.7	Evaluate social networking sites and other online activity from the perspective of making individuals vulnerable to harm caused by identity theft or misuse of their personal information.
	<b>Access Point</b> SS.8.FL.6.AP.7 Identify ways that identity thieves can obtain someone's personal information and steps an individual can take to protect their personal information.

### Holocaust Education

<b><i>SS.68.HE.1 Foundations of Holocaust Education</i></b>	
SS.68.HE.1.1	<p>Examine the Holocaust as the planned and systematic state-sponsored persecution and murder of European Jews by Nazi Germany and its collaborators between 1933 and 1945.</p> <ul style="list-style-type: none"> <li>• Students will describe the basic beliefs of Judaism and trace the origins and history of Jews in Europe.</li> <li>• Students will analyze how antisemitism led to and contributed to the Holocaust.</li> <li>• Students will identify examples of antisemitism (e.g., making mendacious, dehumanizing, demonizing or stereotypical allegations about Jews; demonizing Israel by using the symbols and images associated with classic antisemitism to characterize Israel or Israelis).</li> </ul>

	<b>Access Point</b>
	SS.68.HE.1.AP.1a Identify the Holocaust as the planned persecution and murder of European Jews by the government of Nazi Germany.
	SS.68.HE.1.AP.1b Identify examples of antisemitism and how it contributed to the Holocaust.
	SS.68.HE.1.AP.1c Identify the basic beliefs of Judaism and the history of Jews in Europe.

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**9-12**  
**Social Studies AP-AAAS**  
**American History**

<b><i>SS.912.A.1 Use research and inquiry skills to analyze American history using primary and secondary sources.</i></b>	
SS.912.A.1.1	Describe the importance of historiography, which includes how historical knowledge is obtained and transmitted, when interpreting events in history. <b>Access Point</b> SS.912.A.1.AP.1 Identify the importance of historiography when interpreting events in history.
SS.912.A.1.2	Utilize a variety of primary and secondary sources to identify author, historical significance, audience, and authenticity to understand a historical period. <b>Access Point</b> SS.912.A.1.AP.2 Identify the author and purpose of significant historical documents using primary and secondary sources.
SS.912.A.1.3	Utilize timelines to identify the time sequence of historical data. <b>Access Point</b> SS.912.A.1.AP.3 Use a timeline to identify the sequence of historical data.
SS.912.A.1.4	Analyze how images, symbols, objects, cartoons, graphs, charts, maps, and artwork may be used to interpret the significance of time periods and events from the past. <b>Access Point</b> SS.912.A.1.AP.4 Interpret images, symbols, objects, cartoons, graphs, charts, maps, artwork, artifacts, or writings to obtain information about a time period and events from the past.
SS.912.A.1.5	Evaluate the validity, reliability, bias, and authenticity of current events and Internet resources. <b>Access Point</b> SS.912.A.1.AP.5 Determine the accuracy of current events and Internet resources by comparing them to reliable sources.
SS.912.A.1.6	Use case studies to explore social, political, legal, and economic relationships in history. <b>Access Point</b> SS.912.A.1.AP.6 Use a case study to explore social, political, legal, and economic relationships in history.
SS.912.A.1.7	Describe various socio-cultural aspects of American life including arts, artifacts, literature, education, and publications. <b>Access Point</b> SS.912.A.1.AP.7 Describe selected socio-cultural aspects of American life, such as the arts, artifacts, literature, education, and publications.
<b><i>SS.912.A.2 Understand the causes, course, and consequences of the Civil War and Reconstruction and its effects on the American people.</i></b>	

SS.912.A.2.1	Review causes and consequences of the Civil War.
	<b>Access Point</b> SS.912.A.2.AP.1 Recognize a major cause and consequence of the Civil War.
SS.912.A.2.2	Assess the influence of significant people or groups on Reconstruction.
	<b>Access Point</b> SS.912.A.2.AP.2 Describe the influence of significant people or groups on Reconstruction.
SS.912.A.2.3	Describe the issues that divided Republicans during the early Reconstruction era.
	<b>Access Point</b> SS.912.A.2.AP.3 Recognize a major issue that divided Republicans during the early Reconstruction Era.
SS.912.A.2.4	Distinguish the freedoms guaranteed to African Americans and other groups with the 13 <sup>th</sup> , 14 <sup>th</sup> , and 15 <sup>th</sup> Amendments to the Constitution.
	<b>Access Point</b> SS.912.A.2.AP.4 Recognize a freedom guaranteed to African Americans and other groups with the 13 <sup>th</sup> , 14 <sup>th</sup> , and 15 <sup>th</sup> Amendments to the Constitution.
SS.912.A.2.5	Assess how Jim Crow Laws influenced life for African Americans and other racial/ethnic minority groups.
	<b>Access Point</b> SS.912.A.2.AP.5 Describe how Jim Crow Laws influenced life for African Americans and other racial/ethnic minority groups.
SS.912.A.2.6	Compare the effects of the Black Codes and the Nadir on freed people, and analyze the sharecropping system and debt peonage as practiced in the United States.
	<b>Access Point</b> SS.912.A.2.AP.6a Identify one effect of the Black Codes and the Nadir on freed people.
	SS.912.A.2.AP.6b Identify the sharecropping and debt peonage system that was practiced in the United States.
SS.912.A.2.7	Review the Native American experience.
	<b>Access Point</b> SS.912.A.2.AP.7 Identify one of the Native American experiences during the westward expansion.
<b><i>SS.912.A.3 Analyze the transformation of the American economy and the changing social and political conditions in response to the Industrial Revolution.</i></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.
	<b>Access Point</b> SS.912.A.3.AP.1 Identify a response to economic challenges faced by farmers in the mid to late 1800s.

SS.912.A.3.2	Examine the social, political, and economic causes, course, and consequences of the second Industrial Revolution that began in the late 19 <sup>th</sup> century.
	<p><b>Access Point</b>  SS.912.A.3.AP.2 Examine one social, political, and economic development in the second Industrial Revolution (e.g., mass production of consumer goods, including transportation, food and drink, clothing, and entertainment [cinema, radio, the gramophone]).</p>
SS.912.A.3.3	Compare the first and second Industrial Revolutions in the United States.
	<p><b>Access Point</b>  SS.912.A.3.AP.3 Compare one development or invention in the first and second Industrial Revolutions in the United States.</p>
SS.912.A.3.4	Determine how the development of steel, oil, transportation, communication, and business practices affected the United States economy.
	<p><b>Access Point</b>  SS.912.A.3.AP.4 Identify how developments in industry affected the United States economy, such as steel, oil, transportation, communications, and business practices.</p>
SS.912.A.3.5	Identify significant inventors of the Industrial Revolution including African Americans and women.
	<p><b>Access Point</b>  SS.912.A.3.AP.5 Identify a significant inventor of the Industrial Revolution, including an African American or a woman.</p>
SS.912.A.3.6	Analyze changes that occurred as the United States shifted from agrarian to an industrial society.
	<p><b>Access Point</b>  SS.912.A.3.AP.6 Identify changes that occurred as the United States shifted from an agrarian to an industrial society.</p>
SS.912.A.3.7	Compare the experience of European immigrants in the east to that of Asian immigrants in the west (the Chinese Exclusion Act, Gentlemen’s Agreement with Japan).
	<p><b>Access Point</b>  SS.912.A.3.AP.7 Compare the way European immigrants in the east and Asian immigrants in the west were treated.</p>
SS.912.A.3.8	Examine the importance of social change and reform in the late 19 <sup>th</sup> and early 20 <sup>th</sup> centuries (class system, migration from farms to cities, Social Gospel movement, role of settlement houses and churches in providing services to the poor).
	<p><b>Access Point</b>  SS.912.A.3.AP.8 Identify the importance of social change or reform during the late 1800s and early 1900s.</p>
SS.912.A.3.9	Examine causes, course, and consequences of the labor movement in the late 19 <sup>th</sup> and early 20 <sup>th</sup> centuries.

	<p><b>Access Point</b> SS.912.A.3.AP.9 Identify a cause and consequence of the labor movement in the late 1800s and early 1900s.</p>
SS.912.A.3.10	<p>Review different economic and philosophic ideologies.</p> <p><b>Access Point</b> SS.912.A.3.AP.10 Compare major differences in economic and philosophic ideologies.</p>
SS.912.A.3.11	<p>Analyze the impact of political machines in United States cities in the late 19<sup>th</sup> and early 20<sup>th</sup> centuries.</p> <p><b>Access Point</b> SS.912.A.3.AP.11 Identify ways powerful groups (political machines) in United States cities controlled the government in the late 1800s and early 1900s.</p>
SS.912.A.3.12	<p>Compare how different nongovernmental organizations and progressives worked to shape public policy, restore economic opportunities, and correct injustices in American life.</p> <p><b>Access Point</b> SS.912.A.3.AP.12 Identify ways nongovernmental organizations and progressives have shaped public policy and corrected injustices in American life.</p>
SS.912.A.3.13	<p>Examine key events and peoples in Florida history as they relate to United States history.</p> <p><b>Access Point</b> SS.912.A.3.AP.13 Identify a key event or person in Florida history related to United States history.</p>
<p><b><i>SS.912.A.4 Demonstrate an understanding of the changing role of the United States in world affairs through the end of World War I.</i></b></p>	
SS.912.A.4.1	<p>Analyze the major factors that drove United States imperialism.</p> <p><b>Access Point</b> SS.912.A.4.AP.1 Identify major factors that drove United States imperialism.</p>
SS.912.A.4.2	<p>Explain the motives of the United States acquisition of the territories.</p> <p><b>Access Point</b> SS.912.A.4.AP.2 Identify the purpose of the United States expanding into other territories.</p>
SS.912.A.4.3	<p>Examine causes, course, and consequences of the Spanish American War.</p> <p><b>Access Point</b> SS.912.A.4.AP.3 Identify a cause and consequence of the Spanish American War.</p>
SS.912.A.4.4	<p>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.</p>

	<p><b>Access Point</b> SS.912.A.4.AP.4 Identify an economic, military, and security reason why the United States completed the Panama Canal and the challenges that were faced during its construction.</p>
SS.912.A.4.5	<p>Examine causes, course, and consequences of United States involvement in World War I.</p> <p><b>Access Point</b> SS.912.A.4.AP.5 Identify a cause and consequence of United States involvement in World War I.</p>
SS.912.A.4.6	<p>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).</p> <p><b>Access Point</b> SS.912.A.4.AP.6 Identify ways the United States government prepared the nation for World War I, such as Selective Service Act, War Industries Board, war bonds, Espionage Act, Sedition Act, Committee of Public Information.</p>
SS.912.A.4.7	<p>Examine the impact of airplanes, battleships, new weaponry and chemical warfare in creating new war strategies (trench warfare, convoys).</p> <p><b>Access Point</b> SS.912.A.4.AP.7 Identify the impact of the development of airplanes, battleships, new weaponry, and chemical warfare in creating new war strategies (trench warfare, convoys).</p>
SS.912.A.4.8	<p>Compare the experiences Americans (African Americans, Hispanics, Asians, women, conscientious objectors) had while serving in Europe.</p> <p><b>Access Point</b> SS.912.A.4.AP.8 Identify experiences diverse American groups had while serving in Europe.</p>
SS.912.A.4.9	<p>Compare how the war impacted German Americans, Asian Americans, African Americans, Hispanic Americans, Jewish Americans, Native Americans, women and dissenters in the United States.</p> <p><b>Access Point</b> SS.912.A.4.AP.9 Identify impacts of the war on German Americans, Asian Americans, African Americans, Hispanic Americans, Jewish Americans, Native Americans, women and dissenters in the United States.</p>
SS.912.A.4.10	<p>Examine the provisions of the Treaty of Versailles and the failure of the United States to support the League of Nations.</p> <p><b>Access Point</b> SS.912.A.4.AP.10 Identify a provision of the Treaty of Versailles and the failure of the United States to support the League of Nations.</p>

SS.912.A.4.11	Examine key events and peoples in Florida history as they relate to United States history.
	<b>Access Point</b> SS.912.A.4.AP.11 Identify a key event or person in Florida history related to United States history.
<b><i>SS.912.A.5 Analyze the effects of the changing social, political, and economic conditions of the Roaring Twenties and the Great Depression.</i></b>	
SS.912.A.5.1	Discuss the economic outcomes of demobilization.
	<b>Access Point</b> SS.912.A.5.AP.1 Identify an economic result of demobilization.
SS.912.A.5.2	Explain the causes of the public reaction (Sacco and Vanzetti, labor, racial unrest) associated with the Red Scare.
	<b>Access Point</b> SS.912.A.5.AP.2 Identify the causes of the public reaction (labor, strikes, and racial unrest) associated with the Red Scare.
SS.912.A.5.3	Examine the impact of United States foreign economic policy during the 1920s.
	<b>Access Point</b> SS.912.A.5.AP.3 Recognize the impact of United States foreign economic policies during the 1920s.
SS.912.A.5.4	Evaluate how the economic boom during the Roaring Twenties changed consumers, businesses, manufacturing, and marketing practices.
	<b>Access Point</b> SS.912.A.5.AP.4 Identify results of the economic boom of the Roaring Twenties such as changed consumers, businesses, manufacturing, and marketing practices.
SS.912.A.5.5	Describe efforts by the United States and other world powers to avoid future wars.
	<b>Access Point</b> SS.912.A.5.AP.5 Identify actions of the United States and world powers to avoid future wars.
SS.912.A.5.6	Analyze the influence that Hollywood, the Harlem Renaissance, the Fundamentalist movement, and prohibition had in changing American society in the 1920s.
	<b>Access Point</b> SS.912.A.5.AP.6 Identify the influences of Hollywood, the Harlem Renaissance, the Fundamentalist movement, and Prohibition on American society in the 1920s.
SS.912.A.5.7	Examine the freedom movements that advocated civil rights for African Americans, Latinos, Asians, and women.
	<b>Access Point</b> SS.912.A.5.AP.7 Recognize the effects of freedom movements that advocated for civil rights for African Americans, Latinos, Asians, and women.



SS.912.A.5.8	<p>Compare the views of Booker T. Washington, W.E.B. DuBois, and Marcus Garvey relating to the African American experience.</p> <p><b>Access Point</b>  SS.912.A.5.AP.8 Identify the major view of a leader relating to the African American experience, such as Booker T. Washington, W.E.B. DuBois, or Marcus Garvey.</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><b>Access Point</b>  SS.912.A.5.AP.9 Recognize that support of the Ku Klux Klan changed during the 1920s with respect to issues such as anti-immigrants, anti-African Americans, anti-Catholics, anti-Jewish, anti-women, and anti-unions.</p>
SS.912.A.5.10	<p>Analyze support for and resistance to civil rights for women, African Americans, Native Americans, and other minorities.</p> <p><b>Access Point</b>  SS.912.A.5.AP.10 Identify reasons why some people supported, and others resisted civil rights for women, African Americans, Native Americans, and other minorities.</p>
SS.912.A.5.11	<p>Examine causes, course, and consequences of the Great Depression and the New Deal.</p> <p><b>Access Point</b>  SS.912.A.5.AP.11 Identify a cause and a consequence of the Great Depression and the New Deal.</p>
SS.912.A.5.12	<p>Examine key events and people in Florida history as they relate to United States history.</p> <p><b>Access Point</b>  SS.912.A.5.AP.12 Identify a key event or person in Florida history related to United States history.</p>
<b><i>SS.912.A.6 Understand the causes and course of World War II, the character of the war at home and abroad, and its reshaping of the United States role in the post-war world.</i></b>	
SS.912.A.6.1	<p>Examine causes, course, and consequences of World War II on the United States and the world.</p> <p><b>Access Point</b>  SS.912.A.6.AP.1 Identify major causes and consequences of World War II on the United States and the world.</p>
SS.912.A.6.2	<p>Describe the United States response in the early years of World War II (Neutrality Acts, Cash and Carry, Lend Lease Act).</p> <p><b>Access Point</b>  SS.912.A.6.AP.2 Identify the United States response in the early years of World War II (Neutrality Acts, Cash and Carry, Lend Lease Act).</p>

SS.912.A.6.3	Analyze the impact of the Holocaust during World War II on Jews as well as other groups.
	<b>Access Point</b> SS.912.A.6.AP.3 Identify the impact of the Holocaust during World War II on Jews and other groups.
SS.912.A.6.4	Examine efforts to expand or contract rights for various populations during World War II.
	<b>Access Point</b> SS.912.A.6.AP.4 Identify the actions to expand or contract rights for various populations during World War II.
SS.912.A.6.5	Explain the impact of World War II on domestic government policy.
	<b>Access Point</b> SS.912.A.6.AP.5 Identify an impact of World War II on domestic government policy.
SS.912.A.6.6	Analyze the use of atomic weapons during World War II and the aftermath of the bombings.
	<b>Access Point</b> SS.912.A.6.AP.6 Identify a reason for the use of atomic weapons during World War II and the aftermath of the bombings.
SS.912.A.6.7	Describe the attempts to promote international justice through the Nuremberg Trials.
	<b>Access Point</b> SS.912.A.6.AP.7 Identify attempts to promote international justice through the Nuremberg Trials.
SS.912.A.6.8	Analyze the effects of the Red Scare on domestic United States policy.
	<b>Access Point</b> SS.912.A.6.AP.8 Identify the effects of the Red Scare on United States domestic policy.
SS.912.A.6.9	Describe the rationale for the formation of the United Nations, including the contribution of Mary McLeod Bethune.
	<b>Access Point</b> SS.912.A.6.AP.9 Identify the reason for the formation of the United Nations, including the contribution of Mary McLeod Bethune.
SS.912.A.6.10	Examine causes, course, and consequences of the early years of the Cold War (Truman Doctrine, Marshall Plan, NATO, Warsaw Pact).
	<b>Access Point</b> SS.912.A.6.AP.10 Identify a cause and consequence of the early years of the Cold War (Truman Doctrine, Marshall Plan, NATO, Warsaw Pact).
SS.912.A.6.11	Examine the controversy surrounding the proliferation of nuclear technology in the United States and the world.

	<p><b>Access Point</b> SS.912.A.6.AP.11 Identify the various viewpoints about the spread of nuclear technology in the United States and the world.</p>
SS.912.A.6.12	<p>Examine causes, course, and consequences of the Korean War.</p> <p><b>Access Point</b> SS.912.A.6.AP.12 Identify a cause and consequence of the Korean War.</p>
SS.912.A.6.13	<p>Analyze significant foreign policy events during the Truman, Eisenhower, Kennedy, Johnson, and Nixon administrations.</p> <p><b>Access Point</b> SS.912.A.6.AP.13 Identify results of significant foreign policy events during the Truman, Eisenhower, Kennedy, Johnson, and Nixon administrations.</p>
SS.912.A.6.14	<p>Analyze causes, course, and consequences of the Vietnam War.</p> <p><b>Access Point</b> SS.912.A.6.AP.14 Identify a cause and consequence of the Vietnam War.</p>
SS.912.A.6.15	<p>Examine key events and peoples in Florida history as they relate to United States history.</p> <p><b>Access Point</b> SS.912.A.6.AP.15 Identify a key event or person in Florida history related to United States history.</p>
<p><b><i>SS.912.A.7 Understand the rise and continuing international influence of the United States as a world leader and the impact of contemporary social and political movements on American life.</i></b></p>	
SS.912.A.7.1	<p>Identify causes for Post-World War II prosperity and its effects on American society.</p> <p><b>Access Point</b> SS.912.A.7.AP.1 Identify a cause and effect of post-World War II prosperity on American society.</p>
SS.912.A.7.2	<p>Compare the relative prosperity between different ethnic groups and social classes in the post-World War II period.</p> <p><b>Access Point</b> SS.912.A.7.AP.2 Identify the prosperity of different ethnic groups and social classes in the post-World War II period.</p>
SS.912.A.7.3	<p>Examine the changing status of women in the United States from post-World War II to present.</p> <p><b>Access Point</b> SS.912.A.7.AP.3 Identify ways that the role of women in the United States has changed since World War II.</p>
SS.912.A.7.4	<p>Evaluate the success of 1960s era presidents' foreign and domestic policies.</p> <p><b>Access Point</b> SS.912.A.7.AP.4 Examine foreign and domestic policies and programs in the 1960s.</p>

SS.912.A.7.5	<p>Compare nonviolent and violent approaches utilized by groups (African Americans, women, Native Americans, Hispanics) to achieve civil rights.</p> <p><b>Access Point</b>  SS.912.A.7.AP.5 Identify violent and nonviolent approaches used by groups (African Americans, women, Native Americans, and Hispanics) to achieve civil rights.</p>
SS.912.A.7.6	<p>Assess key figures and organizations in shaping the Civil Rights Movement and Black Power Movement.</p> <p><b>Access Point</b>  SS.912.A.7.AP.6 Identify important acts of key persons and organizations in the Civil Rights Movement and Black Power Movement.</p>
SS.912.A.7.7	<p>Assess the building of coalitions between African Americans, whites, and other groups in achieving integration and equal rights.</p> <p><b>Access Point</b>  SS.912.A.7.AP.7 Identify ways African Americans, whites, and other groups joined together to bring about changes in integration and equal rights.</p>
SS.912.A.7.8	<p>Analyze significant Supreme Court decisions relating to integration, busing, affirmative action, the rights of the accused, and reproductive rights.</p> <p><b>Access Point</b>  SS.912.A.7.AP.8 Identify the importance of Supreme Court cases, relating to integration, busing, affirmative action, the rights of the accused, and reproductive rights.</p>
SS.912.A.7.9	<p>Examine the similarities of social movements (Native Americans, Hispanics, women, anti-war protesters) of the 1960s and 1970s.</p> <p><b>Access Point</b>  SS.912.A.7.AP.9 Identify social movements of the 1960s and 1970s (Native Americans, Hispanics, women, anti-war protesters).</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><b>Access Point</b>  SS.912.A.7.AP.10 Identify the impact of the Vietnam War and Watergate on the government and people of the United States.</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><b>Access Point</b>  SS.912.A.7.AP.11 Identify aspects of United States foreign policy as it relates to Africa, Asia, the Caribbean, Latin America, and the Middle East.</p>

SS.912.A.7.12	Analyze political, economic, and social concerns that emerged at the end of the 20 <sup>th</sup> century and into the 21 <sup>st</sup> century.
	<b>Access Point</b> SS.912.A.7.AP.12 Identify political, economic, and social concerns that emerged from the late 1900s to early 2000s.
SS.912.A.7.13	Analyze the attempts to extend New Deal legislation through the Great Society and the successes and failures of these programs to promote social and economic stability.
	<b>Access Point</b> SS.912.A.7.AP.13 Identify the attempts to extend New Deal legislation through the Great Society and the successes and failures of these programs to promote social and economic stability.
SS.912.A.7.14	Review the role of the United States as a participant in the global economy (trade agreements, international competition, impact on American labor, environmental concerns).
	<b>Access Point</b> SS.912.A.7.AP.14 Recognize ways the United States participates in the global economy (trade agreements, international competition, impact on American labor, environmental concerns).
SS.912.A.7.15	Analyze the effects of foreign and domestic terrorism on the American people.
	<b>Access Point</b> SS.912.A.7.AP.15 Identify effects of foreign and domestic terrorism on the American people.
SS.912.A.7.16	Examine changes in immigration policy and attitudes toward immigration since 1950.
	<b>Access Point</b> SS.912.A.7.AP.16 Identify ways that immigration policy and attitudes have changed since 1950.
SS.912.A.7.17	Examine key events and key people in Florida history as they relate to United States history.
	<b>Access Point</b> SS.912.A.7.AP.17 Identify a key event or person in Florida history related to United States history.

### Geography

<b><i>SS.912.G.1 Understand how to use maps and other geographic representations, tools, and technology to report information.</i></b>	
SS.912.G.1.4	Design maps using a variety of technologies based on descriptive data to explain physical and cultural attributes of major world regions.
	<b>Access Point</b> SS.912.G.1.AP.1 Design maps to explain physical and cultural attributes of major world regions.

SS.912.G.1.2	Use spatial perspective and appropriate geographic terms and tools, including the Six Essential Elements, as organizational schema to describe any given place.
	<p><b>Access Point</b>  SS.912.G.1.AP.2 Using the Six Essential Elements, describe any given place.</p>
SS.912.G.1.3	Employ applicable units of measurement and scale to solve simple locational problems using maps and globes.
	<p><b>Access Point</b>  SS.912.G.1.AP.3 Utilize units of measurement and scale to solve simple locational problems using maps and globes.</p>
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.
	<p><b>Access Point</b>  SS.912.G.1.AP.4 Identify geographic information from a variety of sources including primary sources, atlases, computer, and digital sources, Geographic Information System (GIS), and a broad variety of maps.</p>
<b><i>SS.912.G.2 Understand physical and cultural characteristics of places.</i></b>	
SS.912.G.2.1	Identify the physical characteristics and the human characteristics that define and differentiate regions.
	<p><b>Access Point</b>  SS.912.G.2.AP.1 Identify physical and human characteristics that define and differentiate regions.</p>
SS.912.G.2.2	Describe the factors and processes that contribute to the differences between developing and developed regions of the world.
	<p><b>Access Point</b>  SS.912.G.2.AP.2 Recognize the factors and processes that contribute to the differences between developing and developed regions of the world.</p>
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.
	<p><b>Access Point</b>  SS.912.G.2.AP.3 Use geographic terms and tools to identify regional issues in different parts of the world that have critical economic, physical, or political ramifications in case studies.</p>
SS.912.G.2.4	Use geographic terms and tools to analyze case studies of how selected regions change over time.
	<p><b>Access Point</b>  SS.912.G.2.AP.4 Use geographic terms and tools to identify how selected regions change over time in case studies.</p>

SS.912.G.2.5	Use geographic terms and tools to analyze case studies of debates over how human actions modify a selected region.
	<b>Access Point</b> SS.912.G.2.AP.5 Use geographic terms and tools including mining, drilling, farming, and housing to identify debates over how human actions modify selected regions using case studies.
<b><i>SS.912.G.3 Understand the relationships between the Earth’s ecosystems and the populations that dwell within them.</i></b>	
SS.912.G.3.1	Use geographic terms to locate and describe major ecosystems of Earth.
	<b>Access Point</b> SS.912.G.3.AP.1 Using geographic terms, identify characteristics of major ecosystems of Earth, such as location, climate, landforms, and resources.
SS.912.G.3.2	Use geographic terms and tools to explain how weather and climate influence the natural character of a place.
	<b>Access Point</b> SS.912.G.3.AP.2 Use geographic terms and tools to describe how weather and climate influence a location.
SS.912.G.3.3	Use geographic terms and tools to explain differing perspectives on the use of renewable and non-renewable resources in Florida, the United States, and the world.
	<b>Access Point</b> SS.912.G.3.AP.3 Use geographic terms and tools to identify different opinions on the use of renewable and non-renewable resources in Florida, the United States, and the world.
SS.912.G.3.4	Use geographic terms and tools to explain how the Earth’s internal changes and external changes influence the character of places.
	<b>Access Point</b> SS.912.G.3.AP.4 Use geographic terms and tools to describe how Earth’s internal changes such as volcanoes and earthquakes and external changes such as droughts, floods, and erosion impact the characteristics of locations.
SS.912.G.3.5	Use geographic terms and tools to explain how hydrology influences the physical character of a place.
	<b>Access Point</b> SS.912.G.3.AP.5 Use geographic terms and tools to describe how changes in the distribution or use of water (hydrology), such as damming a river or building an irrigation system, impact locations.
<b><i>SS.912.G.4 Understand the characteristics, distribution, and migration of human populations.</i></b>	
SS.912.G.4.1	Interpret population growth and other demographic data for any given place.

	<p><b>Access Point</b> SS.912.G.4.AP.1 Compare the changes in population growth and other demographic data for selected places.</p>
SS.912.G.4.2	<p>Use geographic terms and tools to analyze the push/pull factors contributing to human migration within and among places.</p> <p><b>Access Point</b> SS.912.G.4.AP.2 Use geographic terms and tools to describe the push/pull factors contributing to human migration.</p>
SS.912.G.4.3	<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><b>Access Point</b> SS.912.G.4.AP.3 Use geographic terms and tools to examine effects of migration on the place of origin and destination, including border areas.</p>
SS.912.G.4.4	<p>Use geographic terms and tools to analyze case studies of issues in globalization.</p> <p><b>Access Point</b> SS.912.G.4.AP.4 Utilize geographic terms and tools to identify issues in globalization, such as outsourcing and unfair treatment of certain population groups.</p>
SS.912.G.4.5	<p>Use geographic terms and tools to analyze case studies of the development, growth, and changing nature of cities and urban centers.</p> <p><b>Access Point</b> SS.912.G.4.AP.5 Use geographic terms and tools to identify changes in cities and urban centers.</p>
SS.912.G.4.6	<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><b>Access Point</b> SS.912.G.4.AP.6 Use geographic terms and tools to identify an effect of a change in a specific characteristic of a place on the human population of that place.</p>
SS.912.G.4.7	<p>Use geographic terms and tools to explain cultural diffusion throughout places, regions, and the world.</p> <p><b>Access Point</b> SS.912.G.4.AP.7 Use geographic terms and tools to identify characteristics of cultural diffusion throughout selected places, regions, and the world.</p>
SS.912.G.4.8	<p>Use geographic concepts to analyze spatial phenomena and to discuss economic, political, and social factors that define and interpret space.</p>



	<p><b>Access Point</b> SS.912.G.4.AP.8 Use geographic concepts to identify political, social, and economic factors that define space, such as patterns of land use and availability of transportation systems.</p>
SS.912.G.4.9	<p>Use political maps to describe the change in boundaries and governments within continents over time.</p> <p><b>Access Point</b> SS.912.G.4.AP.9 Use political maps to identify changes in boundaries or governments within a continent.</p>
<b><i>SS.912.G.5 Understand how human actions can impact the environment.</i></b>	
SS.912.G.5.1	<p>Analyze case studies of how the Earth's physical systems affect humans.</p> <p><b>Access Point</b> SS.912.G.5.AP.1 Identify examples of how the Earth's physical systems, such as landforms, locations, resources, and climate affect humans in case studies.</p>
SS.912.G.5.2	<p>Analyze case studies of how changes in the physical environment of a place can increase or diminish its capacity to support human activity.</p> <p><b>Access Point</b> SS.912.G.5.AP.2 Identify how changes in the physical environment of a place can impact its capacity to support human activity in case studies.</p>
SS.912.G.5.3	<p>Analyze case studies of the effects of human use of technology on the environment of places.</p> <p><b>Access Point</b> SS.912.G.5.AP.3 Identify how human use of technology affects the environment of places in case studies.</p>
SS.912.G.5.4	<p>Analyze case studies of how humans impact the diversity and productivity of ecosystems.</p> <p><b>Access Point</b> SS.912.G.5.AP.4 Identify how humans impact the diversity and productivity of an ecosystem in case studies.</p>
SS.912.G.5.5	<p>Use geographic terms and tools to analyze case studies of policies and programs for resource use and management.</p> <p><b>Access Point</b> SS.912.G.5.AP.5 Use geographic terms and tools to identify effects of government policies or programs for resource use and management in case studies.</p>
SS.912.G.5.6	<p>Analyze case studies to predict how a change to an environmental factor can affect an ecosystem.</p> <p><b>Access Point</b> SS.912.G.5.AP.6 Identify how change to an environmental factor can affect an ecosystem in case studies.</p>
<b><i>SS.912.G.6 Understand how to apply geography to interpret the past and present and plan for the future.</i></b>	

SS.912.G.6.1	Use appropriate maps and other graphic representations to analyze geographic problems and changes over time.
	<b>Access Point</b> SS.912.G.6.AP.1 Use appropriate maps and other graphic representations to examine geographic problems and changes over time.
SS.912.G.6.2	Develop databases about specific places and provide a simple analysis about their importance.
	<b>Access Point</b> SS.912.G.6.AP.2 Identify, organize, and determine the importance of information about a specific place.
SS.912.G.6.3	Formulate hypotheses and test geographic models that demonstrate complex relationships between physical and cultural phenomena.
	<b>Access Point</b> SS.912.G.6.AP.3 Identify the relationship between physical and cultural phenomena in specific places using geographic models.
SS.912.G.6.4	Translate narratives about places and events into graphic representations.
	<b>Access Point</b> SS.912.G.6.AP.4 Use narratives about places and events to create graphic representations, such as maps, tables, or graphs.
SS.912.G.6.5	Develop criteria for assessing issues relating to human spatial organization and environmental stability to identify solutions.
	<b>Access Point</b> SS.912.G.6.AP.5a Identify issues relating to human spatial organization and environmental stability.
	SS.912.G.6.AP.5b Identify solutions relating to human spatial organization and environmental stability.

### Economics

<b><i>SS.912.E.1 Understand the fundamental concepts relevant to the development of the market economy.</i></b>	
SS.912.E.1.1	Identify the factors of production and why they are necessary for the production of goods and services.
	<b>Access Point</b> SS.912.E.1.AP.1 Identify examples of factors of production of goods and services.
SS.912.E.1.2	Analyze production possibilities curves to explain choice, scarcity, and opportunity costs.
	<b>Access Point</b> SS.912.E.1.AP.2 Utilize a production possibilities graph to identify the impact of scarcity, choice and opportunity costs.
SS.912.E.1.3	Compare how the various economic systems (traditional, market, command, mixed) answer the questions: (1) What to produce?; (2) How to produce?; and (3) For whom to produce?

	<p><b>Access Point</b> SS.912.E.1.AP.3 Identify differences in the major characteristics of the market, command, and mixed economic systems and how they answer: (1) What to produce? (2) How to produce? And (3) For whom to produce?</p>
SS.912.E.1.4	<p>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.</p> <p><b>Access Point</b> SS.912.E.1.AP.4a Identify supply, demand, quantity supplied, and quantity demanded.</p> <p>SS.912.E.1.AP.4b Using a supply and demand graph, identify how the equilibrium price is determined by the interaction between supply and demand.</p>
SS.912.E.1.5	<p>Compare different forms of business organizations.</p> <p><b>Access Point</b> SS.912.E.1.AP.5 Identify forms of business organizations.</p>
SS.912.E.1.6	<p>Compare the basic characteristics of the four market structures (monopoly, oligopoly, monopolistic competition, pure competition).</p> <p><b>Access Point</b> SS.912.E.1.AP.6 Identify differences between the four market structures (monopoly, oligopoly, monopolistic competition, pure competition).</p>
SS.912.E.1.7	<p>Graph and explain how firms determine price and output through marginal cost analysis.</p> <p><b>Access Point</b> SS.912.E.1.AP.7 Identify factors that determine the price of a good or service to maximize profit.</p>
SS.912.E.1.8	<p>Explain ways firms engage in price and nonprice competition.</p> <p><b>Access Point</b> SS.912.E.1.AP.8 Identify characteristics of price and non-price competition, such as discounts and rebates, and quality and extra service.</p>
SS.912.E.1.9	<p>Describe how the earnings of workers are determined.</p> <p><b>Access Point</b> SS.912.E.1.AP.9 Identify factors that determine the earnings of workers.</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> <p><b>Access Point</b> SS.912.E.1.AP.10 Identify how the government uses taxation and spending to provide jobs which leads to economic growth.</p>

SS.912.E.1.11	Explain how the Federal Reserve uses the tools of monetary policy (discount rate, reserve requirement, open market operations) to promote price stability, full employment, and economic growth.
	<b>Access Point</b> SS.912.E.1.AP.11 Identify that the Federal Reserve controls interest rates to affect economic growth.
SS.912.E.1.12	Examine the four phases of the business cycle (peak, contraction – unemployment, trough, expansion – inflation).
	<b>Access Point</b> SS.912.E.1.AP.12 Identify the four phases of the business cycle, such as peak, contraction-unemployment, trough, and expansion-inflation.
SS.912.E.1.13	Explain the basic functions and characteristics of money, and describe the composition of the money supply in the United States.
	<b>Access Point</b> SS.912.E.1.AP.13 Describe the basic functions and characteristics of money in the United States.
SS.912.E.1.14	Compare credit, savings, and investment services available to the consumer from financial institutions.
	<b>Access Point</b> SS.912.E.1.AP.14 Compare major differences between credit, savings, and investment services.
SS.912.E.1.15	Describe the risk and return profiles of various investment vehicles and the importance of diversification.
	<b>Access Point</b> SS.912.E.1.AP.15 Identify the risk and return of a variety of investments and diversification.
SS.912.E.1.16	Construct a one-year budget plan for a specific career path including expenses and construction of a credit plan for purchasing a major item.
	<b>Access Point</b> SS.912.E.1.AP.16 Create a budget plan that includes wages and expenses, and a plan for purchasing a major item.
<b><i>SS.912.E.2 Understand the fundamental concepts relevant to the institutions, structure, and functions of a national economy.</i></b>	
SS.912.E.2.1	Identify and explain broad economic goals.
	<b>Access Point</b> SS.912.E.2.AP.1 Identify broad economic goals.
SS.912.E.2.2	Use a decision-making model to analyze a public policy issue affecting the student’s community that incorporates defining a problem, analyzing the potential consequences, and considering the alternatives.

	<p><b>Access Point</b> SS.912.E.2.AP.2 Identify a public policy issue that affects the student’s community and potential consequences, such as rezoning for housing and businesses or building new roads.</p>
SS.912.E.2.3	<p>Research contributions of entrepreneurs, inventors, and other key individuals from various gender, social, and ethnic backgrounds in the development of the United States.</p> <p><b>Access Point</b> SS.912.E.2.AP.3 Identify contributions of entrepreneurs, inventors, and other key individuals from various gender, social, and ethnic backgrounds in the development of the United States.</p>
SS.912.E.2.4	<p>Diagram and explain the problems that occur when government institutes wage and price controls, and explain the rationale for these controls.</p> <p><b>Access Point</b> SS.912.E.2.AP.4 Identify examples of government wage and price controls, such as minimum wage and rent control.</p>
SS.912.E.2.5	<p>Analyze how capital investments may impact productivity and economic growth.</p> <p><b>Access Point</b> SS.912.E.2.AP.5 Identify how capital investments may impact economic growth.</p>
SS.912.E.2.6	<p>Examine the benefits of natural monopolies and the purposes of government regulation of these monopolies.</p> <p><b>Access Point</b> SS.912.E.2.AP.6 Identify the benefits of natural monopolies and reasons for the government to regulate monopolies.</p>
SS.912.E.2.7	<p>Identify the impact of inflation on society.</p> <p><b>Access Point</b> SS.912.E.2.AP.7 Identify a common impact of inflation on society.</p>
SS.912.E.2.8	<p>Differentiate between direct and indirect taxes, and describe the progressivity of taxes (progressive, proportional, regressive).</p> <p><b>Access Point</b> SS.912.E.2.AP.8 Identify different types of taxes.</p>
SS.912.E.2.9	<p>Analyze how changes in federal spending and taxation affect budget deficits and surpluses and the national debt.</p> <p><b>Access Point</b> SS.912.E.2.AP.9 Recognize the relationship between federal government spending and taxation on the economy.</p>
SS.912.E.2.10	<p>Describe the organization and functions of the Federal Reserve System.</p> <p><b>Access Point</b> SS.912.E.2.AP.10 Identify a function of the Federal Reserve System.</p>

SS.912.E.2.11	Assess the economic impact of negative and positive externalities on the local, state, and national environment.
	<b>Access Point</b> SS.912.E.2.AP.11 Describe economic impacts of negative and positive side effects on the environment.
SS.912.E.2.12	Construct a circular flow diagram for an open-market economy including elements of households, firms, government, financial institutions, product and factor markets, and international trade.
	<b>Access Point</b> SS.912.E.2.AP.12 Identify the flow of money in a local economy, and how it affects the individual, household, businesses, banks, government, and international trade.
<b><i>SS.912.E.3 Understand the fundamental concepts and interrelationships of the United States economy in the international marketplace.</i></b>	
SS.912.E.3.1	Demonstrate the impact of inflation on world economies.
	<b>Access Point</b> SS.912.E.3.AP.1 Describe the impact of inflation on world economies.
SS.912.E.3.2	Examine absolute and comparative advantage, and explain why most trade occurs because of comparative advantage.
	<b>Access Point</b> SS.912.E.3.AP.2 Identify economic advantages a country may have when trading with another country.
SS.912.E.3.3	Discuss the effect of barriers to trade and why nations sometimes erect barriers to trade or establish free trade zones.
	<b>Access Point</b> SS.912.E.3.AP.3 Describe why countries establish barriers to trade and the effects.
SS.912.E.3.4	Assess the economic impact of negative and positive externalities on the international environment.
	<b>Access Point</b> SS.912.E.3.AP.4 Compare the positive and negative economic impacts on different countries.
SS.912.E.3.5	Compare the current United States economy with other developed and developing nations.
	<b>Access Point</b> SS.912.E.3.AP.5 Identify differences in the economies of the United States and another country.
SS.912.E.3.6	Differentiate and draw conclusions about historical economic thought theorized by economists.
	<b>Access Point</b> SS.912.E.3.AP.6 Differentiate how people and countries make economic decisions about the use of scarce resources in the most efficient way.

## Civics and Government

<b><i>SS.912.CG.1 Demonstrate an understanding of the origins and purposes of government, law and the American political system.</i></b>	
SS.912.CG.1.1	<p>Examine how intellectual influences in primary documents contributed to the ideas in the Declaration of Independence, the U.S. Constitution and the Bill of Rights.</p> <ul style="list-style-type: none"> <li>• Students will recognize the influence of the Judeo-Christian tradition, republicanism, the English Constitution and common Law, and the European Enlightenment in establishing the organic laws of the United States in primary documents (e.g., Magna Carta (1215); the Mayflower Compact (1620); the English Bill of Rights (1689); Common Sense (1776); Declaration of Independence (1776); the Constitution of Massachusetts (1780); the Articles of Confederation (1781); the Northwest Ordinance (1787); U.S. Constitution (1789)).</li> </ul> <p><b>Access Point</b>            SS.912.CG.1.AP.1 Recognize how influences in primary documents contributed to the ideas in the Declaration of Independence, the U.S. Constitution, and the Bill of Rights.</p>
SS.912.CG.1.2	<p>Explain the influence of Enlightenment ideas on the Declaration of Independence.</p> <ul style="list-style-type: none"> <li>• Students will identify grievances listed in the Declaration of Independence in terms of due process of law, individual rights, natural rights, popular sovereignty and social contract.</li> <li>• Students will explain national sovereignty, natural law, self-evident truth, equality of all persons, due process of law, limited government, popular sovereignty, and unalienable rights of life, liberty and property as they relate to Enlightenment ideas in the Declaration of Independence.</li> <li>• Students will recognize that national sovereignty, due process of law, natural law, self-evident truth, equality of all persons, limited government, popular sovereignty, and unalienable rights of life, liberty and property form the philosophical foundation of our government.</li> </ul> <p><b>Access Point</b>            SS.912.CG.1.AP.2 Identify the influence of an Enlightenment idea on the Declaration of Independence.</p>
SS.912.CG.1.3	<p>Explain arguments presented in the Federalist Papers in support of ratifying the U.S. Constitution and a republican form of government.</p>

	<ul style="list-style-type: none"> <li>• Students will recognize that the Federalist Papers argued for a federal system of government, separation of powers and a representative form of government that is accountable to its citizens.</li> <li>• Students will analyze Federalist and Anti-Federalist arguments concerning ratification of the U.S. Constitution and inclusion of a bill of rights.</li> </ul>
	<p><b>Access Point</b>  SS.912.CG.1.AP.3 Recognize the arguments presented in the Federalist Papers in support of ratifying the U.S. Constitution and a republican form of government.</p>
SS.912.CG.1.4	<p>Analyze how the ideals and principles expressed in the founding documents shape America as a constitutional republic.</p> <ul style="list-style-type: none"> <li>• Students will differentiate among the documents and determine how each one was individually significant to the founding of the United States.</li> <li>• Students will evaluate how the documents are connected to one another.</li> <li>• Documents include, but are not limited to, the Declaration of Independence, Articles of Confederation, Federalist Papers (e.g., No. 10, No. 14, No. 31, No. 39, No. 51) and the U.S. Constitution.</li> <li>• Students will identify key individuals who contributed to the founding documents (e.g., Thomas Jefferson, Alexander Hamilton, John Jay, James Madison, George Mason).</li> </ul>
	<p><b>Access Point</b>  SS.912.CG.1.AP.4 Identify how the ideals and principles expressed in the founding documents shape America as a constitutional republic.</p>
SS.912.CG.1.5	<p>Explain how the U.S. Constitution and its amendments uphold the following political principles: checks and balances, consent of the governed, democracy, due process of law, federalism, individual rights, limited government, representative government, republicanism, rule of law and separation of powers.</p> <ul style="list-style-type: none"> <li>• Students will explain how the structure and function of the U.S. government reflects these political principles.</li> <li>• Students will differentiate between republicanism and democracy, and discuss how the United States reflects both.</li> <li>• Students will describe compromises made during the Constitutional Convention (e.g., the Great Compromise,</li> </ul>



	<p>the Three-Fifths Compromise, the Electoral College).</p> <p><b>Access Point</b>  SS.912.CG.1.AP.5 Recognize how the U.S. Constitution and its amendments uphold the following political principles: checks and balances, consent of the governed, democracy, due process of law, federalism, individual rights, limited government, representative government, republicanism, rule of law and separation of powers.</p>
<p><b><i>SS.912.CG.2 Evaluate the roles, rights and responsibilities of U.S. citizens and determine methods of active participation in society, government and the political system.</i></b></p>	
SS.912.CG.2.1	<p>Explain the constitutional provisions that establish and affect citizenship.</p> <ul style="list-style-type: none"> <li>• Students will explain how the concept of citizenship in the United States has changed over the course of history (i.e., 13th, 14th, 15th and 19th Amendments).</li> <li>• Students will compare birthright citizenship, permanent residency and naturalization in the United States.</li> <li>• Students will differentiate the rights held by native-born citizens, permanent residents and naturalized citizens (e.g., running for public office).</li> </ul> <p><b>Access Point</b>  SS.912.CG.2.AP.1 Identify the constitutional provisions that establish and affect citizenship.</p>
SS.912.CG.2.2	<p>Explain the importance of political and civic participation to the success of the United States’ constitutional republic.</p> <ul style="list-style-type: none"> <li>• Students will discuss various ways in which U.S. citizens can exercise political and civic participation.</li> <li>• Students will identify historical examples of political and civic participation (e.g., Civil Rights Movement, Women’s Suffrage Movement).</li> <li>• Students will describe the ways in which individuals can be denied and limited in their right to practice political and civic participation (e.g., losing voting rights for felony conviction, limitations on political contributions, limits on the type of protesting).</li> </ul> <p><b>Access Point</b>  SS.912.CG.2.AP.2 Recognize the importance of political and civic participation to the success of the United States’ constitutional republic.</p>
SS.912.CG.2.3	<p>Explain the responsibilities of citizens at the local, state and</p>

	<p>national levels.</p> <ul style="list-style-type: none"> <li>• Students will identify various responsibilities held by citizens (e.g., voting, volunteering and being informed, respecting laws).</li> <li>• Students will understand the process of registering or preregistering to vote and how to complete a ballot in Florida (e.g., uniform primary and general election ballot).</li> <li>• Students will discuss appropriate methods of communication with public officials (e.g., corresponding, attending public meetings, requesting a meeting and providing information).</li> <li>• Students will participate in classroom activities that simulate exercising the responsibilities of citizenship.</li> </ul> <p><b>Access Point</b> SS.912.CG.2.AP.3 Identify a responsibility of citizens at the local, state and national levels.</p>
SS.912.CG.2.4	<p>Evaluate, take and defend objective, evidence-based positions on issues that cause the government to balance the interests of individuals with the public good.</p> <ul style="list-style-type: none"> <li>• Students will examine situations when individuals' rights have been restricted for the public good (e.g., limits on speech or rationing of goods during wartime, enactment of the Patriot Act).</li> <li>• Students will analyze how environmental and financial policies place limitations on citizens and private industry for the public good.</li> <li>• Students will explain different services provided by local, state and national governments to citizens to ensure their rights are protected (e.g., social services, law enforcement, defense, emergency response).</li> </ul> <p><b>Access Point</b> SS.912.CG.2.AP.4 Identify a position on issues that cause the government to balance the interests of individuals with the public good.</p>
SS.912.CG.2.5	<p>Analyze contemporary and historical examples of government-imposed restrictions on rights.</p> <ul style="list-style-type: none"> <li>• Students will identify historical examples of government-imposed restrictions on rights (e.g., suspension of habeas corpus, rationing during wartime and limitations on speech).</li> <li>• Students will examine the rationale for government-imposed restrictions on rights (e.g., inciting a crime, campaign contributions, defamation, military secrets).</li> </ul>

	<p><b>Access Point</b> SS.912.CG.2.AP.5 Identify contemporary and historical examples of government-imposed restrictions on rights.</p>
SS.912.CG.2.6	<p>Explain how the principles contained in foundational documents contributed to the expansion of civil rights and liberties over time.</p> <ul style="list-style-type: none"> <li>• Students will explain how different groups of people (e.g., African Americans, immigrants, Native Americans, women) had their civil rights expanded through legislative action (e.g., Voting Rights Act, Civil Rights Act), executive action (e.g., Truman’s desegregation of the army, Lincoln’s Emancipation Proclamation) and the courts (e.g., Brown v. Board of Education; In re Gault).</li> <li>• Students will explain the role founding documents, such as the Declaration of Independence and the Constitution, had on setting precedent for the future granting of rights.</li> </ul> <p><b>Access Point</b> SS.912.CG.2.AP.6 Recognize how the principles contained in foundational documents contributed to the expansion of civil rights and liberties over time.</p>
SS.912.CG.2.7	<p>Analyze the impact of civic engagement as a means of preserving or reforming institutions.</p> <ul style="list-style-type: none"> <li>• Students will identify legal methods that citizens can use to promote social and political change (e.g., voting, peaceful protests, petitioning, demonstrations, contacting government offices).</li> <li>• Students will identify historical examples of citizens achieving or preventing political and social change through civic engagement (e.g., the Abolitionist Movement).</li> </ul> <p><b>Access Point</b> SS.912.CG.2.AP.7 Recognize the impact of civic engagement as a means of preserving or reforming institutions.</p>
SS.912.CG.2.8	<p>Explain the impact of political parties, interest groups, media and individuals on determining and shaping public policy.</p> <ul style="list-style-type: none"> <li>• Students will explain the origins of the Republican and Democratic political parties and evaluate their roles in shaping public policy.</li> <li>• Students will identify historical examples of interest groups, media and individuals influencing public policy.</li> <li>• Students will compare and contrast how the free press influenced politics at major points in U.S. history (e.g., Vietnam War Era, Civil Rights Era).</li> </ul>

	<p><b>Access Point</b> SS.912.CG.2.AP.8 Recognize the impact of political parties, interest groups, media and individuals on determining and shaping public policy.</p>
SS.912.CG.2.9	<p>Explain the process and procedures of elections at the state and national levels.</p> <ul style="list-style-type: none"> <li>• Students will identify the different primary formats and how political parties nominate candidates using primaries.</li> <li>• Students will compare and contrast the different ways in which elections are decided (e.g., Electoral College, proportional representation, popular vote, winner-take-all).</li> <li>• Students will explain the process by which candidates register to be part of state and national elections.</li> <li>• Students will describe the different methods used to tabulate election results in state and national elections (i.e., electronic voting, punch cards, fill-in ballots).</li> <li>• Students will evaluate the role of debates in elections.</li> </ul> <p><b>Access Point</b> SS.912.CG.2.AP.9 Identify the process and procedures of elections at the state and national levels.</p>
SS.912.CG.2.10	<p>Analyze factors that contribute to voter turnout in local, state and national elections.</p> <ul style="list-style-type: none"> <li>• Students will explain trends in voter turnout.</li> <li>• Students will discuss attempts to increase voter turnout (e.g., get out the vote campaigns, social movements).</li> <li>• Students will explain how governmental action has affected voter participation (e.g., 15th, 19th and 26th Amendments; Jim Crow laws; poll tax; efforts to suppress voters).</li> </ul> <p><b>Access Point</b> SS.912.CG.2.AP.10 Identify factors that contribute to voter turnout in local, state and national elections.</p>
SS.912.CG.2.11	<p>Evaluate political communication for bias, factual accuracy, omission and emotional appeal.</p> <ul style="list-style-type: none"> <li>• Students will compare the reporting on the same political event or issue from multiple perspectives.</li> <li>• Students will identify various forms of propaganda (e.g., plain folks, glittering generalities, testimonial, fear, logical fallacies).</li> <li>• Students will discuss the historical impact of political</li> </ul>

	<p>communication on American political process and public opinion.</p> <ul style="list-style-type: none"> <li>• Examples of political communication may include, but are not limited to, political cartoons, propaganda, campaign advertisements, political speeches, bumper stickers, blogs, press and social media.</li> </ul>
	<p><b>Access Point</b>  SS.912.CG.2.AP.11 Identify various forms of political communication for bias, factual accuracy, omission and emotional appeal.</p>
SS.912.CG.2.12	<p>Explain how interest groups, the media and public opinion influence local, state and national decision-making related to public issues.</p> <ul style="list-style-type: none"> <li>• Students will objectively discuss current public issues in Florida and use both the U.S. and Florida Constitutions to justify pro and con positions.</li> <li>• Students will examine the relationship and responsibilities of both the state and national governments regarding these public issues.</li> <li>• Students will analyze public policy solutions related to local, state and national issues.</li> </ul>
	<p><b>Access Point</b>  SS.912.CG.2.AP.12 Recognize that interest groups, the media and public opinion influence local, state and national decision-making related to public issues.</p>
SS.912.CG.2.13	<p>Analyze the influence and effects of various forms of media and the internet in political communication.</p> <ul style="list-style-type: none"> <li>• Students will explain how the methods of political communication has changed over time (e.g., television, radio, press, social media).</li> <li>• Students will describe how the methods used by political officials to communicate with the public has changed over time.</li> <li>• Students will discuss the strengths and weaknesses of different methods of political communication.</li> </ul>
	<p><b>Access Point</b>  SS.912.CG.2.AP.13 Recognize the influence and effects of various forms of media and the internet in political communication.</p>
<p><b><i>SS.912.CG.3 Demonstrate an understanding of the principles, functions and organization of government.</i></b></p>	
SS.912.CG.3.1	<p>Analyze how certain political ideologies conflict with the principles of freedom and democracy.</p>

	<ul style="list-style-type: none"> <li>• Students will identify political ideologies that conflict with the principles of freedom and democracy (e.g., communism and totalitarianism).</li> <li>• Students will analyze how the principles of checks and balances, consent of the governed, democracy, due process of law, federalism, individual rights, limited government, representative government, republicanism, rule of law and separation of powers contribute to the nation’s longevity and its ability to overcome challenges, and distinguish the United States’ constitutional republic from authoritarian and totalitarian nations.</li> </ul>
	<p><b>Access Point</b>  SS.912.CG.3.AP.1 Identify how certain political ideologies conflict with the principles of freedom and democracy.</p>
SS.912.CG.3.2	<p>Explain how the U.S. Constitution safeguards and limits individual rights.</p> <ul style="list-style-type: none"> <li>• Students will identify the individual rights protected by the U.S. Constitution, the Bill of Rights and other constitutional amendments.</li> <li>• Students will describe the role of the Supreme Court in further defining the safeguards and limits of constitutional rights.</li> </ul>
	<p><b>Access Point</b>  SS.912.CG.3.AP.2 Recognize how the U.S. Constitution safeguards and limits individual rights.</p>
SS.912.CG.3.3	<p>Analyze the structures, functions and processes of the legislative branch as described in Article I of the U.S. Constitution.</p> <ul style="list-style-type: none"> <li>• Students will explain why Article I of the U.S. Constitution established a bicameral legislative body and how the House of Representatives functions differently from the Senate.</li> <li>• Students will identify the methods for determining the number of members in the House of Representatives and the Senate.</li> <li>• Students will identify and describe the “enumerated powers” delegated to Congress (e.g., assess taxes, borrow money, declare war, make laws).</li> <li>• Students will analyze the role of the legislative branch in terms of its relationship with the judicial and executive branch of the government.</li> <li>• Students will describe constitutional amendments that changed the role of Congress from its original description in Article I of the U.S. Constitution (i.e.,</li> </ul>

	10th, 14th, 16th, 17th and 27th Amendments).
	<p><b>Access Point</b> SS.912.CG.3.AP.3 Identify the structures, functions and processes of the legislative branch as described in Article I of the U.S. Constitution.</p>
SS.912.CG.3.4	<p>Analyze the structures, functions and processes of the executive branch as described in Article II of the U.S. Constitution.</p> <ul style="list-style-type: none"> <li>• Students will explain the qualifications one must have to seek the office of president and the process of presidential elections.</li> <li>• Students will explain different presidential responsibilities outlined in Article II (e.g., receiving foreign heads of state, delivering the State of the Union address, carrying out faithful execution of the law).</li> <li>• Students will examine the role of the executive branch in terms of its relationship with the judicial and legislative branches of the government.</li> <li>• Students will describe constitutional amendments (i.e., 12th, 20th, 22nd and 25th) that have changed the role of the executive branch from its original description in Article II.</li> <li>• Students will describe the impeachment process.</li> </ul> <p><b>Access Point</b> SS.912.CG.3.AP.4 Identify the structures, functions and processes of the executive branch as described in Article II of the U.S. Constitution.</p>
SS.912.CG.3.5	<p>Describe how independent regulatory agencies interact with the three branches of government and with citizens.</p> <ul style="list-style-type: none"> <li>• Students will identify independent regulatory agencies (e.g., Federal Communications Commission, Federal Election Commission, National Labor Relations Board) and explain their purpose and effect.</li> <li>• Students will describe the advantages and disadvantages of delegating power to independent regulatory agencies.</li> </ul> <p><b>Access Point</b> SS.912.CG.3.AP.5 Recognize how independent regulatory agencies interact with the three branches of government and with citizens.</p>
SS.912.CG.3.6	<p>Explain expressed, implied, concurrent and reserved powers in the U.S. Constitution.</p> <ul style="list-style-type: none"> <li>• Students will identify powers that are expressed in the U.S. Constitution to Congress (e.g., coin money, declare war, assess taxes, citizenship).</li> </ul>

	<ul style="list-style-type: none"> <li>• Students will identify that expressed powers are also known as enumerated powers found in Article I of the U.S. Constitution.</li> <li>• Students will analyze the role of the “general welfare clause” and “necessary and proper clause” in granting Congress implied powers.</li> <li>• Students will describe examples of concurrent powers as those powers shared by both state and national governments (e.g., build roads, tax citizens, make laws).</li> <li>• Students will explain how reserved powers define issues as matters for the people or the state governments.</li> <li>• Students will compare the roles of expressed, implied, concurrent and reserved powers in United States’ federalism.</li> </ul> <p><b>Access Point</b> SS.912.CG.3.AP.6 Identify expressed, implied, concurrent and reserved powers in the U.S. Constitution.</p>
SS.912.CG.3.7	<p>Analyze the structures, functions and processes of the judicial branch as described in Article III of the U.S. Constitution.</p> <ul style="list-style-type: none"> <li>• Students will examine the role of the judicial branch in terms of its relationship with the legislative and executive branches of the government.</li> <li>• Students will describe the role of the Supreme Court and lesser federal courts.</li> <li>• Students will explain what Article III says about judicial tenure, appointment and salaries.</li> <li>• Students will describe the powers delegated to the courts by Article III including, but not limited to, treason, jurisdiction and trial by jury.</li> </ul> <p><b>Access Point</b> SS.912.CG.3.AP.7 Identify the structures, functions and processes of the judicial branch as described in Article III of the U.S. Constitution.</p>
SS.912.CG.3.8	<p>Describe the purpose and function of judicial review in the American constitutional government.</p> <ul style="list-style-type: none"> <li>• Students will examine the role of district courts, the courts of appeals and the Supreme Court in the judicial review process.</li> <li>• Students will explain the relationship between the concept of judicial review and the language of the Supremacy Clause in Article VI of the U.S. Constitution.</li> </ul> <p><b>Access Point</b> SS.912.CG.3.AP.8 Recognize the purpose and function of</p>



	judicial review in the American constitutional government.
SS.912.CG.3.9	<p>Compare the role of state and federal judges with other elected officials.</p> <ul style="list-style-type: none"> <li>• Students will compare the ways state and federal judges are appointed compared to other elected officials.</li> <li>• Students will distinguish the qualifications needed for a judge at the state or federal level versus other elected officials.</li> <li>• Students will compare the decision-making process of judges compared to other political figures.</li> </ul> <p><b>Access Point</b> SS.912.CG.3.AP.9 Compare the role of state and federal judges with other elected officials.</p>
SS.912.CG.3.10	<p>Analyze the levels and responsibilities of state and federal courts.</p> <ul style="list-style-type: none"> <li>• Students will describe what Article III of the U.S. Constitution states about the relationship between state and federal courts.</li> <li>• Students will recognize the role of the Federal Judiciary Act of 1789 in establishing the structure and jurisdiction of the federal court system.</li> <li>• Students will contrast the differences among civil trials and criminal trials at the state level.</li> <li>• Students will describe the relationship among the Supreme Court, federal appellate courts and federal district courts (e.g., Erie Doctrine, Rooker-Feldman Doctrine).</li> </ul> <p><b>Access Point</b> SS.912.CG.3.AP.10 Identify the levels and responsibilities of state and federal courts.</p>
SS.912.CG.3.11	<p>Evaluate how landmark Supreme Court decisions affect law, liberty and the interpretation of the U.S. Constitution.</p> <ul style="list-style-type: none"> <li>• Students will recognize landmark Supreme Court cases (e.g., Marbury v. Madison; McCulloch v. Maryland; Dred Scott v. Sandford; Plessy v. Ferguson; Brown v. Board of Education; Gideon v. Wainwright; Miranda v. Arizona; Korematsu v. United States; Mapp v. Ohio; In re Gault; United States v. Nixon; Regents of the University of California v. Bakke; Hazelwood v. Kuhlmeier; District of Columbia v. Heller).</li> <li>• Students will explain the foundational constitutional issues underlying landmark Supreme Court decisions related to the Bill of Rights and other amendments.</li> </ul>

	<ul style="list-style-type: none"> <li>Students will explain the outcomes of landmark Supreme Court cases related to the Bill of Rights and other amendments.</li> </ul>
	<p><b>Access Point</b> SS.912.CG.3.AP.11 Recognize how landmark Supreme Court decisions affect law, liberty and the interpretation of the U.S. Constitution.</p>
SS.912.CG.3.12	<p>Analyze the concept of federalism in the United States and its role in establishing the relationship between the state and national governments.</p> <ul style="list-style-type: none"> <li>Students will identify examples of the powers reserved and shared among state and the national governments in the American federal system of government.</li> <li>Students will examine the role the Great Compromise had on the eventual establishment of a federal system of fifty equal states.</li> <li>Students will explain specific rights that are granted to the states in the language of the U.S. Constitution and its amendments (e.g., 10th Amendment, defense and extradition).</li> <li>Students will analyze how states have challenged the national government regarding states' rights (e.g., Civil War, the New Deal, No Child Left Behind, Affordable Health Care Act, Civil Rights Movement).</li> </ul>
	<p><b>Access Point</b> SS.912.CG.3.AP.12 Identify the concept of federalism in the United States and its role in establishing the relationship between the state and national governments.</p>
SS.912.CG.3.13	<p>Explain how issues between Florida, other states and the national government are resolved.</p> <ul style="list-style-type: none"> <li>Students will explain the concept of federalism as it applies to each issue.</li> <li>Students will use historical and issue-based scenarios to demonstrate understanding of how disputes between Florida, other states and the national government are resolved (e.g., water rights arguments between Florida and Georgia, national and state conflict over rights to adjacent waters and seabeds, civil rights).</li> </ul>
	<p><b>Access Point</b> SS.912.CG.3.AP.13 Identify how issues between Florida, other states and the national government are resolved.</p>
SS.912.CG.3.14	<p>Explain the judicial decision-making process in interpreting law at the state and national levels.</p> <ul style="list-style-type: none"> <li>Students will explain the role of the U.S. Constitution in</li> </ul>

	<p>interpreting law at the state and national levels.</p> <ul style="list-style-type: none"> <li>• Students will explain the process used by judges at the state and national levels when making a decision or writing summary opinions.</li> <li>• Students will incorporate language from the U.S. Constitution or court briefs to justify a legal decision when interpreting state or national law.</li> </ul>
	<p><b>Access Point</b> SS.912.CG.3.AP.14 Identify the judicial decision-making process in interpreting law at the state and national levels.</p>
SS.912.CG.3.15	<p>Explain how citizens are affected by the local, state and national governments.</p> <ul style="list-style-type: none"> <li>• Students will identify local government officials and employees who affect the daily lives of citizens.</li> <li>• Students will identify the role of state governmental officials and employees who affect the daily lives of citizens.</li> <li>• Students will identify the role of national governmental officials and employees who affect the daily lives of citizens.</li> <li>• Students will explain how government at all levels impacts the daily lives of citizens.</li> </ul>
	<p><b>Access Point</b> SS.912.CG.3.AP.15 Identify how citizens are affected by the local, state and national governments.</p>
<p><b><i>SS.912.CG.4 Demonstrate an understanding of contemporary issues in world affairs and evaluate the role and impact of U.S. foreign policy.</i></b></p>	
SS.912.CG.4.1	<p>Analyze how liberty and economic freedom generate broad-based opportunity and prosperity in the United States.</p> <ul style="list-style-type: none"> <li>• Students will differentiate between government systems (e.g., autocracy, democracy, monarchy, oligarchy, republic, theocracy).</li> <li>• Students will differentiate between economic systems (e.g., capitalism, communism, mixed market, socialism).</li> <li>• Students will analyze the disadvantages of authoritarian control over the economy (e.g., communism and socialism) in generating broad-based economic prosperity for their population.</li> </ul>
	<p><b>Access Point</b> SS.912.CG.4.AP.1 Identify how liberty and economic freedom generate broad-based opportunity and prosperity in the United States.</p>
SS.912.CG.4.2	<p>Explain how the United States uses foreign policy to influence</p>

	<p>other nations.</p> <ul style="list-style-type: none"> <li>• Students will explain how the policies of other nations influence U.S. policy and society.</li> <li>• Students will identify agencies of the U.S. government that contribute to its foreign policy agenda (e.g., National Security Agency, Central Intelligence Agency).</li> <li>• Students will explain the advantages and disadvantages of how nongovernmental organizations (NGOs) influence foreign policy (e.g., United States Agency for International Development, Red Cross, American Woman Suffrage Association, Amnesty International).</li> <li>• Students will explain how U.S. trade policy influences its relationships with other nations (e.g., China, Saudi Arabia).</li> <li>• Students will explain how the use of embargos and economic sanctions by the United States has affected other nations (e.g., Cuba, Iran, Syria).</li> <li>• Students will explain the U.S. response to international conflicts.</li> </ul>
	<p><b>Access Point</b> SS.912.CG.4.AP.2 Identify how the United States uses foreign policy to influence other nations.</p>
SS.912.CG.4.3	<p>Explain how U.S. foreign policy supports democratic principles and protects human rights around the world.</p> <ul style="list-style-type: none"> <li>• Students will explain how U.S. foreign policy aims to protect liberty around the world and describe how the founding documents support the extension of liberty to all mankind.</li> </ul>
	<p><b>Access Point</b> SS.912.CG.4.AP.3 Identify how U.S. foreign policy supports democracy and protects human rights around the world.</p>
SS.912.CG.4.4	<p>Identify indicators of democratization in foreign countries.</p> <ul style="list-style-type: none"> <li>• Students will recognize indicators of democratization as a system of free and fair elections, active civic participation, the protection of human rights, and the rule of law.</li> </ul>
	<p><b>Access Point</b> SS.912.CG.4.AP.4 Identify an indicator of democratization in foreign countries.</p>

### World History

<b><i>SS.912.W.1 Utilize historical inquiry skills and analytical processes.</i></b>	
SS.912.W.1.1	Use timelines to establish cause and effect relationships of historical events.

	<p><b>Access Point</b> SS.912.W.1.AP.1 Use a timeline to identify the cause-and-effect relationships of historical events.</p>
SS.912.W.1.2	<p>Compare time measurement systems used by different cultures.</p> <p><b>Access Point</b> SS.912.W.1.AP.2 Identify terms of time sequence such as decade, century, and era.</p>
SS.912.W.1.3	<p>Interpret and evaluate primary and secondary sources.</p> <p><b>Access Point</b> SS.912.W.1.AP.3 Examine and describe information in primary and secondary sources.</p>
SS.912.W.1.4	<p>Explain how historians use historical inquiry and other sciences to understand the past</p> <p><b>Access Point</b> SS.912.W.1.AP.4 Identify how historians use historical inquiry and related sciences to understand the past.</p>
SS.912.W.1.5	<p>Compare conflicting interpretations or schools of thought about world events and individual contributions to history (historiography).</p> <p><b>Access Point</b> SS.912.W.1.AP.5 Compare differences in interpretations of historians about events.</p>
SS.912.W.1.6	<p>Evaluate the role of history in shaping identity and character.</p> <p><b>Access Point</b> SS.912.W.1.AP.6 Identify the role of history in shaping the identity of culture and character.</p>
<p><b><i>SS.912.W.2 Recognize significant events, figures, and contributions of medieval civilizations (Byzantine Empire, Western Europe, Japan).</i></b></p>	
SS.912.W.2.1	<p>Locate the extent of Byzantine territory at the height of the empire.</p> <p><b>Access Point</b> SS.912.W.2.AP.1 Locate the extent of Byzantine territory at the height of the empire.</p>
SS.912.W.2.2	<p>Describe the impact of Constantine the Great's establishment of "New Rome" (Constantinople) and his recognition of Christianity as a legal religion.</p> <p><b>Access Point</b> SS.912.W.2.AP.2 Describe the impact of Constantine the Great's establishment of Constantinople and Christianity as a legal religion.</p>
SS.912.W.2.3	<p>Analyze the extent to which the Byzantine Empire was a continuation of the old Roman Empire and in what ways it was a departure.</p> <p><b>Access Point</b> SS.912.W.2.AP.3 Compare the impact of the old Roman Empire on the continuation of the newly formed Byzantine Empire.</p>

SS.912.W.2.4	Identify key figures associated with the Byzantine Empire.
	<b>Access Point</b> SS.912.W.2.AP.4 Identify key figures associated with the Byzantine Empire.
SS.912.W.2.5	Explain the contributions of the Byzantine Empire.
	<b>Access Point</b> SS.912.W.2.AP.5 Identify the major influences of the Byzantine Empire on the development of Western Civilizations such as Justinian’s Code.
SS.912.W.2.6	Describe the causes and effects of the Iconoclast controversy of the 8th and 9th centuries and the 11th century Christian schism between the churches of Constantinople and Rome.
	<b>Access Point</b> SS.912.W.2.AP.6 Identify the effects of the Great Christian Schism.
SS.912.W.2.7	Analyze causes (Justinian's Plague, ongoing attacks from the "barbarians," the Crusades, and internal political turmoil) of the decline of the Byzantine Empire.
	<b>Access Point</b> SS.912.W.2.AP.7 Identify the causes of the decline of the Byzantine Empire.
SS.912.W.2.8	Describe the rise of the Ottoman Turks, the conquest of Constantinople in 1453, and the subsequent growth of the Ottoman empire under the sultanate including Mehmet the Conqueror and Suleyman the Magnificent.
	<b>Access Point</b> SS.912.W.2.AP.8 Describe the rise of the Ottoman Turks, and the conquest of Constantinople in 1453.
SS.912.W.2.9	Analyze the impact of the collapse of the Western Roman Empire on Europe.
	<b>Access Point</b> SS.912.W.2.AP.9 Explain the impact of the collapse of the Western Roman Empire on Europe.
SS.912.W.2.10	Describe the orders of medieval social hierarchy, the changing role of the Church, the emergence of feudalism, and the development of private property as a distinguishing feature of Western Civilization.
	<b>Access Point</b> SS.912.W.2.AP.10 Identify the social rankings in medieval society and the role feudalism played in Western Civilization.
SS.912.W.2.11	Describe the rise and achievements of significant rulers in medieval Europe.
	<b>Access Point</b> SS.912.W.2.AP.11 Identify the achievements under the leadership of significant rulers.

SS.912.W.2.12	Recognize the importance of Christian monasteries and convents as centers of education, charitable and missionary activity, economic productivity, and political power.
	<p><b>Access Point</b>  SS.912.W.2.AP.12 Recognize ways Christian monasteries and convents helped the people through education, charity, and agriculture.</p>
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.
	<p><b>Access Point</b>  SS.912.W.2.AP.13a Recognize how Western civilization was influenced by Greco-Roman civilization.</p>
	<p>SS.912.W.2.AP.13b Recognize how cultural unity within Europe was impacted by Judeo-Christian influence.</p>
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.
	<p><b>Access Point</b>  SS.912.W.2.AP.14 Recognize difficulties experienced by Western Europe in the 1300s, such as the Great Famine, Black Death, and the Hundred Years War.</p>
SS.912.W.2.15	Determine the factors that contributed to the growth of a modern economy.
	<p><b>Access Point</b>  SS.912.W.2.AP.15 Recognize how the modern economy developed, such as from the growth of the early banking system, advancements in agriculture, the rise of the merchant class, and the growth of towns and cities.</p>
SS.912.W.2.16	Trace the growth and development of a national identity in the countries of England, France, and Spain.
	<p><b>Access Point</b>  SS.912.W.2.AP.16 Identify the characteristics and development of national identity in England, France, and Spain.</p>
SS.912.W.2.17	Identify key figures, artistic, and intellectual achievements of the medieval period in Western Europe.
	<p><b>Access Point</b>  SS.912.W.2.AP.17 Recognize figures, such as Thomas Aquinas and Roger Bacon, and achievements, such as the advancement of education and law, of the medieval period in Western Europe.</p>
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.

	<p><b>Access Point</b></p> <p>SS.912.W.2.AP.18a Recognize that developments in medieval English history established legal principles, such as English Common law, the Magna Carta, and habeas corpus.</p> <p>SS.912.W.2.AP.18b Identify the influence of medieval legal principles on the development of modern democratic institutions.</p>
SS.912.W.2.19	<p>Describe the impact of Japan's physiography on its economic and political development.</p> <p><b>Access Point</b></p> <p>SS.912.W.2.AP.19 Identify physical features of Japan that impacted its development.</p>
SS.912.W.2.20	<p>Summarize the major cultural, economic, political, and religious developments in medieval Japan.</p> <p><b>Access Point</b></p> <p>SS.912.W.2.AP.20 Identify major developments in medieval Japan, such as the influence of the religions, feudal system, government, and military.</p>
SS.912.W.2.21	<p>Compare Japanese feudalism with Western European feudalism during the Middle Ages.</p> <p><b>Access Point</b></p> <p>SS.912.W.2.AP.21 Compare Japanese feudalism with Western European feudalism during the Middle Ages.</p>
SS.912.W.2.22	<p>Describe Japan's cultural and economic relationship to China and Korea.</p> <p><b>Access Point</b></p> <p>SS.912.W.2.AP.22 Identify an example of Japan's cultural and economic relationship to China and Korea.</p>
<p><b><i>SS.912.W.3 Recognize significant events, figures, and contributions of Islamic, Meso and South American, and Sub-Saharan African civilizations.</i></b></p>	
SS.912.W.3.1	<p>Discuss significant people and beliefs associated with Islam.</p> <p><b>Access Point</b></p> <p>SS.912.W.3.AP.1 Identify significant people and beliefs associated with Islam, such as Muhammad, Islamic law, and the relationship between government and religion.</p>
SS.912.W.3.2	<p>Compare the major beliefs and principles of Judaism, Christianity, and Islam.</p> <p><b>Access Point</b></p> <p>SS.912.W.3.AP.2 Compare the major beliefs and principles of Judaism, Christianity, and Islam.</p>
SS.912.W.3.3	<p>Determine the causes, effects, and extent of Islamic military expansion through Central Asia, North Africa, and the Iberian Peninsula.</p>



	<p><b>Access Point</b> SS.912.W.3.AP.3 Recognize effects of Islamic military expansion through Central Asia, North Africa, and the Iberian Peninsula, such as the Crusades, the capture of Jerusalem, and conversion of the Mongols to Islam.</p>
SS.912.W.3.4	<p>Describe the expansion of Islam into India and the relationship between Muslims and Hindus.</p> <p><b>Access Point</b> SS.912.W.3.AP.4 Identify factors that led to the expansion of Islam into India, such as traders, missionary activities, invasions, and the introduction of the Islamic faith to Hindus in India.</p>
SS.912.W.3.5	<p>Describe the achievements, contributions, and key figures associated with the Islamic Golden Age.</p> <p><b>Access Point</b> SS.912.W.3.AP.5 Recognize achievements, contributions, and key figures associated with the Islamic Golden Age, such as in medicine (Avicenna), mathematics, and philosophy (Averroes).</p>
SS.912.W.3.6	<p>Describe key economic, political, and social developments in Islamic history.</p> <p><b>Access Point</b> SS.912.W.3.AP.6 Recognize key developments in Islamic history, such as the form of government (caliphate), the formation of different religious groups, Sunni and Shi'a, and the importance of slave trade.</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><b>Access Point</b> SS.912.W.3.AP.7 Recognize effects of the European response to Islamic expansion, such as the Crusades and Reconquista.</p>
SS.912.W.3.8	<p>Identify important figures associated with the Crusades.</p> <p><b>Access Point</b> SS.912.W.3.AP.8 Identify important figures associated with the Crusades.</p>
SS.912.W.3.9	<p>Trace the growth of major sub-Saharan African kingdoms and empires.</p> <p><b>Access Point</b> SS.912.W.3.AP.9 Identify the growth of sub-Saharan African kingdoms and empires, such as Ghana, Mali, or Songhai.</p>
SS.912.W.3.10	<p>Identify key significant economic, political, and social characteristics of Ghana.</p> <p><b>Access Point</b> SS.912.W.3.AP.10 Recognize significant characteristics of Ghana, such as salt and gold trade, matrilineal inheritance, rise of Islam, and slavery.</p>

SS.912.W.3.11	Identify key figures and significant economic, political, and social characteristics associated with Mali.
	<b>Access Point</b> SS.912.W.3.AP.11 Recognize significant characteristics of Mali, such as Mansa Musa, gold mining, salt trade, and slavery.
SS.912.W.3.12	Identify key figures and significant economic, political, and social characteristics associated with Songhai.
	<b>Access Point</b> SS.912.W.3.AP.12 Identify characteristics associated with Songhai, such as gold, salt trade, Sankore University, and provincial political structure.
SS.912.W.3.13	Compare economic, political, and social developments in East, West, and South Africa.
	<b>Access Point</b> SS.912.W.3.AP.13 Recognize economic, political, and social developments in East, West, and South Africa.
SS.912.W.3.14	Examine the internal and external factors that led to the fall of the empires of Ghana, Mali, and Songhai.
	<b>Access Point</b> SS.912.W.3.AP.14 Recognize factors that led to the fall of the empires of Ghana, Mali, and Songhai, such as disruption of trade and internal political struggles.
SS.912.W.3.15	Analyze the legacies of the Olmec, Zapotec, and Chavin on later Meso and South American civilizations.
	<b>Access Point</b> SS.912.W.3.AP.15 Identify legacies, such as religion, astronomy, and architecture, of the Olmec, Zapotec, and Chavin on later civilizations.
SS.912.W.3.16	Locate major civilizations of Mesoamerica and Andean South America.
	<b>Access Point</b> SS.912.W.3.AP.16 Recognize major civilizations of Mesoamerica and Andean South America, such as the Maya, Aztec, and Inca.
SS.912.W.3.17	Describe the roles of people in the Maya, Inca, and Aztec societies.
	<b>Access Point</b> SS.912.W.3.AP.17 Recognize the roles of people, such as class structures, family life, warfare, religious beliefs and practices, and slavery in Maya, Inca, and Aztec societies.
SS.912.W.3.18	Compare the key economic, cultural, and political characteristics of the major civilizations of Meso and South America.

	<p><b>Access Point</b> SS.912.W.3.AP.18 Recognize common characteristics of the major civilizations of Meso and South America, such as agriculture, architecture, astronomy, mathematics, and government.</p>
SS.912.W.3.19	<p>Determine the impact of significant Meso and South American rulers such as Pacal the Great, Moctezuma I, and Huayna Capac.</p> <p><b>Access Point</b> SS.912.W.3.AP.19 Identify the impact of significant Meso and South American rulers such as Pacal the Great, Moctezuma I, and Huayna Capac.</p>
<p><b><i>SS.912.W.4 Analyze the causes, events, and effects of the Renaissance, Reformation, Scientific Revolution, and Age of Exploration.</i></b></p>	
SS.912.W.4.1	<p>Identify the economic and political causes for the rise of the Italian city-states (Florence, Milan, Naples, Rome, and Venice).</p> <p><b>Access Point</b> SS.912.W.4.AP.1 Recognize that Italian city-states, such as Florence, Milan, Naples, Venice, had ideal locations on the Italian peninsula that made them grow wealthy through trade and cultural diversity.</p>
SS.912.W.4.2	<p>Recognize major influences on the architectural, artistic, and literary developments of Renaissance Italy (Classical, Byzantine, Islamic, Western European).</p> <p><b>Access Point</b> SS.912.W.4.AP.2 Recognize an influence of architectural, artistic, and literary development of Renaissance Italy.</p>
SS.912.W.4.3	<p>Identify the major artistic, literary, and technological contributions of individuals during the Renaissance.</p> <p><b>Access Point</b> SS.912.W.4.AP.3 Recognize the artistic, literary and technological contributions during the Renaissance of artists, such as da Vinci and Michelangelo; of writers, such as Petrarch and Shakespeare; and of inventors, such as Gutenberg.</p>
SS.912.W.4.4	<p>Identify characteristics of Renaissance humanism in works of art.</p> <p><b>Access Point</b> SS.912.W.4.AP.4 Identify characteristics of Renaissance humanism in literature and the arts.</p>
SS.912.W.4.5	<p>Describe how ideas from the Middle Ages and Renaissance led to the Scientific Revolution.</p> <p><b>Access Point</b> SS.912.W.4.AP.5 Recognize new ideas developed during the Scientific Revolution, such as the discovery that the Earth and planets revolve around the Sun, the pendulum, the law of gravity, the scientific method, and the microscope.</p>

SS.912.W.4.6	Describe how scientific theories and methods of the Scientific Revolution challenged those of the early classical and medieval periods.
	<b>Access Point</b> SS.912.W.4.AP.6 Recognize how scientific theories and methods of the Scientific Revolution challenged the beliefs of the early classical and medieval periods.
SS.912.W.4.7	Identify criticisms of the Roman Catholic Church by individuals such as Wycliffe, Hus and Erasmus and their impact on later reformers.
	<b>Access Point</b> SS.912.W.4.AP.7 Recognize the impact of the Roman Catholic reformers, such as Erasmus, Wycliffe, or Huss.
SS.912.W.4.8	Summarize religious reforms associated with Luther, Calvin, Zwingli, Henry VIII, and John of Leyden and the effects of the Reformation on Europe.
	<b>Access Point</b> SS.912.W.4.AP.8 Recognize the effect of the Protestant religious reforms of Luther, Calvin, and Henry VIII.
SS.912.W.4.9	Analyze the Roman Catholic Church's response to the Protestant Reformation in the forms of the Counter and Catholic Reformation.
	<b>Access Point</b> SS.912.W.4.AP.9 Recognize the reforms that were enacted by the Roman Catholic Church during the Catholic Counter Reformation.
SS.912.W.4.10	Identify the major contributions of individuals associated with the Scientific Revolution.
	<b>Access Point</b> SS.912.W.4.AP.10 Identify the major contributions of individuals associated with the Scientific Revolution.
SS.912.W.4.11	Summarize the causes that led to the Age of Exploration, and identify major voyages and sponsors.
	<b>Access Point</b> SS.912.W.4.AP.11a Recognize causes that led to the Age of Exploration, such as the need for new routes and goods to trade.
	SS.912.W.4.AP.11b Identify the major voyages and sponsors within the Age of Exploration.
SS.912.W.4.12	Evaluate the scope and impact of the Columbian Exchange on Europe, Africa, Asia, and the Americas.
	<b>Access Point</b> SS.912.W.4.AP.12 Recognize impacts of the Columbian Exchange, such as the exchange of agricultural goods, diseases, and ideas between Europe, Africa, and the Americas.

SS.912.W.4.13	Examine the various economic and political systems of Portugal, Spain, the Netherlands, France, and England in the Americas.
	<b>Access Point</b> SS.912.W.4.AP.13 Recognize ways the economic and political systems of Portugal, Spain, the Netherlands, France, and England were used in the Americas.
SS.912.W.4.14	Recognize the practice of slavery and other forms of forced labor experienced during the 13th through 17th centuries in East Africa, West Africa, Europe, Southwest Asia, and the Americas.
	<b>Access Point</b> SS.912.W.4.AP.14 Recognize how the practice of slavery and other forms of forced labor differed in Africa, Europe, and the Americas.
SS.912.W.4.15	Explain the origins, developments, and impact of the trans-Atlantic slave trade between West Africa and the Americas.
	<b>Access Point</b> SS.912.W.4.AP.15 Identify the origins, developments, and impact of the trans-Atlantic slave trade between West Africa and the Americas.
<b><i>SS.912.W.5 Analyze the causes, events, and effects of the Enlightenment and its impact on the American, French, and other Revolutions.</i></b>	
SS.912.W.5.1	Compare the causes and effects of the development of constitutional monarchy in England with those of the development of absolute monarchy in France, Spain, and Russia.
	<b>Access Point</b> SS.912.W.5.AP.1 Compare the causes and effects of the development of constitutional monarchy in England with those of the development of absolute monarchy in France, Spain, and Russia.
SS.912.W.5.2	Identify major causes of the Enlightenment.
	<b>Access Point</b> SS.912.W.5.AP.2 Compare influences of the Enlightenment, such as the Renaissance, Scientific Revolution, and Reformation.
SS.912.W.5.3	Summarize the major ideas of Enlightenment philosophers.
	<b>Access Point</b> SS.912.W.5.AP.3 Recognize major ideas of Enlightenment philosophers, such as the importance of a government and natural rights.
SS.912.W.5.4	Evaluate the impact of Enlightenment ideals on the development of economic, political, and religious structures in the Western world.

	<p><b>Access Point</b> SS.912.W.5.AP.4 Identify ways the Enlightenment influenced development in the Western World, such as the spread of democracy and equality in politics and religious freedom.</p>
SS.912.W.5.5	<p>Analyze the extent to which the Enlightenment impacted the American and French Revolutions.</p> <p><b>Access Point</b> SS.912.W.5.AP.5 Identify how the Enlightenment impacted the American and French Revolutions.</p>
SS.912.W.5.6	<p>Summarize the important causes, events, and effects of the French Revolution including the rise and rule of Napoleon.</p> <p><b>Access Point</b> SS.912.W.5.AP.6 Recognize effects of the French Revolution, including the rise and rule of Napoleon.</p>
SS.912.W.5.7	<p>Describe the causes and effects of 19th Century Latin American and Caribbean independence movements led by people including Bolivar, de San Martin, and L' Ouverture.</p> <p><b>Access Point</b> SS.912.W.5.AP.7 Describe the causes and effects of 19th Century Latin American and Caribbean independence movements led by people including Bolivar, de San Martin, and L' Ouverture.</p>
<p><b><i>SS.912.W.6 Understand the development of Western and non-Western nationalism, industrialization and imperialism, and the significant processes and consequences of each.</i></b></p>	
SS.912.W.6.1	<p>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.</p> <p><b>Access Point</b> SS.912.W.6.AP.1 Recognize the agricultural and technological innovations that led to industrialization in Western Europe, the United States, and Japan.</p>
SS.912.W.6.2	<p>Summarize the social and economic effects of the Industrial Revolution.</p> <p><b>Access Point</b> SS.912.W.6.AP.2 Recognize the social and economic effects of the Industrial Revolution, such as increased productivity, the rise of the middle class, and the conditions faced by workers.</p>
SS.912.W.6.3	<p>Compare the philosophies of capitalism, socialism, and communism as described by Adam Smith, Robert Owen, and Karl Marx.</p> <p><b>Access Point</b> SS.912.W.6.AP.3 Compare the major differences between the philosophies of Adam Smith, Robert Owen, and Karl Marx, capitalism and communism.</p>

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.
	<b>Access Point</b> SS.912.W.6.AP.4 Recognize effects of reform movements during the 19th and early 20th century, such as abolition of slavery in the British Empire, expansion of women’s rights, and labor laws.
SS.912.W.6.5	Summarize the causes, key events, and effects of the unification of Italy and Germany.
	<b>Access Point</b> SS.912.W.6.AP.5 Recognize the causes, key events, and effects of the unification of Italy and Germany.
SS.912.W.6.6	Analyze the causes and effects of imperialism.
	<b>Access Point</b> SS.912.W.6.AP.6 Recognize the cause and effects of imperialism, such as social and religious impact on Indigenous peoples, expansion of political and economic control of other countries, and perceived superiority of Western ways.
SS.912.W.6.7	Identify major events in China during the 19th and early 20th centuries related to imperialism.
	<b>Access Point</b> SS.912.W.6.AP.7 Recognize major events in China, such as the Western incursions and the nationalist revolution and formation of the Republic of China.
<b><i>SS.912.W.7 Recognize significant causes, events, figures, and consequences of the Great War period and the impact on worldwide balance of power.</i></b>	
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.
	<b>Access Point</b> SS.912.W.7.AP.1 Recognize major causes of World War I, such as imperialism, nationalism, and militarism, and the formation of European alliances.
SS.912.W.7.2	Describe the changing nature of warfare during World War I.
	<b>Access Point</b> SS.912.W.7.AP.2 Describe the changing nature of warfare during World War I, such as the use of new weapons and strategies and increased destruction of the land and human life.
SS.912.W.7.3	Summarize significant effects of World War I.
	<b>Access Point</b> SS.912.W.7.AP.3 Recognize the important effects of World War I, such as the breakup of empires into separate countries and the Treaty of Versailles.

SS.912.W.7.4	Describe the causes and effects of the German economic crisis of the 1920s and the global depression of the 1930s, and analyze how governments responded to the Great Depression.
	<p><b>Access Point</b>  SS.912.W.7.AP.4 Identify effects of the German economic crisis of the 1920s and global depression of the 1930s, such as closing of businesses and banks, loss of jobs, poverty, and how governments responded.</p>
SS.912.W.7.5	Describe the rise of authoritarian governments in the Soviet Union, Italy, Germany, and Spain, and analyze the policies and main ideas of Vladimir Lenin, Joseph Stalin, Benito Mussolini, Adolf Hitler, and Francisco Franco.
	<p><b>Access Point</b>  SS.912.W.7.AP.5 Recognize why authoritarian governments came to power in the Soviet Union, Italy, Germany, and Spain and identify the main ideas of Vladimir Lenin, Joseph Stalin, Benito Mussolini, Adolf Hitler, and Francisco Franco.</p>
SS.912.W.7.6	Analyze the restriction of individual rights and the use of mass terror against populations in the Soviet Union, Nazi Germany, and occupied territories.
	<p><b>Access Point</b>  SS.912.W.7.AP.6 Recognize that the Soviet Union and Nazi Germany used mass terror and restriction of individual rights in order to control their people.</p>
SS.912.W.7.7	Trace the causes and key events related to World War II.
	<p><b>Access Point</b>  SS.912.W.7.AP.7 Recognize the causes of World War II and the major events in the war, such as rise of totalitarian governments, conquest of countries in Europe, the Japanese invasion of China; and the bombing of Pearl Harbor, the Battle of Midway; and the D-Day invasion.</p>
SS.912.W.7.8	Explain the causes, events, and effects of the Holocaust (1933-1945) including its roots in the long tradition of antisemitism, 19th century ideas about race and nation, and Nazi dehumanization of the Jews and other victims.
	<p><b>Access Point</b>  SS.912.W.7.AP.8 Recognize major effects of the Holocaust (1933-1945), including the Nazi dehumanization of Jews and other victims, long tradition of antisemitism, and 19th century ideas about race and nation.</p>
SS.912.W.7.9	Identify the wartime strategy and post-war plans of the Allied leaders.
	<p><b>Access Point</b>  SS.912.W.7.AP.9 Recognize the wartime strategies and post-war plans that were developed by the Allied leaders, such as Churchill, Roosevelt, and Stalin.</p>



SS.912.W.7.10	Summarize the causes and effects of President Truman's decision to drop the atomic bombs on Japan.
	<b>Access Point</b> SS.912.W.7.AP.10 Recognize that President Truman's decision to drop the atomic bombs on Japan ended the war but led to the beginning of the nuclear arms race.
SS.912.W.7.11	Describe the effects of World War II.
	<b>Access Point</b> SS.912.W.7.AP.11 Recognize effects of World War II, such as death of soldiers and civilians, destruction of land and property, and creation of the United Nations.
<b><i>SS.912.W.8 Recognize significant events and people from the post World War II and Cold War eras.</i></b>	
SS.912.W.8.1	Identify the United States and Soviet aligned states of Europe, and contrast their political and economic characteristics.
	<b>Access Point</b> SS.912.W.8.AP.1 Recognize that the countries of NATO aligned with the United States and countries in the Warsaw Pact aligned with the Soviet Union after World War II.
SS.912.W.8.2	Describe characteristics of the early Cold War.
	<b>Access Point</b> SS.912.W.8.AP.2 Identify characteristics of the early Cold War, such as the Truman Doctrine, Marshall Plan, NATO, and the Iron Curtain.
SS.912.W.8.3	Summarize key developments in post-war China.
	<b>Access Point</b> SS.912.W.8.AP.3 Recognize that China became a world power after the communists defeated the nationalists in the Chinese Civil War.
SS.912.W.8.4	Summarize the causes and effects of the arms race and proxy wars in Africa, Asia, Latin America, and the Middle East.
	<b>Access Point</b> SS.912.W.8.AP.4 Identify effects of the arms race, such as increased weapons and armies in Africa, Asia, Latin America, and the Middle East.
SS.912.W.8.5	Identify the factors that led to the decline and fall of communism in the Soviet Union and Eastern Europe.
	<b>Access Point</b> SS.912.W.8.AP.5 Recognize factors that led to the fall of communism in the Soviet Union and Eastern Europe, such as the arms race and resistance by the citizens within the countries.
SS.912.W.8.6	Explain the 20th century background for the establishment of the modern state of Israel in 1948, including the Zionist movement led by Theodor Herzl, and the ongoing military and political conflicts between Israel and the Arab-Muslim world.

	<p><b>Access Point</b> SS.912.W.8.AP.6 Recognize a reason why Israel became a country and characteristics of conflicts between Israel and the Arab world including the Zionist movement led by Theodor Herzl, and the ongoing military and political conflicts.</p>
SS.912.W.8.7	<p>Compare post-war independence movements in African, Asian, and Caribbean countries.</p> <p><b>Access Point</b> SS.912.W.8.AP.7 Identify post-war independence movements in African, Asian, or Caribbean colonies.</p>
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><b>Access Point</b> SS.912.W.8.AP.8 Recognize the goals of nationalist leaders, such as Mahatma Ghandi, Fidel Castro, and Gamal Abdel Nasser, in the post-war era.</p>
SS.912.W.8.9	<p>Analyze the successes and failures of democratic reform movements in Africa, Asia, the Caribbean, and Latin America.</p> <p><b>Access Point</b> SS.912.W.8.AP.9 Identify the successes and failures of the democratic reformation in Africa, Asia, the Caribbean, and Latin America.</p>
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><b>Access Point</b> SS.912.W.8.AP.10 Recognize impacts of religious fundamentalism and other factors in the Middle East, such as the Iranian Revolution, armed warriors (Mujahideen) in Afghanistan, and the Persian Gulf War in the last half of the 20th century.</p>
<p><b><i>SS.912.W.9 Identify major economic, political, social, and technological trends beginning in the 20<sup>th</sup> century.</i></b></p>	
SS.912.W.9.1	<p>Identify major scientific figures and breakthroughs of the 20th century, and assess their impact on contemporary life.</p> <p><b>Access Point</b> SS.912.W.9.AP.1 Recognize major scientific figures and breakthroughs of the 20th century, important discoveries, and their impact on everyday life.</p>
SS.912.W.9.2	<p>Describe the causes and effects of post-World War II economic and demographic changes.</p> <p><b>Access Point</b> SS.912.W.9.AP.2 Recognize effects of post-World War II economic changes, such as medical and technological advances, increased consumption, and rise in expectations for standards of living.</p>

SS.912.W.9.3	Explain cultural, historical, and economic factors and governmental policies that created the opportunities for ethnic cleansing or genocide in Cambodia, the Balkans, Rwanda, and Darfur, and describe various governmental and non-governmental responses to them.
	<b>Access Point</b> SS.912.W.9.AP.3a Recognize that governmental policies and economic, religious, and other cultural factors have contributed to acts of discrimination, ethnic cleansing, or genocide in Cambodia, the Balkans, Rwanda and Darfur.
	SS.912.W.9.AP.3b Describe governmental and non-governmental responses to mass national genocide in Cambodia, the Balkans, Rwanda and Darfur.
SS.912.W.9.4	Describe the causes and effects of 20th century nationalist conflicts.
	<b>Access Point</b> SS.912.W.9.AP.4 Describe the causes and effects of twentieth century nationalist conflicts.
SS.912.W.9.5	Assess the social and economic impact of pandemics on a global scale, particularly within the developing and under-developed world.
	<b>Access Point</b> SS.912.W.9.AP.5 Identify the impacts of pandemics within developing countries.
SS.912.W.9.6	Analyze the rise of regional trade blocs such as the European Union and NAFTA, and predict the impact of increased globalization in the 20th and 21st centuries.
	<b>Access Point</b> SS.912.W.9.AP.6a Recognize ways nations participate in global trade and trade agreements with other countries including trade blocs such as European Union and NAFTA.
	SS.912.W.9.AP.6b Recognize the impact of increased globalization in the 20th and 21st centuries.
SS.912.W.9.7	Describe the impact of and global response to international terrorism.
	<b>Access Point</b> SS.912.W.9.AP.7 Recognize the impact and response to threats of international terrorism.

### Humanities

<b><i>SS.912.H.1 Identify and analyze the historical, social, and cultural contexts of the arts.</i></b>	
SS.912.H.1.1	Relate works in the arts (architecture, dance, music, theatre, and visual arts) of varying styles and genre according to the periods in which they were created.

	<p><b>Access Point</b> SS.912.H.1.AP.1 Identify works in the arts, including architecture, music, and visual arts, from time periods, such as Classical, Renaissance, Modern, and Contemporary.</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><b>Access Point</b> SS.912.H.1.AP.2 Identify ways historical events, social context, culture, and government are displayed in works of art, such as imperial Roman sculpture, the Palace of Versailles, and the layout of Washington, D.C.</p>
SS.912.H.1.3	<p>Relate works in the arts to various cultures.</p> <p><b>Access Point</b> SS.912.H.1.AP.3 Identify works in the arts from various cultures, such as African, Asian, European, the Americas, and the Middle Eastern.</p>
SS.912.H.1.4	<p>Explain philosophical beliefs as they relate to works in the arts.</p> <p><b>Access Point</b> SS.912.H.1.AP.4 Identify philosophical beliefs as they relate to works in the arts.</p>
SS.912.H.1.5	<p>Examine artistic response to social issues and new ideas in various cultures.</p> <p><b>Access Point</b> SS.912.H.1.AP.5 Identify artistic response to social issues (I.e., Victor Hugo and Langston Hughes) and new ideas in various cultures.</p>
SS.912.H.1.6	<p>Analyze how current events are explained by artistic and cultural trends of the past.</p> <p><b>Access Point</b> SS.912.H.1.AP.6 Identify 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> <p><b>Access Point</b> SS.912.H.1.AP.7 Recognize terminology of art forms (narthex, apse, triforium of Gothic cathedral) within cultures and use appropriately in oral and written references.</p>
<b><i>SS.912.H.2 Respond critically and aesthetically to various works in the arts.</i></b>	
SS.912.H.2.1	<p>Identify specific characteristics of works within various art forms (architecture, dance, film, literature, music, theatre, and visual arts).</p>

	<p><b>Access Point</b> SS.912.H.2.AP.1 Recognize characteristics of specific works within various art forms such as architecture, dance, film, literature, music, theatre, and visual arts.</p>
SS.912.H.2.2	<p>Classify styles, forms, types, and genres within art forms.</p> <p><b>Access Point</b> SS.912.H.2.AP.2 Identify the genre and form of works within art forms, such as modern and ethnic dance, and ballads, and nationalistic music.</p>
SS.912.H.2.3	<p>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.</p> <p><b>Access Point</b> SS.912.H.2.AP.3 Identify ways of evaluating art by examining the elements of the art form (formal), deciding one’s own feelings about the art (intuitive) and recognizing the use of symbolism.</p>
SS.912.H.2.4	<p>Examine the effects that works in the arts have on groups, individuals, and cultures.</p> <p><b>Access Point</b> SS.912.H.2.AP.4 Identify an effect of works of art on an individual or group, such as changing their mood or leading groups to protest.</p>
SS.912.H.2.5	<p>Describe how historical, social, cultural, and physical settings influence an audience’s aesthetic response.</p> <p><b>Access Point</b> SS.912.H.2.AP.5 Describe influences on an audience’s response to art such as the historical, social, cultural, or physical setting.</p>
<p><b><i>SS.912.H.3 Understand how transportation, trade, communication, science, and technology influence the progression and regression of cultures.</i></b></p>	
SS.912.H.3.1	<p>Analyze the effects of transportation, trade, communication, science, and technology on the preservation and diffusion of culture.</p> <p><b>Access Point</b> SS.912.H.3.AP.1 Identify effects of transportation, trade, communication, science, and technology on the preservation of a culture and its diffusion to other locations.</p>
SS.912.H.3.2	<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><b>Access Point</b> SS.912.H.3.AP.2 Recognize social, ethical, moral, religious, and legal issues related to technological or scientific developments and their influence on works of arts.</p>

SS.912.H.3.3	Identify contributions made by various world cultures through trade and communication, and form a hypothesis on future contributions and changes.
	<b>Access Point</b> SS.912.H.3.AP.3a Recognize contributions made by various world cultures through trade and communication.
	SS.912.H.3.AP.3b Predict future contributions and changes made by various world cultures through trade and communication.

### Psychology

<b><i>SS.912.P.1 Scientific Inquiry Domain/Perspectives in Psychological Science</i></b>	
SS.912.P.1.1	Define psychology as a discipline and identify its goals as a science.
	<b>Access Point</b> SS.912.P.1.AP.1a Recognize psychology as a scientific discipline.
	SS.912.P.1.AP.1b Identify a goal of psychology as a science.
SS.912.P.1.2	Describe the emergence of psychology as a scientific discipline.
	<b>Access Point</b> SS.912.P.1.AP.2a Recognize important figures in the emergence of psychology as a scientific discipline.
	SS.912.P.1.AP.2b Identify a historical perspective of psychology as a scientific discipline.
SS.912.P.1.3	Describe perspectives employed to understand behavior and mental processes.
	<b>Access Point</b> SS.912.P.1.AP.3 Identify a perspective employed to understand behavior and mental processes.
SS.912.P.1.4	Discuss the value of both basic and applied psychological research with human and non-human animals.
	<b>Access Point</b> SS.912.P.1.AP.4 Recognize the steps of the scientific method as a process utilized in applied psychological research.
SS.912.P.1.5	Describe the major subfields of psychology.
	<b>Access Point</b> SS.912.P.1.AP.5 Recognize a major subfield of psychology.
SS.912.P.1.6	Identify the important role psychology plays in benefiting society and improving people's lives.
	<b>Access Point</b> SS.912.P.1.AP.6 Recognize the value of psychology in society and people's lives.
<b><i>SS.912.P.6 Development and Learning Domain/Life Span Development</i></b>	
SS.912.P.6.1	Explain the interaction of environmental and biological factors in development, including the role of the brain in all aspects of development.

	<p><b>Access Point</b> SS.912.P.6.AP.1a Identify an environmental factor in development.</p>
	SS.912.P.6.AP.1b Identify a biological factor in development.
	SS.912.P.6.AP.1c Recognize an interaction between environmental and biological factors in development.
	SS.912.P.6.AP.1d Identify a role of the brain in an aspect of development.
SS.912.P.6.2	<p>Explain issues of continuity/discontinuity and stability/change.</p> <p><b>Access Point</b> SS.912.P.6.AP.2a Recognize an issue of continuity/discontinuity.</p>
	SS.912.P.6.AP.2b Recognize an issue of stability/change.
SS.912.P.6.3	<p>Distinguish methods used to study development.</p> <p><b>Access Point</b> SS.912.P.6.AP.3 Recognize a method used to study development.</p>
SS.912.P.6.4	<p>Describe the role of sensitive and critical periods in development.</p> <p><b>Access Point</b> SS.912.P.6.AP.4a Recognize the role of sensitive periods in development.</p>
	SS.912.P.6.AP.4b Recognize the role of critical periods in development.
SS.912.P.6.5	<p>Discuss issues related to the end of life.</p> <p><b>Access Point</b> SS.912.P.6.AP.5 Recognize an issue related to the end of life.</p>
SS.912.P.6.6	<p>Discuss theories of cognitive development.</p> <p><b>Access Point</b> SS.912.P.6.AP.6 Recognize a theory of cognitive development.</p>
SS.912.P.6.7	<p>Discuss theories of moral development.</p> <p><b>Access Point</b> SS.912.P.6.AP.7 Recognize a theory of moral development.</p>
SS.912.P.6.8	<p>Discuss theories of social development.</p> <p><b>Access Point</b> SS.912.P.6.AP.8 Recognize a theory of social development.</p>
SS.912.P.6.9	<p>Describe physical development from conception through birth and identify influences on prenatal development.</p> <p><b>Access Point</b> SS.912.P.6.AP.9a Identify a stage of physical development from conception through birth.</p>
	SS.912.P.6.AP.9b Recognize an influence on prenatal development.
SS.912.P.6.10	Describe newborns' reflexes, temperament, and abilities.

	<p><b>Access Point</b></p> <p>SS.912.P.6.AP.10a Identify a newborn’s reflex.</p> <p>SS.912.P.6.AP.10b Recognize a characteristic of temperament of a newborn.</p>
SS.912.P.6.11	<p>Describe physical and motor development in infancy.</p> <p><b>Access Point</b></p> <p>SS.912.P.6.AP.11a Recognize a characteristic of physical development in infancy.</p> <p>SS.912.P.6.AP.11b Recognize a characteristic of motor development in infancy.</p>
SS.912.P.6.12	<p>Describe how infant perceptual abilities and intelligence develop.</p> <p><b>Access Point</b></p> <p>SS.912.P.6.AP.12a Recognize an infant perceptual ability.</p> <p>SS.912.P.6.AP.12b Recognize a characteristic of infant intelligence.</p>
SS.912.P.6.13	<p>Describe the development of attachment and the role of the caregiver.</p> <p><b>Access Point</b></p> <p>SS.912.P.6.AP.13a Identify a type of attachment.</p> <p>SS.912.P.6.AP.13b Recognize the role of the caregiver in the development of attachment.</p>
SS.912.P.6.14	<p>Describe the development of communication and language in infancy.</p> <p><b>Access Point</b></p> <p>SS.912.P.6.AP.14a Recognize a characteristic of communication in infancy.</p> <p>SS.912.P.6.AP.14b Recognize a characteristic of language in infancy.</p>
SS.912.P.6.15	<p>Describe physical and motor development in childhood.</p> <p><b>Access Point</b></p> <p>SS.912.P.6.AP.15a Recognize a stage of physical development in childhood.</p> <p>SS.912.P.6.AP.15b Recognize a stage of motor development in childhood.</p>
SS.912.P.6.16	<p>Describe how memory and thinking ability develops in childhood.</p> <p><b>Access Point</b></p> <p>SS.912.P.6.AP.16 Recognize memory and thinking ability development in childhood.</p>
<b><i>SS.912.P.7 Development and Learning Domain/Learning</i></b>	
SS.912.P.7.1	<p>Describe the principles of classical conditioning.</p> <p><b>Access Point</b></p> <p>SS.912.P.7.AP.1 Recognize a principle of classical conditioning.</p>



SS.912.P.7.2	Describe clinical and experimental examples of classical conditioning.
	<b>Access Point</b> SS.912.P.7.AP.2 Recognize an example of classical conditioning.
SS.912.P.7.3	Apply classical conditioning to everyday life.
	<b>Access Point</b> SS.912.P.7.AP.3 Recognize an example of classical conditioning in everyday life.
SS.912.P.7.4	Describe the Law of Effect.
	<b>Access Point</b> SS.912.P.7.AP.4 Identify a characteristic of the Law of Effect.
SS.912.P.7.5	Describe the principles of operant conditioning.
	<b>Access Point</b> SS.912.P.7.AP.5 Recognize a principle of operant conditioning.
SS.912.P.7.6	Describe clinical and experimental examples of operant conditioning.
	<b>Access Point</b> SS.912.P.7.AP.6 Recognize an example of operant conditioning.
SS.912.P.7.7	Apply operant conditioning to everyday life.
	<b>Access Point</b> SS.912.P.7.AP.7 Recognize an example of operant conditioning in everyday life.
SS.912.P.7.8	Describe the principles of observational and cognitive learning.
	<b>Access Point</b> Examples may include, but are not limited to, Albert Bandura, modeling, attention, retention, replication, motivation, antisocial behavior, prosocial behavior.
SS.912.P.7.9	Apply observational and cognitive learning to everyday life.
	<b>Access Point</b> SS.912.P.7.AP.9 Recognize an example of observational and cognitive learning in everyday life.
<b><i>SS.912.P.8 Development and Learning Domain/Language Development</i></b>	
SS.912.P.8.1	Describe the structure and function of language.
	<b>Access Point</b> SS.912.P.8.AP.1a Recognize a structure of language.
	SS.912.P.8.AP.1b Identify a function of language.
SS.912.P.8.2	Discuss the relationship between language and thought.
	<b>Access Point</b> SS.912.P.8.AP.2 Recognize the relationship between language and thought.
SS.912.P.8.3	Explain the process of language acquisition.
	<b>Access Point</b> SS.912.P.8.AP.3 Recognize a stage of language acquisition.

SS.912.P.8.4	Discuss how acquisition of a second language can affect language development and possibly other cognitive processes.
	<b>Access Point</b>
	SS.912.P.8.AP.4a Recognize an effect of acquisition of a second language on language development.
SS.912.P.8.5	SS.912.P.8.AP.4b Recognize an effect of acquisition of a second language on cognitive processes.
	Evaluate the theories of language acquisition.
SS.912.P.8.6	<b>Access Point</b>
	SS.912.P.8.AP.5 Recognize a theory of language acquisition.
SS.912.P.8.7	Identify the brain structures associated with language.
	<b>Access Point</b>
SS.912.P.8.7	SS.912.P.8.AP.6 Identify a brain structure associated with language.
	Discuss how damage to the brain may affect language.
SS.912.P.8.7	<b>Access Point</b>
	SS.912.P.8.AP.7 Recognize the effect that damage to a brain structure may have on language.
<b><i>SS.912.P.11 Cognitive Domain/Memory</i></b>	
SS.912.P.11.1	Identify factors that influence encoding.
	<b>Access Point</b>
SS.912.P.11.2	SS.912.P.11.AP.1 Recognize factors that influence encoding.
	Characterize the difference between shallow (surface) and deep (elaborate) processing.
SS.912.P.11.3	<b>Access Point</b>
	SS.912.P.11.AP.2 Recognize a difference between shallow and deep processing.
SS.912.P.11.3	Discuss strategies for improving the encoding of memory.
	<b>Access Point</b>
SS.912.P.11.4	SS.912.P.11.AP.3 Identify a strategy for improving the encoding of memory.
	Describe the differences between working memory and long-term memory.
	<b>Access Point</b>
	SS.912.P.11.AP.4a Identify a characteristic of working memory.
SS.912.P.11.5	SS.912.P.11.AP.4b Identify a characteristic of long-term memory.
	Identify and explain biological processes related to how memory is stored.
	<b>Access Point</b>
SS.912.P.11.5	SS.912.P.11.AP.5a Recognize that memory storage is a biological process.
	SS.912.P.11.AP.5b Identify a characteristic of how memory is stored.

SS.912.P.11.6	Discuss types of memory and memory disorders (e.g., amnesias, dementias).
	<b>Access Point</b> SS.912.P.11.AP.6a Identify a type of memory (sensory, short-term, working, long-term).
	SS.912.P.11.AP.6b Recognize a characteristic of a memory disorder.
SS.912.P.11.7	Discuss strategies for improving the storage of memories.
	<b>Access Point</b> SS.912.P.11.AP.7 Identify a strategy for improving the storage of memories.
SS.912.P.11.8	Analyze the importance of retrieval cues in memory.
	<b>Access Point</b> SS.912.P.11.AP.8 Recognize the importance of retrieval cues in memory.
SS.912.P.11.9	Explain the role that interference plays in retrieval.
	<b>Access Point</b> SS.912.P.11.AP.9 Recognize that interference plays a role in memory retrieval.
SS.912.P.11.10	Discuss the factors influencing how memories are retrieved.
	<b>Access Point</b> SS.912.P.11.AP.10 Identify a factor influencing memory retrieval.
SS.912.P.11.11	Explain how memories can be malleable.
	<b>Access Point</b> SS.912.P.11.AP.11 Recognize that memories can be changed.
SS.912.P.11.12	Discuss strategies for improving the retrieval of memories.
	<b>Access Point</b> SS.912.P.11.AP.12 Identify a strategy for improving the retrieval of memories.
<b>SS.912.P.12 Cognitive Domain/Thinking</b>	
SS.912.P.12.1	Define cognitive processes involved in understanding information.
	<b>Access Point</b> SS.912.P.12.AP.1 Recognize that understanding information is a cognitive process.
SS.912.P.12.2	Define processes involved in problem solving and decision making.
	<b>Access Point</b> SS.912.P.12.AP.2 Identify steps involved in problem solving and decision making.
SS.912.P.12.3	Discuss non-human problem-solving abilities.
	<b>Access Point</b> SS.912.P.12.AP.3 Recognize non-human problem-solving abilities.

SS.912.P.12.4	Describe obstacles to problem solving.
	<b>Access Point</b> SS.912.P.12.AP.4 Identify an obstacle to problem solving.
SS.912.P.12.5	Describe obstacles to decision making.
	<b>Access Point</b> SS.912.P.12.AP.5 Identify an obstacle to decision making.
SS.912.P.12.6	Describe obstacles to making good judgments.
	<b>Access Point</b> SS.912.P.12.AP.6 Identify an obstacle to making good judgments.
<b><i>SS.912.P.16 Individual Variations Domain/Personality</i></b>	
SS.912.P.16.1	Evaluate psychodynamic theories.
	<b>Access Point</b> SS.912.P.16.AP.1 Recognize a psychodynamic theory.
SS.912.P.16.2	Evaluate trait theories.
	<b>Access Point</b> SS.912.P.16.AP.2 Recognize a trait theory.
SS.912.P.16.3	Evaluate humanistic theories.
	<b>Access Point</b> SS.912.P.16.AP.3 Recognize a humanistic theory.
SS.912.P.16.4	Evaluate social-cognitive theories.
	<b>Access Point</b> SS.912.P.16.AP.4 Recognize a social-cognitive theory.
SS.912.P.16.5	Differentiate personality assessment techniques.
	<b>Access Point</b> SS.912.P.16.AP.5 Recognize a personality assessment technique.
SS.912.P.16.6	Discuss the reliability and validity of personality assessment techniques.
	<b>Access Point</b> SS.912.P.16.AP.6a Identify a concern for reliability of a personality assessment technique.
	SS.912.P.16.AP.6b Identify a concern for validity of a personality assessment technique.
SS.912.P.16.7	Discuss biological and situational influences.
	<b>Access Point</b> SS.912.P.16.AP.7a Identify a biological influence.
	SS.912.P.16.AP.7b Identify a situational influence.
SS.912.P.16.8	Discuss stability and change.
	<b>Access Point</b> SS.912.P.16.AP.8a Identify a characteristic of stability.
	SS.912.P.16.AP.8b Identify a characteristic of change.
SS.912.P.16.9	Discuss connection to health and work on personality.

	<b>Access Point</b> SS.912.P.16.AP.9 Recognize a connection to health and work on personality.
SS.912.P.16.10	Discuss self-concept. <b>Access Point</b> SS.912.P.16.AP.10 Identify a characteristic of self-concept.
SS.912.P.16.11	Analyze how individualistic and collectivistic cultural perspectives relate to personality. <b>Access Point</b> SS.912.P.16.AP.11a Identify a characteristic of individualistic cultural perspective as it relates to personality. SS.912.P.16.AP.11b Identify a characteristic of collectivistic cultural perspective as it relates to personality.
<b><i>SS.912.P.17 Individual Variations Domain/Psychological Disorders</i></b>	
SS.912.P.17.1	Define psychologically abnormal behavior. <b>Access Point</b> SS.912.P.17.AP.1 Identify a characteristic of psychologically abnormal behavior.
SS.912.P.17.2	Describe historical and cross-cultural views of abnormality. <b>Access Point</b> SS.912.P.17.AP.2a Recognize a historical view of abnormality. SS.912.P.17.AP.2b Recognize a cross-cultural view of abnormality.
SS.912.P.17.3	Describe major models of abnormality. <b>Access Point</b> SS.912.P.17.AP.3 Recognize a model of abnormality.
SS.912.P.17.4	Discuss how stigma relates to abnormal behavior. <b>Access Point</b> SS.912.P.17.AP.4 Identify a stigma related to abnormal behavior.
SS.912.P.17.5	Discuss the impact of psychological disorders on the individual, family, and society. <b>Access Point</b> SS.912.P.17.AP.5a Identify an impact of psychological disorders on the individual. SS.912.P.17.AP.5b Identify an impact of psychological disorders on the family. SS.912.P.17.AP.5c Identify an impact of psychological disorders on society.
SS.912.P.17.6	Describe the classification of psychological disorders. <b>Access Point</b> SS.912.P.17.AP.6 Recognize the classification system of psychological disorders.
SS.912.P.17.7	Discuss the challenges associated with diagnosis.

	<p><b>Access Point</b> SS.912.P.17.AP.7 Identify a challenge associated with diagnosis.</p>
SS.912.P.17.8	<p>Describe symptoms and causes of major categories of psychological disorders (including schizophrenic, mood, anxiety, and personality disorders).</p> <p><b>Access Point</b> SS.912.P.17.AP.8a Recognize a symptom of a category of psychological disorders.</p> <p>SS.912.P.17.AP.8b Recognize a cause of a category of psychological disorders.</p>
SS.912.P.17.9	<p>Evaluate how different factors influence an individual's experience of psychological disorders.</p> <p><b>Access Point</b> SS.912.P.17.AP.9 Identify a factor that may influence an individual's experience of a psychological disorder.</p>
<p><b><i>SS.912.P.18 Applications of Psychological Science Domain/Treatment of Psychological Disorders</i></b></p>	
SS.912.P.18.1	<p>Explain how psychological treatments have changed over time and among cultures.</p> <p><b>Access Point</b> SS.912.P.18.AP.1a Recognize that psychological treatments have changed over time.</p> <p>SS.912.P.18.AP.1b Recognize that psychological treatments have changed among cultures.</p>
SS.912.P.18.2	<p>Match methods of treatment to psychological perspectives.</p> <p><b>Access Point</b> SS.912.P.18.AP.2 Identify a method of treatment of a psychological perspective.</p>
SS.912.P.18.3	<p>Explain why psychologists use a variety of treatment options.</p> <p><b>Access Point</b> SS.912.P.18.AP.3 Recognize that psychologists use a variety of treatment options.</p>
SS.912.P.18.4	<p>Identify biomedical treatments.</p> <p><b>Access Point</b> SS.912.P.18.AP.4 Recognize a biomedical treatment.</p>
SS.912.P.18.5	<p>Identify psychological treatments.</p> <p><b>Access Point</b> SS.912.P.18.AP.5 Recognize a psychological treatment.</p>
SS.912.P.18.6	<p>Describe appropriate treatments for different age groups.</p> <p><b>Access Point</b> SS.912.P.18.AP.6 Identify an appropriate treatment for an age group.</p>
SS.912.P.18.7	<p>Evaluate the efficacy of treatments for particular disorders.</p>

	<b>Access Point</b> SS.912.P.18.AP.7 Identify the efficacy of a treatment for a particular disorder.
SS.912.P.18.8	Identify other factors that improve the efficacy of treatment. <b>Access Point</b> SS.912.P.18.AP.8 Recognize a factor that improves the efficacy of a treatment.
SS.912.P.18.9	Identify treatment providers for psychological disorders and the training required for each. <b>Access Point</b> SS.912.P.18.AP.9a Recognize a treatment provider for psychological disorders. SS.912.P.18.AP.9b Recognize training required for treatment providers of psychological disorders.
SS.912.P.18.10	Identify ethical challenges involved in delivery of treatment. <b>Access Point</b> SS.912.P.18.AP.10 Recognize an ethical challenge involved in delivery of treatment.
<b><i>SS.912.P.19 Applications of Psychological Science Domain/Health</i></b>	
SS.912.P.19.1	Define stress as a psychophysiological reaction. <b>Access Point</b> SS.912.P.19.AP.1 Recognize that stress is a psychophysiological reaction.
SS.912.P.19.2	Identify and explain potential sources of stress. <b>Access Point</b> SS.912.P.19.AP.2 Recognize potential sources of stress.
SS.912.P.19.3	Explain physiological and psychological consequences of stress for health. <b>Access Point</b> SS.912.P.19.AP.3a Recognize a physiological consequence of stress for health. SS.912.P.19.AP.3b Recognize a psychological consequence of stress for health.
SS.912.P.19.4	Identify and explain physiological, cognitive, and behavioral strategies to deal with stress. <b>Access Point</b> SS.912.P.19.AP.4a Recognize a physiological strategy to deal with stress.
SS.912.P.19.5	Identify ways to promote mental health and physical fitness. <b>Access Point</b> SS.912.P.19.AP.5 Identify a way to promote mental health and physical fitness.
SS.912.P.19.6	Describe the characteristics of and factors that promote resilience and optimism.

	<p><b>Access Point</b> SS.912.P.19.AP.6a Recognize a characteristic of resilience and optimism.</p> <p>SS.912.P.19.AP.6b Recognize a factor that promotes resilience and optimism.</p>
SS.912.P.19.7	<p>Distinguish between effective and ineffective means of dealing with stressors and other health issues.</p> <p><b>Access Point</b> SS.912.P.19.AP.7a Recognize an effective means of dealing with stressors and other health issues.</p> <p>SS.912.P.19.AP.7b Recognize an ineffective means of dealing with stressors and other health issues.</p>

### Sociology

<b><i>SS.912.S.1 Foundations of Sociology as a Social Science/Identify methods and strategies of research and examine the contributions of sociology to the understanding of social issues.</i></b>	
SS.912.S.1.1	<p>Discuss the development of the field of sociology as a social science.</p> <p><b>Access Point</b> SS.912.S.1.AP.1 Recognize an historical perspective in the development of the field of sociology as a social science.</p>
SS.912.S.1.2	<p>Identify early leading theorists within social science.</p> <p><b>Access Point</b> SS.912.S.1.AP.2 Recognize an early leading theorist within social science.</p>
SS.912.S.1.3	<p>Compare sociology with other social science disciplines.</p> <p><b>Access Point</b> SS.912.S.1.AP.3 Identify a characteristic of sociology that is distinct from other social science disciplines.</p>
SS.912.S.1.4	<p>Examine changing points of view of social issues, such as poverty, crime and discrimination.</p> <p><b>Access Point</b> SS.912.S.1.AP.4 Recognize a changing point of view of a social issue, such as poverty, crime and discrimination.</p>
SS.912.S.1.5	<p>Evaluate various types of sociologic research methods.</p> <p><b>Access Point</b> SS.912.S.1.AP.5 Recognize a sociological research method.</p>
SS.912.S.1.6	<p>Distinguish fact from opinion in data sources to analyze various points of view about a social issue.</p> <p><b>Access Point</b> SS.912.S.1.AP.6a Recognize a fact in a data source about a social issue.</p> <p>SS.912.S.1.AP.6b Recognize an opinion in a data source about a social issue.</p>



SS.912.S.1.7	Determine cause-and-effect relationship issues among events as they relate to sociology.
	<b>Access Point</b> SS.912.S.1.AP.7 Recognize a cause-and-effect relationship among events as they relate to sociology.
SS.912.S.1.8	Identify, evaluate and use appropriate reference materials and technology to interpret information about cultural life in the United States and other world cultures, both in the past and today.
	<b>Access Point</b> SS.912.S.1.AP.8a Recognize a characteristic of appropriate reference materials and technology related to information about cultural life in the United States, past and present.
	SS.912.S.1.AP.8b Recognize a characteristic of appropriate reference materials and technology related to information about cultural life in other world cultures, past and present.
SS.912.S.1.9	Develop a working definition of sociology that has personal application.
	<b>Access Point</b> SS.912.S.1.AP.9 Recognize a working definition of sociology through a personal application.
<b><i>SS.912.S.2 Culture/Examine the influence on the individual and the way cultural transmission is accomplished.</i></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.
	<b>Access Point</b> SS.912.S.2.AP.1 Recognize a key component of a culture.
SS.912.S.2.2	Explain the differences between a culture and a society.
	<b>Access Point</b> SS.912.S.2.AP.2a Identify an element of culture.
	SS.912.S.2.AP.2b Identify an element of society.
SS.912.S.2.3	Recognize the influences of genetic inheritance and culture on human behavior.
	<b>Access Point</b> SS.912.S.2.AP.3a Recognize an influence of genetic inheritance on human behavior.
	SS.912.S.2.AP.3b Recognize an influence of culture on human behavior.
SS.912.S.2.4	Give examples of subcultures and describe what makes them unique.
	<b>Access Point</b> SS.912.S.2.AP.4a Identify an example of a subculture.
	SS.912.S.2.AP.4b Recognize a unique characteristic of a subculture.

SS.912.S.2.5	Compare social norms among various subcultures.
	<b>Access Point</b> SS.912.S.2.AP.5 Recognize a difference in a social norm between two subcultures.
SS.912.S.2.6	Identify the factors that promote cultural diversity within the United States.
	<b>Access Point</b> SS.912.S.2.AP.6 Recognize a factor that promotes cultural diversity within the United States.
SS.912.S.2.7	Explain how various practices of the culture create differences within group behavior.
	<b>Access Point</b> SS.912.S.2.AP.7 Recognize a practice of a given culture that creates differences within group behavior.
SS.912.S.2.8	Compare and contrast different types of societies, such as hunting and gathering, agrarian, industrial, and post-industrial.
	<b>Access Point</b> SS.912.S.2.AP.8 Recognize a characteristic of different types of societies.
SS.912.S.2.9	Prepare original written and oral reports and presentations on specific events, people or historical eras.
	<b>Access Point</b> SS.912.S.2.AP.9 Prepare an original product on a specific event, person, or historical era.
SS.912.S.2.10	Identify both rights and responsibilities the individual has to the group.
	<b>Access Point</b> SS.912.S.2.AP.10a Recognize a right an individual has to a group.
	SS.912.S.2.AP.10b Recognize a responsibility an individual has to a group.
SS.912.S.2.11	Demonstrate democratic approaches to managing disagreements and resolving conflicts within a culture.
	<b>Access Point</b> SS.912.S.2.AP.11a Recognize a democratic approach to managing disagreements within a culture.
	SS.912.S.2.AP.11b Recognize a democratic approach to resolving conflicts within a culture.
SS.912.S.2.12	Compare and contrast ideas about citizenship and cultural participation from the past with those of the present community.
	<b>Access Point</b> SS.912.S.2.AP.12a Recognize an idea about citizenship and cultural participation from the past.
<b><i>SS.912.S.3 Social Status/Identify how social status influences individual and group behaviors and how that status relates to the position a person occupies within a social group.</i></b>	

SS.912.S.3.1	Describe how social status affects social order.
	<b>Access Point</b> SS.912.S.3.AP.1a Recognize a characteristic of a social status.
	SS.912.S.3.AP.1b Recognize a way social status affects social order.
SS.912.S.3.2	Explain how roles and role expectations can lead to role conflict.
	<b>Access Point</b> SS.912.S.3.AP.2 Recognize a problem related to a role and its role expectations.
SS.912.S.3.3	Examine and analyze various points of view relating to historical and current events.
	<b>Access Point</b> SS.912.S.3.AP.3a Recognize a difference between two points of view relating to an historical event.
	SS.912.S.3.AP.3b Recognize a difference between two points of view relating to a current event.
<b><i>SS.912.S.4 Social Groups/Explore the impacts of social groups on individual and group behavior.</i></b>	
SS.912.S.4.1	Describe how individuals are affected by the different social groups to which they belong.
	<b>Access Point</b> SS.912.S.4.AP.1 Recognize an effect on the individual by the different social groups to which they belong.
SS.912.S.4.2	Identify major characteristics of social groups familiar to the students.
	<b>Access Point</b> SS.912.S.4.AP.2 Recognize a major characteristic of a social group familiar to the students.
SS.912.S.4.3	Examine the ways that groups function, such as roles, interactions and leadership.
	<b>Access Point</b> SS.912.S.4.AP.3 Recognize a way that groups function.
SS.912.S.4.4	Discuss the social norms of at least two groups to which the student belongs.
	<b>Access Point</b> SS.912.S.4.AP.4 Identify a social norm of a group to which the student belongs.
SS.912.S.4.5	Analyze what can occur when the rules of behavior are broken and analyze the possible consequences for unacceptable behavior.
	<b>Access Point</b> SS.912.S.4.AP.5a Recognize an effect when a rule of behavior is broken.
	SS.912.S.4.AP.5b Identify a consequence for unacceptable behavior.

SS.912.S.4.6	Identify the various types of norms (folkways, mores, laws, and taboos) and explain why these rules of behavior are considered important to society.
	<b>Access Point</b> SS.912.S.4.AP.6a Recognize a type of norm.
	SS.912.S.4.AP.6b Recognize a reason these rules of behavior are considered important to society.
SS.912.S.4.7	Discuss the concept of deviance and how society discourages deviant behavior using social control.
	<b>Access Point</b> SS.912.S.4.AP.7a Recognize a characteristic of deviance.
	SS.912.S.4.AP.7b Identify an example of how society discourages deviant behavior using social control.
SS.912.S.4.8	Explain how students are members of primary and secondary groups and how those group memberships influence students' behavior.
	<b>Access Point</b> SS.912.S.4.AP.8a Identify an example of a student's primary group.
	SS.912.S.4.AP.8b Identify an example of a student's secondary group.
	SS.912.S.4.AP.8c Recognize a way in which group membership can influence a student's behavior.
SS.912.S.4.9	Discuss how formal organizations influence behavior of their members.
	<b>Access Point</b> SS.912.S.4.AP.9 Recognize a way formal organizations influence the behavior of their members.
SS.912.S.4.10	Distinguish the degree of assimilation that ethnic, cultural, and social groups achieve with the United States culture.
	<b>Access Point</b> SS.912.S.4.AP.10 Recognize an example of the level of assimilation that an ethnic, cultural, and social group achieve with the United States culture.
SS.912.S.4.11	Discuss how humans interact in a variety of social settings.
	<b>Access Point</b> SS.912.S.4.AP.11 Identify an example of how humans interact in a variety of social settings.
SS.912.S.4.12	Determine the cultural patterns of behavior within such social groups as rural/urban or rich/poor.
	<b>Access Point</b> SS.912.S.4.AP.12 Recognize the cultural pattern of behavior within a social group.

SS.912.S.4.13	Investigate and compare the ideas about citizenship and cultural participation of social groups from the past with those of the present community.
	<b>Access Point</b> SS.912.S.4.AP.13a Recognize an idea about citizenship and cultural participation of a social group from the past.
	SS.912.S.4.AP.13b Recognize an idea about citizenship and cultural participation of a social group of the present community.
<b><i>SS.912.S.5 Social Institutions/Identify the effects of the social institutions on individual and group behavior.</i></b>	
SS.912.S.5.1	Identify basic social institutions and explain their impact on individuals, groups and organizations within society and how they transmit the values of society.
	<b>Access Point</b> SS.912.S.5.AP.1a Recognize a basic social institution.
	SS.912.S.5.AP.1b Identify an impact of a social institution on individuals, groups, and organizations.
	SS.912.S.5.AP.1c Identify a way social institutions transmit the values of society.
SS.912.S.5.2	Discuss the concept of political power and factors that influence political power.
	<b>Access Point</b> SS.912.S.5.AP.2a Recognize a characteristic of political power.
	SS.912.S.5.AP.2b Recognize a factor that influences political power.
SS.912.S.5.3	Discuss how societies recognize rites of passage.
	<b>Access Point</b> SS.912.S.5.AP.3 Recognize an example of a rite of passage of a society.
SS.912.S.5.4	Investigate stereotypes of the various United States subcultures, such as “American Indian,” “American cowboys,” teenagers,” “Americans,” “gangs,” and “hippies,” from a world perspective.
	<b>Access Point</b> SS.912.S.5.AP.4 Recognize a stereotype of a United States subculture from a world perspective.
SS.912.S.5.5	Define ethnocentrism and explain how it can be beneficial or destructive to a culture.
	<b>Access Point</b> SS.912.S.5.AP.5a Recognize a characteristic of ethnocentrism.
	SS.912.S.5.AP.5b Recognize a cultural consequence of ethnocentrism.
SS.912.S.5.6	Identify the factors that influence change in social norms over time.

	<p><b>Access Point</b> SS.912.S.5.AP.6 Recognize a factor that influences change in social norms over time.</p>
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.
	<p><b>Access Point</b> SS.912.S.5.AP.7a Identify a resource to interpret information about past cultural life in the United States and other world cultures.</p>
	SS.912.S.5.AP.7b Identify a resource to interpret information about current cultural life in the United States and other world cultures.
SS.912.S.5.8	Analyze the primary and secondary groups common to different age groups in society.
	<p><b>Access Point</b> SS.912.S.5.AP.8 Recognize a primary and secondary group common to a different age group in society.</p>
SS.912.S.5.9	Conduct research and analysis on an issue associated with social structure or social institutions.
	<p><b>Access Point</b> SS.912.S.5.AP.9 Using a resource, identify a characteristic of an issue associated with social structure or social institutions.</p>
SS.912.S.5.10	Identify both rights and responsibilities the individual has to primary and secondary groups.
	<p><b>Access Point</b> SS.912.S.5.AP.10a Recognize a right the individual has to a primary group.</p>
	SS.912.S.5.AP.10b Recognize a responsibility the individual has to a primary group.
	SS.912.S.5.AP.10c Recognize a right the individual has to a secondary group.
	SS.912.S.5.AP.10d Recognize a responsibility the individual has to secondary group.
SS.912.S.5.11	Demonstrate democratic approaches to managing disagreements and solving conflicts within a social institution.
	<p><b>Access Point</b> SS.912.S.5.AP.11 Participate in a democratic approach to managing disagreements and solving conflicts within a social institution.</p>
SS.912.S.5.12	Explain how roles and role expectations can lead to role conflict.
	<p><b>Access Point</b> SS.912.S.5.AP.12 Recognize a potential conflict related to a role and its role expectations.</p>
<b>SS.912.S.6 Social Change/Examine the changing nature of society.</b>	

SS.912.S.6.1	Describe how and why societies change over time.
	<b>Access Point</b> SS.912.S.6.AP.1a Recognize a way societies change over time.
	SS.912.S.6.AP.1b Recognize a reason societies change over time.
SS.912.S.6.2	Examine various social influences that can lead to immediate and long-term changes.
	<b>Access Point</b> SS.912.S.6.AP.2 Recognize a social influence that can lead to immediate and long-term changes.
SS.912.S.6.3	Describe how collective behavior can influence and change society.
	<b>Access Point</b> SS.912.S.6.AP.3 Recognize an example of how collective behavior can influence and change society.
SS.912.S.6.4	Examine how technological innovations and scientific discoveries have influenced major social institutions.
	<b>Access Point</b> SS.912.S.6.AP.4 Recognize an example of a technological innovation or scientific discovery that has influenced a major social institution.
SS.912.S.6.5	Discuss how social interactions and culture could be affected in the future due to innovations in science and technological change.
	<b>Access Point</b> SS.912.S.6.AP.5 Recognize a potential future effect of an innovation in science or technological change on social interaction and culture.
SS.912.S.6.6	Describe how the role of the mass media has changed over time and project what changes might occur in the future.
	<b>Access Point</b> SS.912.S.6.AP.6a Recognize a way the role of mass media has changed over time.
	SS.912.S.6.AP.6b Recognize an example of a potential change in the role of mass media in the future.
SS.912.S.6.7	Distinguish major differences between social movements and collective behavior with examples from history and the contemporary world.
	<b>Access Point</b> SS.912.S.6.AP.7a Recognize an example of a social movement and collective behavior from history.
	SS.912.S.6.AP.7b Recognize an example of a contemporary social movement and collective behavior.
SS.912.S.6.8	Investigate the consequences in society as result of changes.

	<p><b>Access Point</b> SS.912.S.6.AP.8 Recognize a consequence in society as a result of a change.</p>
SS.912.S.6.9	<p>Trace the development of the use of a specific type of technology in the community.</p> <p><b>Access Point</b> SS.912.S.6.AP.9 Recognize the development of the use of a specific type of technology in the community.</p>
SS.912.S.6.10	<p>Propose a plan to improve a social structure, and design the means needed to implement the change.</p> <p><b>Access Point</b> SS.912.S.6.AP.10a Recognize an issue with a social structure. SS.912.S.6.AP.10b Identify a way to effect change in a social structure.</p>
SS.912.S.6.11	<p>Cite examples of the use of technology in social research.</p> <p><b>Access Point</b> SS.912.S.6.AP.11 Recognize an example of the use of technology in social research.</p>
SS.912.S.6.12	<p>Evaluate a current issue that has resulted from scientific discoveries and/or technological innovations.</p> <p><b>Access Point</b> SS.912.S.6.AP.12 Recognize a current issue that has resulted from scientific discoveries and/or technological innovations.</p>
<p><b><i>SS.912.S.7 Social Problems/Analyze a range of social problems in today's world.</i></b></p>	
SS.912.S.7.1	<p>Identify characteristics of a “social” problem, as opposed to an “individual” problem.</p> <p><b>Access Point</b> SS.912.S.7.AP.1a Recognize a characteristic of a “social” problem. SS.912.S.7.AP.1b Recognize a characteristic of an “individual” problem.</p>
SS.912.S.7.2	<p>Describe how social problems have changed over time.</p> <p><b>Access Point</b> SS.912.S.7.AP.2 Recognize an example of a social problem that has changed over time.</p>
SS.912.S.7.3	<p>Explain how patterns of behavior are found with certain social problems.</p> <p><b>Access Point</b> SS.912.S.7.AP.3 Identify an example of how patterns of behavior are found with a social problem.</p>
SS.912.S.7.4	<p>Discuss the implications of social problems for society.</p> <p><b>Access Point</b> SS.912.S.7.AP.4 Recognize an implication of a social problem for society.</p>



SS.912.S.7.5	Examine how individual and group responses are often associated with social problems.
	<b>Access Point</b> SS.912.S.7.AP.5 Recognize an example of how an individual or group response is often associated with a social problem.
SS.912.S.7.6	Evaluate possible solutions to resolving social problems and the consequences that might result from those solutions.
	<b>Access Point</b> SS.912.S.7.AP.6a Identify a possible solution to resolving a social problem.
	SS.912.S.7.AP.6b Recognize a possible consequence that might result from that possible solution.
SS.912.S.7.7	Survey local agencies involved in addressing social problems to determine the extent of the problems in the local community.
	<b>Access Point</b> SS.912.S.7.AP.7a Recognize a social problem in a local community.
	SS.912.S.7.AP.7b Identify a local agency involved in addressing a social problem.
SS.912.S.7.8	Design and carry out school- and community-based projects to address a local aspect of a social problem.
	<b>Access Point</b> SS.912.S.7.AP.8 Participate in school- and community-based projects to address a local aspect of a social problem.
<b><i>SS.912.S.8 Individual and Community/Examine the role of the individual as a member of the community; explore both individual and collective behavior.</i></b>	
SS.912.S.8.1	Describe traditions, roles, and expectations necessary for a community to continue.
	<b>Access Point</b> SS.912.S.8.AP.1a Recognize a tradition necessary for a community to continue.
	SS.912.S.8.AP.1b Recognize a role necessary for a community to continue.
	SS.912.S.8.AP.1c Recognize an expectation necessary for a community to continue.
SS.912.S.8.2	Describe how collective behavior (working in groups) can influence and change society. Use historical and contemporary examples to define collective behavior.
	<b>Access Point</b> SS.912.S.8.AP.2a Recognize an example of how collective behavior (working in groups) can influence and change society.
	SS.912.S.8.AP.2b Identify an historical example to define collective behavior.
	SS.912.S.8.AP.2c Identify a contemporary example to define collective behavior.

SS.912.S.8.3	Discuss theories that attempt to explain collective behavior.
	<b>Access Point</b> SS.912.S.8.AP.3 Recognize a theory that attempts to explain collective behavior.
SS.912.S.8.4	Define a social issue to be analyzed.
	<b>Access Point</b> SS.912.S.8.AP.4 Recognize a social issue that could be analyzed.
SS.912.S.8.5	Examine factors that could lead to the breakdown and disruption of an existing community.
	<b>Access Point</b> SS.912.S.8.AP.5 Recognize a factor that could lead to the breakdown and disruption of an existing community.
SS.912.S.8.6	Discuss the impact of leaders of different social movements.
	<b>Access Point</b> SS.912.S.8.AP.6 Identify a way that a leader impacted a social movement.
SS.912.S.8.7	Define propaganda and discuss the methods of propaganda and discuss the methods of propaganda used to influence social behavior.
	<b>Access Point</b> SS.912.S.8.AP.7a Recognize a characteristic of propaganda.
	SS.912.S.8.AP.7b Recognize a method of propaganda.
	SS.912.S.8.AP.7c Identify a way propaganda is used to influence social behavior.
SS.912.S.8.8	Discuss both the benefits and social costs of collective behavior in society.
	<b>Access Point</b> SS.912.S.8.AP.8a Recognize a benefit of collective behavior in society.
	SS.912.S.8.AP.8b Recognize a social cost of collective behavior in society.
SS.912.S.8.9	Identify a community social problem and discuss appropriate actions to address the problem.
	<b>Access Point</b> SS.912.S.8.AP.9a Recognize an example of a community social problem.
	SS.912.S.8.AP.9b Identify an appropriate action to address a given problem.
SS.912.S.8.10	Investigate how incorrect communications, such as rumors or gossip, can influence group behavior.
	<b>Access Point</b> SS.912.S.8.AP.10 Using a source, identify an example of how incorrect communications can influence group behavior.

## Financial Literacy

<b><i>SS.912.FL.1 Earning Income</i></b>	
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><b>Access Point</b> SS.912.FL.1.AP.1 Discuss why people choose jobs other than income factors.</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><b>Access Point</b> SS.912.FL.1.AP.2 Explain why people choose to obtain education or training as it relates to immediate and future costs.</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><b>Access Point</b> SS.912.FL.1.AP.3 Identify ways people make informed decisions about options by comparing the benefits and costs.</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><b>Access Point</b> SS.912.FL.1.AP.4 Describe the reasons why the job market pays workers differently.</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><b>Access Point</b> SS.912.FL.1.AP.5 Explain the reasons why changes in the economy can cause changes in a worker's job status or income.</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><b>Access Point</b> SS.912.FL.1.AP.6 Identify that various taxes are paid to three levels of government to provide goods and services to individuals.</p>

SS.912.FL.1.7	Discuss how people’s sources of income, amount of income, as well as the amount and type of spending affect the types and amounts of taxes paid
	<p><b>Access Point</b> SS.912.FL.1.AP.7 Describe how income earned and income spent affect the amount of taxes paid.</p>
<b><i>SS.912.FL.2 Buying Goods and Services</i></b>	
SS.912.FL.2.1	Compare consumer decisions as they are influenced by the price of a good or service, the price of alternatives, and the consumer’s income as well as his or her preferences.
	<p><b>Access Point</b> SS.912.FL.2.AP.1 Compare consumer decisions based on the price of goods or services, price of alternatives and consumer’s income.</p>
SS.912.FL.2.2	Analyze situations in which when people consume goods and services, their consumption can have positive and negative effects on others.
	<p><b>Access Point</b> SS.912.FL.2.AP.2 Explain how the consumption of goods and services can have positive and negative effects on others.</p>
SS.912.FL.2.3	Discuss that when buying a good, consumers may consider various aspects of the product including the product’s features. Explain why for goods that last for a longer period of time, the consumer should consider the product’s durability and maintenance costs.
	<p><b>Access Point</b> SS.912.FL.2.AP.3 Explain why consumers choose products based on factors such as product features, durability, maintenance cost and length of use.</p>
SS.912.FL.2.4	Describe ways that consumers may be influenced by how the price of a good is expressed.
	<p><b>Access Point</b> SS.912.FL.2.AP.4 Explain a way that a consumer may be influenced by how the price of a good is expressed.</p>
SS.912.FL.2.5	Discuss ways people incur costs and realize benefits when searching for information related to their purchases of goods and services and describe how the amount of information people should gather depends on the benefits and costs of the information.
	<p><b>Access Point</b> SS.912.FL.2.AP.5 Describe how the information gathered affects decision making when researching costs and benefits related to purchasing goods and services.</p>
SS.912.FL.2.6	Explain that people may choose to donate money to charitable organizations and other not-for-profits because they gain satisfaction from donating.

	<p><b>Access Point</b> SS.912.FL.2.AP.6 Recognize that people may choose to donate to charitable organizations because they gain satisfaction from donating.</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><b>Access Point</b> SS.912.FL.2.AP.7 Explain why governments establish laws and institutions to protect consumers.</p>
<b>SS.912.FL.3 Saving</b>	
SS.912.FL.3.1	<p>Discuss the reasons why some people have a tendency to be impatient and choose immediate spending over saving for the future.</p> <p><b>Access Point</b> SS.912.FL.3.AP.1 Discuss reasons why some people choose spending over saving.</p>
SS.912.FL.3.2	<p>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.</p> <p><b>Access Point</b> SS.912.FL.3.AP.2 Explain the impact of inflation on the value of money.</p>
SS.912.FL.3.3	<p>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.</p> <p><b>Access Point</b> SS.912.FL.3.AP.3 Compare the difference between the nominal interest rate and the real interest rate.</p>
SS.912.FL.3.4	<p>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.</p> <p><b>Access Point</b> SS.912.FL.3.AP.4 Compare the value of money today to the value of money in the future.</p>
SS.912.FL.3.5	<p>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.</p> <p><b>Access Point</b> SS.912.FL.3.AP.5 Explain how government agencies regulate financial institutions to protect the banking system.</p>

SS.912.FL.3.6	Describe government policies that create incentives and disincentives for people to save.
	<p><b>Access Point</b> SS.912.FL.3.AP.6 Compare government policies that create incentives and disincentives for people to save.</p>
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.
	<p><b>Access Point</b> SS.912.FL.3.AP.7 Explain how employer benefit programs create incentives and disincentives to save.</p>
<b>SS.912.FL.4 Using Credit</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.
	<p><b>Access Point</b> SS.912.FL.4.AP.1 Compare the cost of credit by using the annual percentage rate (APR), initial fees charged, and fees charged for late payment or missed payments.</p>
SS.912.FL.4.2	Discuss that banks and financial institutions sometimes compete by offering credit at low introductory rates, which increase after a set period of time or when the borrower misses a payment or makes a late payment.
	<p><b>Access Point</b> SS.912.FL.4.AP.2 Compare how banks compete to offer low introductory credit rates, which increase over time or when a payment is missed or late.</p>
SS.912.FL.4.3	Explain that loans can be unsecured or secured with collateral, that collateral is a piece of property that can be sold by the lender to recover all or part of a loan if the borrower fails to repay. Explain why secured loans are viewed as having less risk and why lenders charge a lower interest rate than they charge for unsecured loans.
	<p><b>Access Point</b> SS.912.FL.4.AP.3 Explain the difference between secured and unsecured loans as they relate to collateral, risks and interest rates.</p>
SS.912.FL.4.4	Describe why people often make a cash payment to the seller of a good—called a down payment—in order to reduce the amount they need to borrow. Describe why lenders may consider loans made with a down payment to have less risk because the down payment gives the borrower some equity or ownership right away and why these loans may carry a lower interest rate.

	<p><b>Access Point</b> SS.912.FL.4.AP.4 Describe the benefits of making a down payment on a loan.</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><b>Access Point</b> SS.912.FL.4.AP.5 Explain how credit bureau reports help lenders make credit decisions.</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><b>Access Point</b> SS.912.FL.4.AP.6 Discuss the concept of a credit score as it applies to obtaining a loan.</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><b>Access Point</b> SS.912.FL.4.AP.7 Describe how employers, landlords and insurance companies use credit scores.</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><b>Access Point</b> SS.912.FL.4.AP.8 Explain the consequences of failure to repay a loan.</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><b>Access Point</b> SS.912.FL.4.AP.9 Discuss that consumers who have difficulty repaying debt can seek assistance through credit counseling services and by negotiating directly with creditors.</p>
SS.912.FL.4.10	<p>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.</p>

	<p><b>Access Point</b> SS.912.FL.4.AP.10 Discuss bankruptcy options, benefits and consequences for consumers who are unable to repay debt.</p>
SS.912.FL.4.11	<p>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> <p><b>Access Point</b> SS.912.FL.4.AP.11 Explain why people apply for a mortgage to purchase a home and the consequences of not making 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><b>Access Point</b> SS.912.FL.4.AP.12 Discuss the laws that protect consumers who use credit.</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><b>Access Point</b> SS.912.FL.4.AP.13 Explain that consumers are entitled to a free copy of their credit report annually to check for errors.</p>
<b><i>SS.912.FL.5 Financial Investing</i></b>	
SS.912.FL.5.1	<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><b>Access Point</b> SS.912.FL.5.AP.1 Compare the ways that federal, state and local tax rates vary on different types of investments.</p>
SS.912.FL.5.2	<p>Explain how the expenses of buying, selling, and holding financial assets decrease the rate of return from an investment.</p> <p><b>Access Point</b> SS.912.FL.5.AP.2 Discuss how the expenses of buying and selling of financial assets decrease the rate of return from an investment.</p>
SS.912.FL.5.3	<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><b>Access Point</b> SS.912.FL.5.AP.3 Discuss that in financial markets, buyers and sellers have influence on the rates of return on financial assets.</p>
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><b>Access Point</b> SS.912.FL.5.AP.4 Discuss that an investment with greater risk will commonly have a lower market price, and therefore a higher rate of return.</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><b>Access Point</b> SS.912.FL.5.AP.5 Discuss that shorter-term investments will likely have lower rates of return than longer-term investments.</p>
SS.912.FL.5.6	<p>Describe how diversifying investments in different types of financial assets can lower investment risk.</p> <p><b>Access Point</b> SS.912.FL.5.AP.6 Discuss how diversifying investments in different types of financial assets can lower investment risk.</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><b>Access Point</b> SS.912.FL.5.AP.7 Discuss how financial markets adjust prices while considering current financial news.</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><b>Access Point</b> SS.912.FL.5.AP.8 Discuss ways that the prices of financial assets are affected by interest rates and other economic conditions both domestically and internationally.</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><b>Access Point</b> SS.912.FL.5.AP.9 Discuss why investors should be aware that people may make poor choices when investing.</p>
SS.912.FL.5.10	<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><b>Access Point</b> SS.912.FL.5.AP.10 Discuss that people vary in their willingness to take risks due to factors such as personality, income and family situation.</p>

SS.912.FL.5.11	Describe why an economic role for a government may exist if individuals do not have complete information about the nature of alternative investments or access to competitive financial markets.
	<p><b>Access Point</b> SS.912.FL.5.AP.11 Identify government roles to inform individuals seeking alternative investment information.</p>
SS.912.FL.5.12	Compare the Securities and Exchange Commission (SEC), the Federal Reserve, and other government agencies that regulate financial markets.
	<p><b>Access Point</b> SS.912.FL.5.AP.12 Compare the roles of government agencies that regulate financial markets.</p>
<b><i>SS.912.FL.6 Protecting and Insuring</i></b>	
SS.912.FL.6.1	Describe how individuals vary with respect to their willingness to accept risk and why most people are willing to pay a small cost now if it means they can avoid a possible larger loss later.
	<p><b>Access Point</b> SS.912.FL.6.AP.1 Discuss small costs now as it relates to avoiding larger losses later.</p>
SS.912.FL.6.2	Analyze how judgment regarding risky events is subject to errors because people tend to overestimate the probability of infrequent events, often because they've heard of or seen a recent example.
	<p><b>Access Point</b> SS.912.FL.6.AP.2 Discuss how judgment regarding risky events is often influenced by information from others.</p>
SS.912.FL.6.3	Describe why people choose different amounts of insurance coverage based on their willingness to accept risk, as well as their occupation, lifestyle, age, financial profile, and the price of insurance.
	<p><b>Access Point</b> SS.912.FL.6.AP.3 Discuss why people choose different amounts of insurance coverage.</p>
SS.912.FL.6.4	Explain that people may be required by governments or by certain types of contracts (e.g., home mortgages) to purchase some types of insurance.
	<p><b>Access Point</b> SS.912.FL.6.AP.4 Discuss governmental and contract requirements for purchasing some types of insurance.</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><b>Access Point</b> SS.912.FL.6.AP.5 Discuss costs involved in using an insurance policy as it relates to risks, deductibles and copayments.</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><b>Access Point</b> SS.912.FL.6.AP.6 Discuss that people can lower insurance premiums by behaving in ways that show they pose a lower risk.</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><b>Access Point</b> SS.912.FL.6.AP.7 Compare the purposes of 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><b>Access Point</b> SS.912.FL.6.AP.8 Discuss that government benefit programs provide a social safety net.</p>
SS.912.FL.6.9	<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><b>Access Point</b> SS.912.FL.6.AP.9 Discuss ways to manage personal information to prevent identity theft.</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><b>Access Point</b>  SS.912.FL.6.AP.10 Compare federal and state regulations that provide assistance for victims of identity theft.</p>
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**Holocaust Education**

<p><b><i>SS.912.HE.1 Analyze the origins of antisemitism and its use by the National Socialist German Workers' Party (Nazi) regime.</i></b></p>	
SS.912.HE.1.1	<p>Define the Holocaust as the planned and systematic state-sponsored persecution and murder of European Jews by Nazi Germany and its collaborators between 1933 and 1945.</p> <ul style="list-style-type: none"> <li>• Students will explain why the Holocaust is history's most extreme example of antisemitism.</li> </ul>
	<p><b>Access Point</b>  SS.912.HE.1.AP.1 Recognize the Holocaust is history's most extreme example of antisemitism, persecution, and murder on the European Jews by Nazi Germany and its collaborators between 1933 and 1945.</p>
SS.912.HE.1.2	<p>Analyze how the Nazi regime utilized and built on historical antisemitism to create a common enemy of the Jews.</p> <ul style="list-style-type: none"> <li>• Students will explain the origins of antisemitism and trace it from the Ancient World through the twenty-first century (e.g., Pagan, Christian, Muslim, Middle Ages, Modern era).</li> <li>• Students will explain the political, social and economic applications of antisemitism that led to the organized pogroms against Jewish people.</li> <li>• Students will examine propaganda (e.g., the Protocols of the Elders of Zion; The Poisonous Mushroom) that was and still is utilized against Jewish people both in Europe and around the world.</li> </ul>
	<p><b>Access Point</b>  SS.912.HE.1.AP.2 Identify how the Nazi regime utilized and built on historical antisemitism including propaganda to create a common enemy of the Jews.</p>

<p>SS.912.HE.1.3</p>	<p>Analyze how the Treaty of Versailles was a causal factor leading the rise of the Nazis, and how the increasing spread of antisemitism was manipulated to the Nazis' advantage.</p> <ul style="list-style-type: none"> <li>• Students will explain how the Nazis used antisemitism to foment hate and create a shared enemy in order to gain power prior to World War II.</li> <li>• Students will explain how events during the Weimar Republic led to the rise of Nazism (e.g., Dolchstoss, Ruhr Crisis, hyperinflation, the Great Depression, unemployment, the 1920's Nazi platform, the Dawes Plan, the Golden Age, the failure of the Weimar Republic).</li> <li>• Students will recognize German culpability, reparations and military downsizing as effects of the Treaty of Versailles.</li> </ul> <p><b>Access Point</b>  SS.912.HE.1.AP.3a Describe how the Treaty of Versailles was a causal factor leading the rise of the Nazis, and how the increasing spread of antisemitism was manipulated to the Nazis' advantages.</p> <p>SS.912.HE.1.AP.3b Recognize German culpability, reparations, and military downsizing as effects of the Treaty of Versailles.</p>
<p>SS.912.HE.1.4</p>	<p>Explain how the National Socialist German Workers' Party, or Nazi Party, grew into a mass movement and gained and maintained power in Germany through totalitarian means from 1933 to 1945 under the leadership of Adolf Hitler.</p> <ul style="list-style-type: none"> <li>• Students will compare Germany's political parties and their system of proportional representation in national elections from 1920 to 1932.</li> <li>• Students will explain how the Sturmabteilung (SA), the Schutzstaffel (SS), the Wehrmacht, the Gestapo and Hitler's inner circle helped him gain and maintain power after 1933.</li> <li>• Students will explain how the following contributed to Hitler's rise to power: Adolf Hitler's Munich Beer Hall Putsch, Hitler's arrest and trial, Mein Kampf, the Reichstag fire, the Enabling Act, the Concordat of 1933, the Night of the Long Knives (the Rohm Purge), Hindenburg's death and Hitler as Fuhrer.</li> </ul> <p><b>Access Point</b>  SS.912.HE.1.AP.4 Explain how the National Socialist German Workers' Party, or Nazi Party, grew into a mass movement and gained and maintained power in Germany through totalitarian means from 1933 to 1945 under the leadership of Adolf Hitler.</p>

SS.912.HE.1.5	<p>Describe how the Nazis utilized various forms of propaganda to indoctrinate the German population.</p> <ul style="list-style-type: none"> <li>• Students will explain how opposing views were eliminated (e.g., book burnings, censorship, state control over the media).</li> <li>• Students will explain how identification, legal status, economic status and pseudoscience supported propaganda that was used to perpetuate the Nazi ideology of the “Master Race.”</li> </ul>
	<p><b>Access Point</b> SS.912.HE.1.AP.5 Recognize the Nazis utilized various forms of propaganda to indoctrinate the German population.</p>
SS.912.HE.1.6	<p>Examine how the Nazis used education and youth programs to indoctrinate young people into the Nazi ideology.</p> <ul style="list-style-type: none"> <li>• Students will explain the impact of the Hitler Youth Program and Band of German Maidens (German: Bund Deutscher Mädel).</li> <li>• Students will examine how the Nazis used the public education system to indoctrinate youth and children.</li> <li>• Students will explain how Nazi ideology supplanted prior beliefs.</li> </ul>
	<p><b>Access Point</b> SS.912.HE.1.AP.6 Identify how the Nazis used education and youth programs to indoctrinate young people into the Nazi ideology.</p>
SS.912.HE.1.7	<p>Explain what is meant by “the Aryan Race” and why this terminology was used.</p> <ul style="list-style-type: none"> <li>• Students will compare the meaning of Aryan to the Nazi meaning of Aryan Race.</li> <li>• Students will explain how the Nazis used propaganda, pseudoscience and the law to transform Judaism from a religion to a race.</li> <li>• Students will examine the manipulation of the international community to obtain the votes to host the 1936 Olympics and how the Berlin Games were utilized as propaganda for Nazi ideology to bolster the “superiority” of the Aryan race.</li> <li>• Students will explain how eugenics, scientific racism and Social Darwinism provided a foundation for Nazi racial beliefs.</li> </ul>
	<p><b>Access Point</b> SS.912.HE.1.AP.7a Define “the Aryan Race” and why this terminology was used.</p>

	<p>SS.912.HE.1.AP.7b Identify how the Nazis used propaganda, pseudoscience and the law to transform Judaism from a religion to a race.</p> <p>SS.912.HE.1.AP.7c Explain how eugenics, scientific racism and Social Darwinism provided a foundation for Nazi racial beliefs.</p>
<p><b><i>SS.912.HE.2 Explain the significant events, public policies and experiences of the Holocaust.</i></b></p>	
<p>SS.912.HE.2.1</p>	<p>Describe how the life of Jews deteriorated under the Third Reich and the Nuremberg Laws in Germany and its annexed territories (e.g., the Rhineland, Sudetenland, Austria) from 1933 to 1938.</p> <ul style="list-style-type: none"> <li>• Students will analyze the Nuremberg Laws and describe their effects.</li> <li>• Students will explain how the Nazis used birth records, religious symbols and practices to identify and target Jews.</li> </ul> <p><b>Access Point</b>  SS.912.HE.2.AP.1 Describe how the life of Jews deteriorated under the Third Reich and the Nuremberg Laws in Germany and its annexed territories (e.g., the Rhineland, Sudetenland, Austria) from 1933 to 1938.</p>
<p>SS.912.HE.2.2</p>	<p>Analyze the causes and effects of Kristallnacht and how it became a watershed event in the transition from targeted persecution and anti-Jewish policy to open, public violence against Jews in Nazi-controlled Europe.</p> <ul style="list-style-type: none"> <li>• Students will understand the reasons for Herschel Grynszpan’s actions at the German embassy in Paris and how the assassination of Ernst vom Rath was a pretext used by the Nazis for Kristallnacht.</li> <li>• Students will describe the different types of persecution that were utilized during Kristallnacht, both inside and outside Germany.</li> <li>• Students will analyze the effects of Kristallnacht on European and world Jewry using primary sources (e.g., newspapers, images, video, survivor testimony).</li> <li>• Students will analyze the effects of Kristallnacht on the international community using primary sources (e.g., newspapers, images, video, survivor testimony).</li> </ul> <p><b>Access Point</b>  SS.912.HE.2.AP.2 Identify the causes and effects of Kristallnacht and how it became a watershed event in the transition from targeted persecution and anti-Jewish policy to open, public violence against Jews in Nazi-controlled Europe.</p>

SS.912.HE.2.3	<p>Analyze Hitler’s motivations for the annexations of Austria and the Sudetenland, and the invasion of Poland.</p> <ul style="list-style-type: none"> <li>• Students will define the term lebensraum, or living space, as an essential piece of Nazi ideology and explain how it led to territorial expansion and invasion.</li> <li>• Students will analyze Hitler’s use of the Munich Pact to expand German territory and the Molotov-Ribbentrop Pact to keep the Soviet Union out of the war.</li> </ul>
	<p><b>Access Point</b>  SS.912.HE.2.AP.3 Identify Hitler’s motivations for the annexations of Austria and the Sudetenland, and the invasion of Poland.</p>
SS.912.HE.2.4	<p>Describe how Jewish immigration was perceived and restricted by various nations from 1933 to 1939.</p> <ul style="list-style-type: none"> <li>• Students will examine why immigration was difficult for Jewish people (e.g., MS St. Louis, the Evian Conference, immigration quota systems).</li> <li>• Students will explain how the Kindertransport saved the lives of Jewish children.</li> </ul>
	<p><b>Access Point</b>  SS.912.HE.2.AP.4 Describe why immigration was difficult for Jewish people (e.g., MS St. Louis, the Evian Conference, immigration quota systems) from 1933 to 1939.</p>
SS.912.HE.2.5	<p>Explain the effect Nazi policies had on other groups targeted by the government of Nazi Germany.</p> <ul style="list-style-type: none"> <li>• Students will explain the effects of Nazi “racial hygiene” policies on various groups including, but not limited to, ethnic (e.g., Roma-Sinti, Slavs) and religious groups (e.g., Jehovah’s Witnesses), political opposition, the physically and mentally disabled and homosexuals.</li> </ul>
	<p><b>Access Point</b>  SS.912.HE.2.AP.5 Identify the effect Nazi policies had on other groups targeted by the government of Nazi Germany including, but not limited to, ethnic and religious groups, the individuals with physical and intellectual disabilities and homosexuals.</p>



SS.912.HE.2.6	<p>Identify the various armed and unarmed resistance efforts in Europe from 1933 to 1945.</p> <ul style="list-style-type: none"> <li>• Students will recognize resistance efforts including, but not limited to, the White Rose, the Rosenstrasse Protest, Bishop Clemens von Galen, the Swing Movement, Reverend Niemöller, Dietrich Bonhoeffer, the Bielski Brothers and the Partisans in Eastern and Western Europe.</li> <li>• Students will discuss resistance and uprisings in the ghettos using primary sources (e.g., newspapers, images, video, survivor testimony).</li> </ul> <p><b>Access Point</b> SS.912.HE.2.AP.6 Identify the various armed and unarmed resistance efforts in Europe from 1933 to 1945.</p>
SS.912.HE.2.7	<p>Examine the role that bystanders, collaborators and perpetrators played in the implementation of Nazi policies against Jewish people and other targeted groups, as well as the role of rescuers in opposing the Nazis and their policies.</p> <ul style="list-style-type: none"> <li>• Students will discuss the choices and actions of heroes and heroines in defying Nazi policy at great personal risk, to help rescue Jews (e.g., the Righteous Among the Nations designation).</li> </ul> <p><b>Access Point</b> SS.912.HE.2.AP.7 Recognize the role that individuals played in the implementation of Nazi policies against Jewish people and other targeted groups, as well as the role of rescuers in opposing the Nazis and their policies.</p>
SS.912.HE.2.8	<p>Analyze how corporate complicity aided Nazi goals.</p> <ul style="list-style-type: none"> <li>• Students will analyze corporate complicity as including, but not limited to, supporting methods of identification and record keeping, continuing trade relationships, financial resources, the use of slave labor, production for the war effort and moral and ethical corporate decisions (1930–1945).</li> </ul> <p><b>Access Point</b> SS.912.HE.2.AP.8 Describe corporate complicity as including, but not limited to, supporting methods of identification and record keeping, continuing trade relationships, financial resources, the use of slave labor, production for the war effort and moral and ethical corporate decisions (1930–1945).</p>

SS.912.HE.2.9	<p>Explain how killing squads, including the Einsatzgruppen, conducted mass shooting operations in Eastern Europe with the assistance of the Schutzstaffel (SS), police units, the army and local collaborators.</p> <ul style="list-style-type: none"> <li>• Students will discuss major events of the killing squads to include, but not be limited to, Babi Yar, Vilnius, Rumbula, Kovno, Ponar and the Palmiry Forest.</li> <li>• Students will describe the psychological and physical impact on the Einsatzgruppen and how it led to the implementation of the Final Solution.</li> <li>• Students will explain the purpose of the Wannsee Conference and how it impacted the Final Solution.</li> </ul> <p><b>Access Point</b>  SS.912.HE.2.AP.9 Identify how killing squads, including the Einsatzgruppen, conducted mass shooting operations in Eastern Europe with the assistance of the Schutzstaffel (SS), police units, the army and local collaborators.</p>
SS.912.HE.2.10	<p>Explain the origins and purpose of ghettos in Europe.</p> <ul style="list-style-type: none"> <li>• Students will trace the use of ghettos in Europe prior to World War II.</li> <li>• Students will explain the methods used for the identification, displacement and deportation of Jews to ghettos.</li> <li>• Students will explain what ghettos were in context of World War II and Nazi ideology.</li> </ul> <p><b>Access Point</b>  SS.912.HE.2.AP.10 Recognize the origins and purpose of ghettos in Europe.</p>

SS.912.HE.2.11	<p>Discuss life in the various ghettos.</p> <ul style="list-style-type: none"> <li>• Students will explain the origins and purpose of the Judenrat.</li> <li>• Students will explain the effects of the Judenrat on daily life in ghettos, specifically students should recognize Adam Czerniakow (Warsaw) and Mordechai Chaim Rumkowski (Lodz) and how these men differed in their approach to leading the Judenrat in their respective ghettos.</li> <li>• Students will discuss the difference between open ghettos and closed ghettos and how that impacted life within those ghettos.</li> <li>• Students will describe various attempts at escape and forms of armed and unarmed resistance (before liquidation and liberation) including, but not limited to, the Warsaw Ghetto Uprising.</li> <li>• Students will explain how and why the Nazis liquidated the ghettos, including the forced decisions of the Judenrat to select individuals for deportation transports to the camps.</li> </ul> <p><b>Access Point</b> SS.912.HE.2.AP.11 Describe life in the various ghettos.</p>
SS.912.HE.2.12	<p>Define “partisan” and explain the role partisans played in World War II.</p> <ul style="list-style-type: none"> <li>• Students will identify countries that had partisan groups who fought the Nazis.</li> <li>• Students will explain the warfare tactics utilized by the resistance movements against the Nazis.</li> <li>• Students will recognize that not all resistance movements accepted Jews.</li> </ul> <p><b>Access Point</b> SS.912.HE.2.AP.12 Define “partisan” and explain the role partisans played in World War II.</p>
SS.912.HE.2.13	<p>Examine the origins, purpose and conditions associated with various types of camps.</p> <ul style="list-style-type: none"> <li>• Students will explain the differences between forced labor camps, concentration camps, transit camps and death camps, including the geographic location, physical structure, camp commandants and SS leadership and mechanics of murder.</li> <li>• Students will describe the daily routines within the camps to include food intake, showers, bathrooms, sleeping arrangements, roll call, work details, illness,</li> </ul>

	<p>environmental conditions, clothing, selection process, torture, medical experiments, public executions, suicides and other aspects of daily life.</p> <ul style="list-style-type: none"> <li>• Students will describe various attempts at escape and forms of resistance within the camps.</li> <li>• Students will discuss how the use of existing transportation infrastructure facilitated the deportation of Jewish people to the camps, including the non-Aryan management of the transportation system that collaborated with the Nazis.</li> <li>• Students will describe life in Terezin, including its function as a transit camp, its unique culture that generated art, music, literature, poetry, opera (notably Brundibar) and the production of Vedem Magazine as a form of resistance; its use by the Nazis as propaganda to fool the International Red Cross; and the creation of the film “Terezin: A Documentary Film of Jewish Resettlement.”</li> <li>• Students will identify and examine the 6 death camps (e.g., Auschwitz-Birkenau, Belzec, Chelmno, Majdanek, Sobibor, Treblinka) and their locations.</li> <li>• Students will explain why the 6 death camps were only in Nazi-occupied Poland.</li> <li>• Students will describe the significance of Auschwitz-Birkenau as the most prolific site of mass murder in the history of mankind.</li> </ul> <p><b>Access Point</b>  SS.912.HE.2.AP.13 Describe the origins, purpose and conditions associated with various types of camps.</p>
SS.912.HE.2.14	<p>Explain the purpose of the death marches.</p> <ul style="list-style-type: none"> <li>• Students will recognize death marches as the forcible movement of prisoners by Nazis with the dual purpose of removing evidence and murdering as many people as possible (toward the end of World War II and the Holocaust) from Eastern Europe to Germany proper.</li> </ul> <p><b>Access Point</b>  SS.912.HE.2.AP.14 Recognize death marches as the forcible movement of prisoners by Nazis with the dual purpose of removing evidence and murdering as many people as possible (toward the end of World War II and the Holocaust) from Eastern Europe to Germany proper.</p>

<p>SS.912.HE.2.15</p>	<p>Describe the experience of Holocaust survivors following World War II.</p> <ul style="list-style-type: none"> <li>• Students will explain how Allied Forces liberated camps, including the relocation and treatment of the survivors.</li> <li>• Students will discuss the experiences of survivors after liberation (e.g., repatriations, displaced persons camps, pogroms, relocation).</li> <li>• Students will explain the various ways that Holocaust survivors lived through the state-sponsored persecution and murder of European Jews by Nazi Germany and its collaborators (e.g., became partisans, escaped from Nazi controlled territory, went into hiding).</li> <li>• Students will describe the psychological and physical struggles of Holocaust survivors.</li> <li>• Students will examine the settlement patterns of Holocaust survivors after World War II, including immigration to the United States and other countries, and the establishment of the modern state of Israel.</li> </ul>
	<p><b>Access Point</b>  SS.912.HE.2.AP.15 Explain the experience of Holocaust survivors following World War II.</p>
<p><b><i>SS.912.HE.3 Discuss the impact and aftermath of the Holocaust.</i></b></p>	
<p>SS.912.HE.3.1</p>	<p>Analyze the international community’s efforts to hold perpetrators responsible for their involvement in the Holocaust.</p> <ul style="list-style-type: none"> <li>• Students will discuss the purpose and outcomes of the Nuremberg Trials and other subsequent trials related to the Holocaust.</li> <li>• Students will compare arguments by the prosecution and recognize the falsehoods offered by the defense during the Nuremberg Trials (e.g., Justice Robert Jackson’s opening statement, Prosecutor Ben Ferencz’s opening statement, ex post facto laws, non-existent terminology, crimes against humanity, genocide, statute of limitations, jurisdictional issues).</li> <li>• Students will discuss how members of the international community were complicit in assisting perpetrators’ escape from both Germany and justice following World War II.</li> </ul>
	<p><b>Access Point</b>  SS.912.HE.3.AP.1 Describe the international community’s efforts to hold perpetrators responsible for their involvement in the Holocaust.</p>

SS.912.HE.3.2	<p>Explain the impact of the Eichmann Trial on policy concerning crimes against humanity, capital punishment, accountability, the testimony of survivors and acknowledgment of the international community.</p> <ul style="list-style-type: none"> <li>• Students will recognize the Eichmann Trial as the first time that Israel held a Nazi war criminal accountable.</li> </ul> <p><b>Access Point</b> SS.912.HE.3.AP.2 Identify the impact of the Eichmann Trial on policy concerning crimes against humanity, capital punishment, accountability, the testimony of survivors and acknowledgment of the international community.</p>
SS.912.HE.3.3	<p>Explain the effects of Holocaust denial on contemporary society.</p> <ul style="list-style-type: none"> <li>• Students will explain how Holocaust denial has helped contribute to the creation of contemporary propaganda and the facile denial of political and social realities.</li> </ul> <p><b>Access Point</b> SS.912.HE.3.AP.3 Identify the effects of Holocaust denial on contemporary society.</p>
SS.912.HE.3.4	<p>Explain why it is important for current and future generations to learn from the Holocaust.</p> <ul style="list-style-type: none"> <li>• Students will explain the significance of learning from Holocaust era primary sources created by Jews who perished and those who survived.</li> <li>• Students will explain the significance of listening to the testimony of Holocaust survivors (e.g., live and through organizations that offer pre-recorded digital testimony).</li> <li>• Students will describe the contributions of the Jews (e.g., arts, culture, medicine, sciences) to the United States and the world.</li> <li>• Students will explain the significance of “Never Again.”</li> </ul> <p><b>Access Point</b> SS.912.HE.3.AP.4 Explain why it is important for current and future generations to learn from the Holocaust.</p>
SS.912.HE.3.5	<p>Recognize that antisemitism includes a certain perception of the Jewish people, which may be expressed as hatred toward Jewish people, rhetorical and physical manifestations of antisemitism directed toward a person or his or her property or toward Jewish community institutions or religious facilities.</p> <ul style="list-style-type: none"> <li>• Students will analyze examples of antisemitism (e.g., calling for, aiding, or justifying the killing or harming of Jews, often in the name of a radical ideology or an extremist view of religion; making mendacious, dehumanizing, demonizing or stereotypical allegations</li> </ul>

	<p>about Jews as such or the power of Jews as a collective, especially, but not exclusively, the myth about a world Jewish conspiracy or of Jews controlling the media, economy, government or other societal institutions; accusing Jews as a people of being responsible for real or imagined wrongdoing committed by a single Jewish person or group, the State of Israel, or even for acts committed by non-Jews; accusing Jews as a people or the State of Israel of inventing or exaggerating the Holocaust; accusing Jewish citizens of being more loyal to Israel, or the alleged priorities of Jews worldwide, than to the interest of their own nations).</p> <ul style="list-style-type: none"> <li>• Students will analyze examples of antisemitism related to Israel (e.g., demonizing Israel by using the symbols and images associated with classic antisemitism to characterize Israel or Israelis, drawing comparisons of contemporary Israeli policy to that of the Nazis, or blaming Israel for all inter-religious or political tensions; applying a double standard to Israel by requiring behavior of Israel that is not expected or demanded of any other democratic nation or focusing peace or human rights investigations only on Israel; delegitimizing Israel by denying the Jewish people their right to self-determination and denying Israel the right to exist).</li> </ul>
	<p><b>Access Point</b>  SS.912.HE.3.AP.5 Recognize that antisemitism includes a certain perception of the Jewish people, which may be expressed as hatred toward Jewish people, rhetorical and physical manifestations of antisemitism directed toward a person or his or her property or toward Jewish community institutions or religious facilities.</p>