

Next Generation Sunshine State
Standards – Social Studies,
2014

NEXT GENERATION SUNSHINE STATE STANDARDS FOR SOCIAL STUDIES

ADDITION OF PSYCHOLOGY AND SOCIOLOGY STRANDS

HISTORY

Next Generation Sunshine State Standards (NGSSS) for Social Studies were approved by the State Board of Education in December 2008. These standards included content aligned with the following strands: American History, Geography, Economics, Civics and Government, World History, and Humanities. Psychology and Sociology standards were not included in the NGSSS for Social Studies.

Standards Revision Process:

National and state standards were considered as required by s. 1003.41, F.S., Required instruction. The American Psychological Association (APA) National Standards for High School Psychology Curricula, endorsed by the National Council for the Social Studies, and the Indiana State Standards for Sociology were chosen to be reviewed by a committee of renowned experts, also as required by s. 1003.41, F.S.

A request for nominations to the standards review committee was sent to district Social Studies supervisors. From their nominations, a committee of ten reviewers was chosen with attention to level of experience as well as geographic, ethnic, and gender diversity. The committee members were asked to review the APA Psychology Standards and the Indiana Sociology Standards electronically during April 2012 and state whether or not they were appropriate to be added to Florida's NGSSS for Social Studies, comprising the Psychology and Sociology strands. The overwhelming majority of committee members felt that the APA Psychology Standards and the Indiana Sociology Standards met the needs of Florida's students and were appropriate for adoption as the NGSSS for Social Studies in the Psychology and Sociology strands without additional standards being written.

The proposed standards are specific and measurable. They are organized in the same format as the existing strands of the NGSSS for Social Studies. In addition to the appropriate concepts specific to the content, the standards also address literacy, mathematics, problem solving, creativity, cross-cultural understanding, and 21st century skills. We acknowledge the work of the American Psychological Association and the Indiana Department of Education that allows for Florida to adopt existing standards that require students to reach for excellence.

Furthermore, we would like to express our special thanks to those who gave of their time to review and provide input on the draft standards. These people include:

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- Celestine Dorsey, Teacher, St. Lucie County School District
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- Cade Resnick Teacher, Seminole County School District
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Next Generation Sunshine State Standards for Social Studies

History

The Sunshine State Standards were first approved by the State Board of Education in 1996 as a means of identifying academic expectations for student achievement in Florida. These original standards were written in several subject areas and were divided into four separate grade clusters (PreK-2, 3-5, 6-8, and 9-12). This format was chosen to provide flexibility to school districts in designing curriculum based on local needs.

As Florida moved toward greater accountability for student achievement at each grade level, the Sunshine State Standards were further defined with specific “Grade Level Expectations” added over time. As time went on, two realities appeared that magnified the need to increase the level of rigor, coherence, and clarity in Florida’s academic standards. First, it was recognized that the level of rigor in the 1996 standards was inadequate to address the increased levels of achievement registered by our students. Second, ample evidence from both national and international measures of student achievement indicated the urgent need for higher levels of challenge for all our students. This could not occur without a serious effort to increase the level of rigor and expectations across the board for all Florida students.

The Department of Education recognized the need for a systematic approach to review and revise all of the academic standards, and on January 17, 2006, the State Board of Education adopted a six-year cycle that set forth a schedule of the regular review and revision of all K-12 content standards. (<http://www.flstandards.org>) This move went far beyond increasing the rigor of the standards; however, it included alignment of the new standards with assessments, instructional materials, professional development, and teacher licensure exams. This way, the new standards and their higher levels of rigor will be fully integrated into the entire culture of K-12 instruction. This move sets the stage for higher levels of rigor and higher academic achievement for years to come.

A Commitment to Excellence

In 2006, the Florida Legislature boldly stated its commitment to higher and more challenging standards for Florida’s children by passing HB 7087. Florida law now reads:

§1001.03(1) ...The state board shall establish a schedule to facilitate the periodic review of the standards to ensure adequate rigor, relevance, logical student progression, and integration of reading, writing, and mathematics across all subject areas.

§1003.4156 (3)...Three middle school or higher courses in social studies, one semester of which must include the study of state and federal government and civic education.

In 2008 the Florida Legislature passed SB 1908, which requires the creation of Next Generation Sunshine State Standards. Many people were involved in the review and revision of the Next Generation Sunshine State Standards for social studies. The Department of Education extends sincere thanks to all of the educators and members of the public for their active interest in this important work. We look forward to continued work with them as partners in implementing these higher expectations for all of Florida's students.

Dr. Eric J. Smith
Commissioner of Education

Social Studies Standards Revision Process

In June 2007, the Bureau of Instruction and Innovation convened a committee to consider the framework for the revision of the Sunshine State Standards for social studies. Taking into account research in social studies education, a major goal of the revision of the Sunshine State Standards would be to strive for consensus among content experts, educational experts, researchers, parents, educators, and members of the business and workforce communities.

National and international social studies curriculum issues were presented, as well as research on the best practices in social studies education used by other states and countries that lead the world in student achievement. There was agreement by all reviewers that Florida's standards fit the description of "a mile wide and an inch deep" and lacked coherence. Combined with their own expertise in social studies curriculum, the framers used this information to define the structure and provide recommendations that would become the guiding principles for the writers of the standards to follow.

From July 2007 to July 2008, the Writers Committee met to draft new standards and benchmarks according to the structure that the framers set. This was a collaborative process, with the framers reviewing the work and providing comments to the writers.

From May 16, 2008 to July 16, 2008, a draft of the standards was provided for public input via an online system and through public forums in various parts in the state. Online reviewers were able to rate the benchmarks and provide optional comments. Online reviewers provided 123,122 ratings of 931 draft standards and benchmarks. Of these stakeholders, 5,146 interested persons completed the visitor profile. These reviewers identified themselves, in descending order of number of reviewers, as state level educators, district level educators, school administrators, K12 school level educators and postsecondary educators, parents, business representatives, out-of-state stakeholders and others. Additionally, experts in social studies and social studies curriculum volunteered to provide in-depth reviews of the draft.

From July 24, 2008 to July 26, 2008, the benchmarks were revised by the writers based on the considerable input from the public, experts, and other reviewers. The names of the framers, experts in the field of social studies, writers, and expert review panelists are included in the *Acknowledgments* section of this document.

Access Points for Students with Significant Cognitive Disabilities

As part of the revision to the Next Generation Sunshine State Standards for social studies, access points for students with significant cognitive disabilities were developed. These access points are expectations written for students with significant cognitive disabilities to access the general education curriculum. Embedded in the Next Generation Sunshine State Standards, access points reflect the core intent of the standards with reduced levels of complexity. The three levels of complexity include

participatory, supported, and independent with the participatory level being the least complex.

The access points for the standards were developed through the cooperative efforts of writing teams composed of Florida educators and parents under the direction of staff from the Accommodations and Modifications for Students with Disabilities Project, the Accountability and Assessment for Students with Disabilities Project, and the Florida Department of Education.

Structure of the Standard Documents

The Next Generation Sunshine State Standards for social studies are organized by grade level for grades K-8 and by strands for grades 9-12. This structure was determined by the Framers Committee based on review of the issues presented by experts and research in curriculum standards. The strands do not comprise courses. Standards and benchmarks will be pulled from the various strands to write specific course descriptions in social studies.

The model for writing the standards for social studies was created using information from several sources: The National Council for the Social Studies(NCSS); *A Compendium of Standards and Benchmarks for K-12 Education* by Kendall and Marzano; The Council of Economic Education; The Council for Geographic Education, The Council for Civic Education; The Albert Shanker Institute Report on Quality Standards; The National Report Card for Economics; The National Report Card for U.S. History; The National Report Card for Civics, Final Draft; The United States History and Geography by Texas Southern University; Bloom's Taxonomy; and The Fordham Institute's Report, The State of State Standards.

The framers believed that history, world or American, should be divided into time periods which would allow for greater in-depth teaching and learning. The framers also incorporated HB 7087, passed by the 2006 Florida Legislature, which requires a semester of civic education before entering high school. The framers also wanted geography to have a prominent place in the curriculum; therefore all 6-8 strands have a strong geography component included.

At the high school level, the standards are organized into the following content strands: American History, Geography, Economics, World History, Humanities, and Civics and Government. The content in the strands reflects the scaffolding of content from the K-6 portion of the K-8 standards.

Florida included Humanities in the Next Generation Sunshine State Standards for social studies. The new addition of humanities to the social studies standards will be cross-curricular with emphasis on language arts, fine arts, and music.

With people from many parts of the education community involved with framing, writing, reviewing, and revising the standards, the Next Generation Sunshine State Standards for social studies education are truly representative of Florida social studies educators and what they believe Florida students should know and be able to do. The Florida Department of Education is sincerely grateful for the work performed in revising these content standards.

Mary Jane Tappen
Deputy Chancellor for Curriculum, Instruction, and Student Services

Acknowledgments

The Florida Department of Education gratefully acknowledges the cooperation and assistance received from individuals and groups throughout Florida and the country in this revision process. Without such cooperation, these revisions would not have been possible.

We would like to express special thanks to the many educators, parents, and business people who participated in the current revision process by serving on curriculum committees and by providing input to the draft document as well as those who took the time to review and rate the draft online. These people include, but are not limited to the following:

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FLORIDA SOCIAL STUDIES STANDARDS

K-12 GRADE-LEVEL STANDARDS

Strands

Strands are the major curriculum areas for social studies that are aligned with the *Core Curriculum Subjects* created by the National Council for the Social Studies. They include content areas which should be the primary focus of social studies instruction for each grade level, K-12. Establishing proficiency in these strands at each successive grade level will prepare a strong foundation for learning social studies in subsequent grades.

Standards

Standards are fundamental to sound social studies instruction. They are aligned with the *Core Curriculum Content created by the National Council for the Social Studies*. Standards are the key components to a structurally sound social studies education.

Standards serve one or more of the following purposes:

- Establish connections to and between the strands of social studies as defined by National Council for the Social Studies (NCSS);
- Prepare students for future social studies teaching and learning by focusing on conceptual understanding of concepts; and
- Address gaps in instruction that may appear insignificant but are important to the understanding, fluency, and application of social studies education.

Benchmark Coding Scheme

SS.	K.	A.	1.	1
Subject	Grade Level	Strand	Standard	Benchmark

Strand Key:

- A ~ American History
- G ~ Geography
- E ~ Economics
- C ~ Civics and Government
- W ~ World History
- H ~ Humanities

Access Points Coding Scheme

SS.	K.	A.	1.	In.a
Subject	Grade Level	Strand	Benchmark	Access Point

Access Points Key:

- In ~ Independent
- Su ~ Supported
- Pa ~ Participatory

NGSSS: Social Studies Standards

GRADE: K

Strand: AMERICAN HISTORY		
Standard 1: Historical Inquiry and Analysis		
BENCHMARK CODE	BENCHMARK	
SS.K.A.1.1	Develop an understanding of how to use and create a timeline.	
SS.K.A.1.2	Develop an awareness of a primary source.	
Access Point for Students with Significant Cognitive Disabilities		
<i>Independent</i>	<i>Supported</i>	<i>Participatory</i>
SS.K.A.1.In.a Sequence three events using a simple timeline, such as events in the school day and at home.	SS.K.A.1.Su.a Sequence two events in the school day to show which comes first.	SS.K.A.1.Pa.a Recognize the next step in a sequenced activity.
SS.K.A.1.In.b Examine primary sources, such as photographs or paintings of a famous person.	SS.K.A.1.Su.b Examine a primary source, such as a photograph.	SS.K.A.1.Pa.b Associate a photograph or object with a person or event.

Standard 2: Historical Knowledge	
BENCHMARK CODE	BENCHMARK
SS.K.A.2.1	Compare children and families of today with those in the past.
SS.K.A.2.2	Recognize the importance of celebrations and national holidays as a way of remembering and honoring people, events, and our nation's ethnic heritage.
SS.K.A.2.3	Compare our nation's holidays with holidays of other cultures.
SS.K.A.2.4	Listen to and retell stories about people in the past who have shown character ideals and principles including honesty, courage, and responsibility.
SS.K.A.2.5	Recognize the importance of U.S. symbols.
Access Point for Students with Significant Cognitive Disabilities	

<i>Independent</i>	<i>Supported</i>	<i>Participatory</i>
<p>SS.K.A.2.In.a Recognize items from the present and the past, such as clothing and transportation.</p> <p>SS.K.A.2.In.b Recognize that national holidays and celebrations honor people or events, such as Thanksgiving, Memorial Day, or birthdays.</p> <p>SS.K.A.2.In.c Recognize that national holidays and celebrations honor people or events, such as Thanksgiving, Memorial Day, or birthdays.</p> <p>SS.K.A.2.In.d Identify an act of bravery or honesty in stories about someone from the past, such as George Washington.</p> <p>SS.K.A.2.In.e Recognize United States symbols, such as the American flag and bald eagle.</p>	<p>SS.K.A.2.Su.a Recognize clothing from the present and the past.</p> <p>SS.K.A.2.Su.b Recognize a national holiday or celebration, such as Thanksgiving or birthdays.</p> <p>SS.K.A.2.Su.c Recognize a national holiday or celebration, such as Thanksgiving or birthdays.</p> <p>SS.K.A.2.Su.d Recognize a person who showed bravery in stories about the past.</p> <p>SS.K.A.2.Su.e Recognize a United States symbol, such as the American flag or bald eagle.</p>	<p>SS.K.A.2.Pa.a Recognize a family member.</p> <p>SS.K.A.2.Pa.b Associate a celebration with an event, such as a birthday or holiday.</p> <p>SS.K.A.2.Pa.c Associate a celebration with an event, such as a birthday or holiday.</p> <p>SS.K.A.2.Pa.d Recognize a person in a story.</p> <p>SS.K.A.2.Pa.e Recognize a patriotic song.</p>

Standard 3: Chronological Thinking

BENCHMARK CODE	BENCHMARK
SS.K.A.3.1	Use words and phrases related to chronology and time to explain how things change and to sequentially order events that have occurred in school.
SS.K.A.3.2	Explain that calendars represent days of the week and months of the year.

Access Point for Students with Significant Cognitive Disabilities

<i>Independent</i>	<i>Supported</i>	<i>Participatory</i>
<p>SS.K.A.3.In.a Identify concepts of time using words, such as before, after, morning, afternoon, day, and night.</p> <p>SS.K.A.3.In.b Identify that the numbers on a calendar represent the date of the month.</p>	<p>SS.K.A.3.Su.a Recognize events that occur in the day and the night, such as going to school in the day or sleeping at night.</p> <p>SS.K.A.3.Su.b Recognize a calendar.</p>	<p>SS.K.A.3.Pa.a Associate daytime with a common activity, such as getting dressed.</p> <p>SS.K.A.3.Pa.b Associate an object or picture with a daily event, such as story time.</p>

Strand: GEOGRAPHY

Standard 1: The World in Spatial Terms

BENCHMARK CODE	BENCHMARK
SS.K.G.1.1	Describe the relative location of people, places, and things by using positional words.
SS.K.G.1.2	Explain that maps and globes help to locate different places and that globes are a model of the Earth.
SS.K.G.1.3	Identify cardinal directions (north, south, east, west).
SS.K.G.1.4	Differentiate land and water features on simple maps and globes.

Access Point for Students with Significant Cognitive Disabilities

<i>Independent</i>	<i>Supported</i>	<i>Participatory</i>
SS.K.G.1.In.a Identify the relative location of an object by using positional words, such as up/down and top/bottom.	SS.K.G.1.Su.a Identify the relative location of an object as up or down.	SS.K.G.1.Pa.a Recognize the location of an object or person.
SS.K.G.1.In.b Recognize a map as a drawing of a place.	SS.K.G.1.Su.b Recognize a picture of a location.	SS.K.G.1.Pa.b Associate a picture with a place.
SS.K.G.1.In.c Recognize selected cardinal directions on a map.	SS.K.G.1.Su.c Recognize directions in which objects and people move.	SS.K.G.1.Pa.c Track movement in different directions.
SS.K.G.1.In.d Recognize a water feature on a map or globe.	SS.K.G.1.Su.d Recognize a water feature in a picture of a location.	SS.K.G.1.Pa.d Associate a picture with a place.

Standard 2: Places and Regions

BENCHMARK CODE	BENCHMARK
SS.K.G.2.1	Locate and describe places in the school and community.
SS.K.G.2.2	Know one's own phone number, street address, city or town and that Florida is the state in which the student lives.

Access Point for Students with Significant Cognitive Disabilities

<i>Independent</i>	<i>Supported</i>	<i>Participatory</i>
SS.K.G.2.In.a Identify a place in the	SS.K.G.2.Su.a Recognize a place in	SS.K.G.2.Pa.a Associate a place with

classroom or school. SS.K.G.2.In.b Identify features of own home, such as home is where I live and it is on a street.	the classroom or school. SS.K.G.2.Su.b Recognize a feature of own home, such as home is where I live.	a person or activity in the classroom or school. SS.K.G.2.Pa.b Associate own home with a person or object.
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Standard 3: Physical System

BENCHMARK CODE	BENCHMARK
SS.K.G.3.1	Identify basic landforms.
SS.K.G.3.2	Identify basic bodies of water.
SS.K.G.3.3	Describe and give examples of seasonal weather changes, and illustrate how weather affects people and the environment.

Access Point for Students with Significant Cognitive Disabilities

<i>Independent</i>	<i>Supported</i>	<i>Participatory</i>
SS.K.G.3.In.a Recognize basic landforms, such as hills and forests.	SS.K.G.3.Su.a Recognize a basic landform, such as hills or forests.	SS.K.G.3.Pa.a Associate land with grass, dirt, or trees.
SS.K.G.3.In.b Recognize basic bodies of water in the local environment, such as a river and lake.	SS.K.G.3.Su.b Recognize a basic body of water in the local environment.	SS.K.G.3.Pa.b Recognize water in the environment.
SS.K.G.3.In.c Recognize types of weather and a way weather affects people.	SS.K.G.3.Su.c Recognize a type of weather and a way weather affects people.	SS.K.G.3.Pa.c Associate a type of weather with its effect on people.

Strand: ECONOMICS

Standard 1: Beginning Economics

BENCHMARK CODE	BENCHMARK
SS.K.E.1.1	Describe different kinds of jobs that people do and the tools or equipment used.
SS.K.E.1.2	Recognize that United States currency comes in different forms.
SS.K.E.1.3	Recognize that people work to earn money to buy things they need or want.

SS.K.E.1.4	Identify the difference between basic needs and wants.	
Access Point for Students with Significant Cognitive Disabilities		
<i>Independent</i>	<i>Supported</i>	<i>Participatory</i>
SS.K.E.1.In.a Identify school and community workers, such as teachers, police, and firefighters.	SS.K.E.1.Su.a Recognize a community worker, such as a police officer or firefighter.	SS.K.E.1.Pa.a Recognize a school worker, such as a teacher or bus driver.
SS.K.E.1.In.b Recognize forms of money, such as coins and bills.	SS.K.E.1.Su.b Recognize an example of money, such as a coin or bill.	SS.K.E.1.Pa.b Recognize differences in the appearance of coins.
SS.K.E.1.In.c Recognize that people use money to buy things they need in stores.	SS.K.E.1.Su.c Recognize an example of a place to buy food, such as a grocery store or restaurant.	SS.K.E.1.Pa.c Recognize a desired item or activity.
SS.K.E.1.In.d Identify basic needs, such as food and clothing.	SS.K.E.1.Su.d Recognize basic needs, such as food and clothing.	SS.K.E.1.Pa.d Recognize a basic need, such as food or clothing.

Strand: CIVICS AND GOVERNMENT

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

BENCHMARK CODE	BENCHMARK
SS.K.C.1.1	Define and give examples of rules and laws, and why they are important.
SS.K.C.1.2	Explain the purpose and necessity of rules and laws at home, school, and community.

Access Point for Students with Significant Cognitive Disabilities		
<i>Independent</i>	<i>Supported</i>	<i>Participatory</i>
SS.K.C.1.In.a Identify a classroom rule.	SS.K.C.1.Su.a Recognize a classroom rule.	SS.K.C.1.Pa.a Associate a simple rule with a behavior in the classroom.
SS.K.C.1.In.b Identify reasons for having rules at home and in the classroom.	SS.K.C.1.Su.b Recognize reasons for having rules at home and in the classroom.	SS.K.C.1.Pa.b Associate a simple rule with a behavior in the classroom.

Standard 2: Civic and Political Participation

BENCHMARK CODE	BENCHMARK	
SS.K.C.2.1	Demonstrate the characteristics of being a good citizen.	
SS.K.C.2.2	Demonstrate that conflicts among friends can be resolved in ways that are consistent with being a good citizen.	
SS.K.C.2.3	Describe fair ways for groups to make decisions.	
Access Point for Students with Significant Cognitive Disabilities		
<i>Independent</i>	<i>Supported</i>	<i>Participatory</i>
SS.K.C.2.In.a Demonstrate characteristics of being a good citizen in the classroom, such as taking turns, sharing, and following rules.	SS.K.C.2.Su.a Demonstrate selected characteristics of being a good citizen in the classroom, such as taking turns and sharing.	SS.K.C.2.Pa.a Demonstrate a characteristic of being a good citizen, such as cooperating in the classroom.
SS.K.C.2.In.b Identify ways that friends avoid conflicts by being good citizens, such as by sharing and taking turns.	SS.K.C.2.Su.b Recognize a way to avoid conflicts with friends, such as by sharing.	SS.K.C.2.Pa.b Demonstrate a characteristic of being a good citizen, such as cooperating in the classroom.
SS.K.C.2.In.c Identify fair ways to make a decision, such as listening to other opinions or voting.	SS.K.C.2.Su.c Recognize a fair way to make a decision, such as raising hands or taking turns.	SS.K.C.2.Pa.c Associate making decisions with choices.

GRADE: 1

Strand: AMERICAN HISTORY		
Standard 1: Historical Inquiry and Analysis		
BENCHMARK CODE	BENCHMARK	
SS.1.A.1.1	Develop an understanding of a primary source.	
SS.1.A.1.2	Understand how to use the media center/other sources to find answers to questions about a historical topic.	
Access Point for Students with Significant Cognitive Disabilities		
<i>Independent</i>	<i>Supported</i>	<i>Participatory</i>
SS.1.A.1.In.a Identify a primary source, such as pictures or artifacts.	SS.1.A.1.Su.a Recognize a primary source, such as pictures or artifacts.	SS.1.A.1.Pa.a Recognize an object or photograph related to a person or event.

SS.1.A.1.In.b Locate information in pictures or print about a historical topic.	SS.1.A.1.Su.b Use pictures to answer a question about a historical topic.	SS.1.A.1.Pa.b Recognize a person as a source of information.
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Standard 2: Historical Knowledge

BENCHMARK CODE	BENCHMARK
SS.1.A.2.1	Understand history tells the story of people and events of other times and places.
SS.1.A.2.2	Compare life now with life in the past.
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.
SS.1.A.2.4	Identify people from the past who have shown character ideals and principles including honesty, courage, and responsibility.
SS.1.A.2.5	Distinguish between historical fact and fiction using various materials.

Access Point for Students with Significant Cognitive Disabilities

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

Standard 3: Chronological Thinking		
BENCHMARK CODE	BENCHMARK	
SS.1.A.3.1	Use terms related to time to sequentially order events that have occurred in school, home, or community.	
SS.1.A.3.2	Create a timeline based on the student's life or school events, using primary sources.	
Access Point for Students with Significant Cognitive Disabilities		
<i>Independent</i>	<i>Supported</i>	<i>Participatory</i>
SS.1.A.3.In.a Identify concepts of time, including yesterday, today, and tomorrow.	SS.1.A.3.Su.a Recognize concepts of time, including morning and afternoon, related to school activities.	SS.1.A.3.Pa.a Associate morning with a common school activity, such as circle time.
SS.1.A.3.In.b Sequence three events in a student's life using photographs or pictures on a timeline.	SS.1.A.3.Su.b Sequence two events in a student's life using photographs or pictures.	SS.1.A.3.Pa.b Recognize one activity that comes next on a classroom daily schedule.

Strand: GEOGRAPHY		
Standard 1: The World in Spatial Terms		
BENCHMARK CODE	BENCHMARK	
SS.1.G.1.1	Use physical and political/cultural maps to locate places in Florida.	
SS.1.G.1.2	Identify key elements (compass rose, cardinal directions, title, key/legend with symbols) of maps and globes .	
SS.1.G.1.3	Construct a basic map using key elements including cardinal directions and map symbols.	
SS.1.G.1.4	Identify a variety of physical features using 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.	
SS.1.G.1.6	Describe how location, weather, and physical environment affect the way people live in our community.	
Access Point for Students with Significant Cognitive Disabilities		
<i>Independent</i>	<i>Supported</i>	<i>Participatory</i>
SS.1.G.1.In.a Identify a map of the	SS.1.G.1.Su.a Recognize a pictorial	SS.1.G.1.Pa.a Recognize a drawing

<p>local community or Florida.</p> <p>SS.1.G.1.In.b Recognize elements in a key/legend on a simple map or drawing of a location, such as pictures and symbols.</p> <p>SS.1.G.1.In.c Construct a simple map using map symbols.</p> <p>SS.1.G.1.In.d Identify land and water on a map and globe, such as by using the color key—blue is water, and green/brown is land.</p> <p>SS.1.G.1.In.e Locate Florida and a major body of water on maps or globes, such as the Atlantic Ocean or the Gulf of Mexico.</p> <p>SS.1.G.1.In.f Recognize selected ways location, weather, and physical environment affect people in the student's community, such as their food, clothing, shelter, transportation, and recreation.</p>	<p>map of the local community or Florida.</p> <p>SS.1.G.1.Su.b Recognize an element in a key/legend on a pictorial map or drawing of a location, such as pictures or symbols.</p> <p>SS.1.G.1.Su.c Complete a pictorial map using pictures or symbols for designated areas.</p> <p>SS.1.G.1.Su.d Recognize land and water on a map and globe, such as by using the color key—blue is water and green/brown is land.</p> <p>SS.1.G.1.Su.e Recognize land and water on a map and globe, such as by using the color key—blue is water and green/brown is land.</p> <p>SS.1.G.1.Su.f Recognize a way location, weather, or physical environment affects people in the student's community, such as their food, clothing, shelter, transportation, or recreation.</p>	<p>of home or school.</p> <p>SS.1.G.1.Pa.b Associate an object, picture, or symbol with a location.</p> <p>SS.1.G.1.Pa.c Associate an object, picture, or symbol with a location.</p> <p>SS.1.G.1.Pa.d Recognize a picture of land or water.</p> <p>SS.1.G.1.Pa.e Recognize a picture of land or water.</p> <p>SS.1.G.1.Pa.f Associate a selected characteristic of the student's environment, such as food, clothing, or shelter, with its personal effect on the student.</p>
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Strand: ECONOMICS

Standard 1: Beginning Economics

BENCHMARK CODE	BENCHMARK
SS.1.E.1.1	Recognize that money is a method of exchanging goods and services.
SS.1.E.1.2	Define opportunity costs as giving up one thing for another.
SS.1.E.1.3	Distinguish between examples of goods and services.
SS.1.E.1.4	Distinguish people as buyers, sellers, and producers of goods and services.
SS.1.E.1.5	Recognize the importance of saving money for future purchases.
SS.1.E.1.6	Identify that people need to make choices because of scarce resources.

Access Point for Students with Significant Cognitive Disabilities

<i>Independent</i>	<i>Supported</i>	<i>Participatory</i>
SS.1.E.1.In.a Identify coins and bills as forms of money that can be used to buy things.	SS.1.E.1.Su.a Identify coins as money that can be used to buy things.	SS.1.E.1.Pa.a Recognize an item that can be traded for something else in the classroom.
SS.1.E.1.In.b Recognize an example of opportunity costs, such as giving up watching television to play with a friend.	SS.1.E.1.Su.b Recognize a situation that involves making a choice, such as watching a video or playing a game.	SS.1.E.1.Pa.b Recognize an item that can be traded for something else in the classroom.
SS.1.E.1.In.c Recognize examples of goods and services.	SS.1.E.1.Su.c Recognize examples of goods.	SS.1.E.1.Pa.c Recognize an example of goods.
SS.1.E.1.In.d Identify the difference between a buyer and seller.	SS.1.E.1.Su.d Recognize that people buy goods in a store.	SS.1.E.1.Pa.d Recognize an item that can be traded for something else in the classroom.
SS.1.E.1.In.e Recognize ways that people save money, such as in a bank or other safe place.	SS.1.E.1.Su.e Recognize a way to save money, such as putting it in a bank.	SS.1.E.1.Pa.e Recognize that an item can be saved for later.
SS.1.E.1.In.f Recognize that when there is not enough of something (scarce resource), people need to make choices, such as sharing, saving, or doing without.	SS.1.E.1.Su.f Recognize when there is not enough of something (scarce resource).	SS.1.E.1.Pa.f Associate not enough with no more.

Strand: CIVICS AND GOVERNMENT

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

BENCHMARK CODE	BENCHMARK
SS.1.C.1.1	Explain the purpose of rules and laws in the school and community.
SS.1.C.1.2	Give examples of people who have the power and authority to make and enforce rules and laws in the school and community.
SS.1.C.1.3	Give examples of the use of power without authority in the school and community.

Access Point for Students with Significant Cognitive Disabilities

<i>Independent</i>	<i>Supported</i>	<i>Participatory</i>
SS.1.C.1.In.a Identify reasons for rules that keep students safe in the classroom and school, such as keeping order.	SS.1.C.1.Su.a Recognize reasons for rules that keep students safe in the classroom and school, such as keeping order.	SS.1.C.1.Pa.a Associate a classroom rule with a consequence.
SS.1.C.1.In.b Identify authority figures in the school, such as the teacher,	SS.1.C.1.Su.b Recognize an authority figure in the school, such as the teacher or	SS.1.C.1.Pa.b Recognize the teacher as the classroom leader.

principal, and cafeteria manager. SS.1.C.1.In.c Identify an example of the use of power without authority in the classroom or school, such as bullying and stealing.	principal. SS.1.C.1.Su.c Recognize an example of the use of power without authority in the classroom or school, such as bullying or stealing.	SS.1.C.1.Pa.c Recognize ownership of personal belongings.
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Standard 2: Civic and Political Participation

BENCHMARK CODE	BENCHMARK
SS.1.C.2.1	Explain the rights and responsibilities students have in the school community.
SS.1.C.2.2	Describe the characteristics of responsible citizenship in the school community.
SS.1.C.2.3	Identify ways students can participate in the betterment of their school and community.
SS.1.C.2.4	Show respect and kindness to people and animals.

Access Point for Students with Significant Cognitive Disabilities

<i>Independent</i>	<i>Supported</i>	<i>Participatory</i>
SS.1.C.2.In.a Identify student responsibilities in the classroom and school, such as completing tasks and following rules. SS.1.C.2.In.b Identify ways to be good citizens in the school, such as by taking care of school property and following school rules. SS.1.C.2.In.c Identify ways to be good citizens in the school, such as by taking care of school property and following school rules.	SS.1.C.2.Su.a Recognize ways to be responsible in the classroom, such as completing tasks. SS.1.C.2.Su.b Recognize a way to be a good citizen in the school, such as by taking care of school property. SS.1.C.2.Su.c Recognize a way to be a good citizen in the school, such as by taking care of school property.	SS.1.C.2.Pa.a Associate completing a task with a classroom responsibility. SS.1.C.2.Pa.b Associate completing a task with responsible citizenship in the classroom. SS.1.C.2.Pa.c Associate completing a task with responsible citizenship in the classroom.

Standard 3: Structure and Functions of Government

BENCHMARK CODE	BENCHMARK
SS.1.C.3.1	Explain how decisions can be made or how conflicts might be resolved in fair and just ways.

SS.1.C.3.2	Recognize symbols and individuals that represent American constitutional democracy.	
Access Point for Students with Significant Cognitive Disabilities		
<i>Independent</i>	<i>Supported</i>	<i>Participatory</i>
SS.1.C.3.In.a Identify ways to make a decision or resolve a conflict, such as talking about problems or listening to each other.	SS.1.C.3.Su.a Recognize ways to make a decision or resolve a conflict, such as talking about problems or listening to each other.	SS.1.C.3.Pa.a Recognize a way to make a decision or resolve a conflict, such as making a choice or taking turns.
SS.1.C.3.In.b Recognize symbols and individuals that represent America, such as the American flag, Pledge of Allegiance, bald eagle, and current president.	SS.1.C.3.Su.b Recognize symbols that represent America, such as the American flag or Pledge of Allegiance.	SS.1.C.3.Pa.b Recognize the American flag.

GRADE: 2

Strand: AMERICAN HISTORY		
Standard 1: Historical Inquiry and Analysis		
BENCHMARK CODE	BENCHMARK	
SS.2.A.1.1	Examine primary and secondary sources.	
SS.2.A.1.2	Utilize the media center, technology, or other informational sources to locate information that provides answers to questions about a historical topic.	
Access Point for Students with Significant Cognitive Disabilities		
<i>Independent</i>	<i>Supported</i>	<i>Participatory</i>
SS.2.A.1.In.a Use primary and secondary sources, such as artifacts, photographs, and videos, to obtain information.	SS.2.A.1.Su.a Use a primary or secondary source, such as an artifact, photograph, or video, to obtain information.	SS.2.A.1.Pa.a Recognize pictures or artifacts that relate to important people or events.
SS.2.A.1.In.b Use technology and other informational sources to find answers to questions about a historical topic.	SS.2.A.1.Su.b Use technology and other sources to obtain information about a historical topic.	SS.2.A.1.Pa.b Recognize a book or picture as a source of information.

Standard 2: Historical Knowledge

BENCHMARK CODE	BENCHMARK
SS.2.A.2.1	Recognize that Native Americans were the first inhabitants in North America.
SS.2.A.2.2	Compare the cultures of Native American tribes from various geographic regions of the United States.
SS.2.A.2.3	Describe the impact 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.
SS.2.A.2.5	Identify reasons people came to the United States throughout history.
SS.2.A.2.6	Discuss the importance of Ellis Island and the Statue of Liberty to immigration from 1892 - 1954.
SS.2.A.2.7	Discuss why immigration continues today.
SS.2.A.2.8	Explain the cultural influences and contributions of immigrants today.

Access Point for Students with Significant Cognitive Disabilities

<i>Independent</i>	<i>Supported</i>	<i>Participatory</i>
SS.2.A.2.In.a Identify early Native Americans.	SS.2.A.2.Su.a Recognize early Native Americans.	SS.2.A.2.Pa.a Recognize a characteristic of early Native Americans.
SS.2.A.2.In.b Identify practices of Native American tribes, such as clothing, housing, and food.	SS.2.A.2.Su.b Recognize a practice associated with Native American tribes, such as clothing or housing.	SS.2.A.2.Pa.b Recognize a characteristic of early Native Americans.
SS.2.A.2.In.c Recognize the impact of immigrants on the Native Americans, such loss of land and new diseases.	SS.2.A.2.Su.c Recognize that some Native Americans lost their homes to immigrants.	SS.2.A.2.Pa.c Recognize that people move to live in a new place.
SS.2.A.2.In.d Identify ways people living in colonial America changed their daily lives, such as food, clothing, and housing.	SS.2.A.2.Su.d Recognize that people living in colonial America built homes.	SS.2.A.2.Pa.d Recognize that people move to live in a new place.
SS.2.A.2.In.e Recognize reasons why people came to the United States, such as jobs or freedom.	SS.2.A.2.Su.e Recognize a reason for moving to a different home, such as jobs.	SS.2.A.2.Pa.e Recognize that people move to live in a new place.
SS.2.A.2.In.f Identify that many immigrants saw the Statue of Liberty as they entered America.	SS.2.A.2.Su.f Recognize that the Statue of Liberty is in America.	SS.2.A.2.Pa.f Recognize the Statue of Liberty.
SS.2.A.2.In.g Recognize reasons why people move to the United States, such as	SS.2.A.2.Su.g Recognize a reason for moving to a different home, such as jobs.	SS.2.A.2.Pa.g Recognize that people move to live in a new place.
		SS.2.A.2.Pa.h Recognize differences in food or clothing from

jobs or freedom. SS.2.A.2.In.h Identify the influences of immigrants today, such as music, art, and foods from various cultures.	SS.2.A.2.Su.h Recognize food, clothing, and music from another culture.	other cultures.
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Standard 3: Chronological Thinking		
BENCHMARK CODE	BENCHMARK	
SS.2.A.3.1	Identify terms and designations of time sequence.	
Access Point for Students with Significant Cognitive Disabilities		
<i>Independent</i>	<i>Supported</i>	<i>Participatory</i>
SS.2.A.3.In.a Identify concepts of time, including days and weeks.	SS.2.A.3.Su.a Recognize concepts of time, including yesterday, today, and tomorrow.	SS.2.A.3.Pa.a Recognize concepts of time, such as now or later.

Strand: GEOGRAPHY		
Standard 1: The World in Spatial Terms		
BENCHMARK CODE	BENCHMARK	
SS.2.G.1.1	Use different types of maps (political, physical, and thematic) to identify map elements.	
SS.2.G.1.2	Using maps and globes, locate the student's hometown, Florida, and North America, and locate the state capital and the national capital.	
SS.2.G.1.3	Label on a map or globe the continents, oceans, Equator, Prime Meridian, North and South Pole.	
SS.2.G.1.4	Use a map to locate the countries in North America (Canada, United States, Mexico, and the Caribbean Islands).	
Access Point for Students with Significant Cognitive Disabilities		
<i>Independent</i>	<i>Supported</i>	<i>Participatory</i>
SS.2.G.1.In.a Identify map elements, such as the title, cardinal directions, and key/legend.	SS.2.G.1.Su.a Recognize map elements on a pictorial map, such as pictures and title.	SS.2.G.1.Pa.a Recognize a picture or symbol on a drawing of a location. SS.2.G.1.Pa.b Associate the name

SS.2.G.1.In.b Identify the student's city and state.	SS.2.G.1.Su.b Recognize the student's city and state.	of the student's city with home.
SS.2.G.1.In.c Recognize continents and oceans on a map or globe.	SS.2.G.1.Su.c Recognize land and water on a map or globe.	SS.2.G.1.Pa.c Recognize land and water in a picture.
SS.2.G.1.In.d Recognize the United States on a map of North America.	SS.2.G.1.Su.d Recognize a map of the United States.	SS.2.G.1.Pa.d Recognize land and water in a picture.

Strand: ECONOMICS

Standard 1: Beginning Economics

BENCHMARK CODE	BENCHMARK
SS.2.E.1.1	Recognize that people make choices because of limited resources.
SS.2.E.1.2	Recognize that people supply goods and services based on consumer demands.
SS.2.E.1.3	Recognize that the United States trades with other nations to exchange goods and services.
SS.2.E.1.4	Explain the personal benefits and costs involved in saving and spending.

Access Point for Students with Significant Cognitive Disabilities

<i>Independent</i>	<i>Supported</i>	<i>Participatory</i>
SS.2.E.1.In.a Recognize that people make choices when there is little or none left of a resource.	SS.2.E.1.Su.a Recognize when there is little or none left of a resource.	SS.2.E.1.Pa.a Recognize when there is none left of a resource.
SS.2.E.1.In.b Recognize that goods and services fill a need (demand), such as food with a grocery store and health care with a doctor.	SS.2.E.1.Su.b Recognize that goods fill a need, such as food from a grocery store or clothing from a department store.	SS.2.E.1.Pa.b Associate a desired item (goods) with a need.
SS.2.E.1.In.c Recognize that some goods come from other countries.	SS.2.E.1.Su.c Recognize that some goods come from far away.	SS.2.E.1.Pa.c Associate a desired item (goods) with its source.
SS.2.E.1.In.d Identify a benefit of saving, such as having more money for later; and a benefit of spending, such as getting what you want now.	SS.2.E.1.Su.d Recognize a benefit of saving, such as having more money for later.	SS.2.E.1.Pa.d Recognize that a saved item can be used later.

Strand: CIVICS AND GOVERNMENT

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

BENCHMARK CODE	BENCHMARK	
SS.2.C.1.1	Explain why people form governments.	
SS.2.C.1.2	Explain the consequences of an absence of rules and laws.	
Access Point for Students with Significant Cognitive Disabilities		
<i>Independent</i>	<i>Supported</i>	<i>Participatory</i>
<p>SS.2.C.1.In.a Recognize the purpose of rules and laws (government) in the home, school, and community, such as to promote safety, order, and good citizenship.</p> <p>SS.2.C.1.In.b Identify a consequence of not having rules and laws in the school and community, such as lack of order and people getting hurt.</p>	<p>SS.2.C.1.Su.a Recognize the purpose of rules and laws in the home and school, such as to promote safety, order, and good citizenship.</p> <p>SS.2.C.1.Su.b Recognize a consequence of not having classroom and school rules, such as people getting hurt.</p>	<p>SS.2.C.1.Pa.a Recognize rules in the classroom, such as cooperating and respecting personal space.</p> <p>SS.2.C.1.Pa.b Associate an action with a consequence, such as a push causing an object to break.</p>

Standard 2: Civic and Political Participation

BENCHMARK CODE	BENCHMARK	
SS.2.C.2.1	Identify what it means to be a United States citizen either by birth or by naturalization.	
SS.2.C.2.2	Define and apply the characteristics of responsible citizenship.	
SS.2.C.2.3	Explain why United States citizens have guaranteed rights and identify rights.	
SS.2.C.2.4	Identify ways citizens can make a positive contribution in their community.	
SS.2.C.2.5	Evaluate the contributions of various African Americans, Hispanics, Native Americans, veterans, and women.	
Access Point for Students with Significant Cognitive Disabilities		
<i>Independent</i>	<i>Supported</i>	<i>Participatory</i>
<p>SS.2.C.2.In.a Recognize that Americans become citizens by birth or by choice.</p> <p>SS.2.C.2.In.b Identify characteristics</p>	<p>SS.2.C.2.Su.a Recognize an American as a citizen of the United States.</p> <p>SS.2.C.2.Su.b Recognize characteristics of responsible citizenship</p>	<p>SS.2.C.2.Pa.a Recognize membership in a group, such as the classroom, family, or community.</p> <p>SS.2.C.2.Pa.b Recognize a</p>

<p>of responsible citizenship in the community, such as respecting property, helping neighbors, and participating in community activities.</p> <p>SS.2.C.2.In.c Identify a right of United States citizens, such as a right to vote or freedom of speech.</p> <p>SS.2.C.2.In.d Recognize ways citizens can contribute to the community, such as volunteering and recycling.</p> <p>SS.2.C.2.In.e Identify a contribution of African Americans, Hispanics, Native Americans, veterans, or women.</p>	<p>in the community, such as respecting property, helping neighbors, and participating in community activities.</p> <p>SS.2.C.2.Su.c Recognize a right of United States citizens, such as a right to vote or freedom of speech.</p> <p>SS.2.C.2.Su.d Recognize a way citizens can contribute to the community, such as volunteering or recycling.</p> <p>SS.2.C.2.Su.e Recognize a contribution of an African American, Hispanic, Native American, veteran, or woman.</p>	<p>characteristic of responsible citizenship in the school, such as respecting property, helping others, or participating in school activities.</p> <p>SS.2.C.2.Pa.c Recognize the right of students to make choices, such as selecting activities or materials.</p> <p>SS.2.C.2.Pa.d Recognize a contribution to the school, such as volunteering.</p> <p>SS.2.C.2.Pa.e Recognize that people from diverse backgrounds make contributions.</p>
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Standard 3: Structure and Functions of Government		
BENCHMARK CODE	BENCHMARK	
SS.2.C.3.1	Identify the Constitution as the document which establishes the structure, function, powers, and limits of American government.	
SS.2.C.3.2	Recognize symbols, individuals, events, and documents that represent the United States.	
Access Point for Students with Significant Cognitive Disabilities		
<i>Independent</i>	<i>Supported</i>	<i>Participatory</i>
<p>SS.2.C.3.In.a Recognize that the American government has a set of written laws that all people must follow.</p> <p>SS.2.C.3.In.b Recognize symbols, individuals, and events that represent America, such as the White House, the Statue of Liberty, George Washington, and the Fourth of July.</p>	<p>SS.2.C.3.Su.a Recognize a law that all Americans must follow.</p> <p>SS.2.C.3.Su.b Recognize symbols and individuals that represent America, such as the White House, the Statue of Liberty, and George Washington.</p>	<p>SS.2.C.3.Pa.a Recognize a rule in the school.</p> <p>SS.2.C.3.Pa.b Recognize a symbol and event that represent America, such as the Statue of Liberty and the Fourth of July.</p>

GRADE: 3

Strand: AMERICAN HISTORY

Standard 1: Historical Inquiry and Analysis

BENCHMARK CODE	BENCHMARK
SS.3.A.1.1	Analyze primary and secondary sources.
SS.3.A.1.2	Utilize technology resources to gather information from primary and secondary sources.
SS.3.A.1.3	Define terms related to the social sciences.

Access Point for Students with Significant Cognitive Disabilities

<i>Independent</i>	<i>Supported</i>	<i>Participatory</i>
<p>SS.3.A.1.In.a Identify and use primary sources, such as artifacts and photographs, and secondary sources, such as texts and videos related to important historical figures or events.</p> <p>SS.3.A.1.In.b Use technology resources to gather information about a historical person or event.</p> <p>SS.3.A.1.In.c Relate the term “history” to events from the past, “geography” to locations, and “economics” to money.</p>	<p>SS.3.A.1.Su.a Use primary or secondary sources, such as pictures, artifacts, or books, to identify important people or events from the past.</p> <p>SS.3.A.1.Su.b Use a technology resource to locate information about important people or events from the past.</p> <p>SS.3.A.1.Su.c Recognize that history is about events from the past and geography is about places.</p>	<p>SS.3.A.1.Pa.a Recognize important people or events in artifacts, videos, or photographs.</p> <p>SS.3.A.1.Pa.b Use technology to access information.</p> <p>SS.3.A.1.Pa.c Recognize concepts of time, such as morning and afternoon, and concepts of place, such as the location of an activity or event.</p>

Strand: GEOGRAPHY

Standard 1: The World in Spatial Terms

BENCHMARK CODE	BENCHMARK
SS.3.G.1.1	Use thematic maps, tables, charts, graphs, and photos to analyze geographic information.
SS.3.G.1.2	Review basic map elements (coordinate grid, cardinal and intermediate directions, title, compass rose, scale, key/legend with symbols) .
SS.3.G.1.3	Label the continents and oceans on a world map.

SS.3.G.1.4	Name and identify the purpose of maps (physical, political, elevation, population).
SS.3.G.1.5	Compare maps and globes to develop an understanding of the concept of distortion.
SS.3.G.1.6	Use maps to identify different types of scale to measure distances between two places.

Access Point for Students with Significant Cognitive Disabilities

<i>Independent</i>	<i>Supported</i>	<i>Participatory</i>
SS.3.G.1.In.a Use a thematic map or chart to identify selected geographic information, such as land and body of water on a map or population on a chart.	SS.3.G.1.Su.a Use a physical map to identify selected geographic information, such as land, water, and coastlines.	SS.3.G.1.Pa.a Recognize personal location on a pictorial map.
SS.3.G.1.In.b Identify elements on a map, such as key/legend, cardinal directions, and compass rose.	SS.3.G.1.Su.b Recognize elements on a map, such as a picture key, cardinal directions, and title.	SS.3.G.1.Pa.b Locate pictures or symbols on a drawing or map.
SS.3.G.1.In.c Recognize selected continents and oceans on a world map.	SS.3.G.1.Su.c Recognize a continent and an ocean on a map.	SS.3.G.1.Pa.c Recognize land and water using a color key on a map.
SS.3.G.1.In.d Identify selected maps, such as a physical map and a political map.	SS.3.G.1.Su.d Recognize a map, such as a physical map or a political map.	SS.3.G.1.Pa.d Recognize personal location on a pictorial map.
SS.3.G.1.In.e Identify differences between maps and globes.	SS.3.G.1.Su.e Recognize differences between maps and globes.	SS.3.G.1.Pa.e Recognize land and water using a color key on a map.
SS.3.G.1.In.f Use maps to identify distances between two places, such as near or far, closer or farther, and next to.	SS.3.G.1.Su.f Use maps to recognize distances between two places, such as near or far, and next to.	SS.3.G.1.Pa.f Locate pictures or symbols on a drawing or map.

Standard 2: Places and Regions

BENCHMARK CODE	BENCHMARK
SS.3.G.2.1	Label the countries and commonwealths in North America (Canada, United States, Mexico) and in the Caribbean (Puerto Rico, Cuba, Bahamas, Dominican Republic, Haiti, Jamaica).
SS.3.G.2.2	Identify the five regions of the United States.
SS.3.G.2.3	Label the states in each of the five regions of the United States.
SS.3.G.2.4	Describe the physical features of the United States, Canada, Mexico, and the Caribbean.
SS.3.G.2.5	Identify natural and man-made landmarks in the United States, Canada, Mexico, and the Caribbean.

SS.3.G.2.6	Investigate how people perceive places and regions differently by conducting interviews, mental mapping, and studying news, poems, legends, and songs about a region or area.
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Access Point for Students with Significant Cognitive Disabilities

<i>Independent</i>	<i>Supported</i>	<i>Participatory</i>
SS.3.G.2.In.a Recognize North America, the United States, and Mexico on a map.	SS.3.G.2.Su.a Recognize the United States on a map of North America.	SS.3.G.2.Pa.a Recognize an outline map or image of the United States.
SS.3.G.2.In.b Recognize north, south, east, and west as they relate to the regions of the United States.	SS.3.G.2.Su.b Recognize north, south, east, and west in the United States.	SS.3.G.2.Pa.b Recognize an outline map or image of the United States.
SS.3.G.2.In.c Recognize selected states in each of the five regions of the United States.	SS.3.G.2.Su.c Recognize selected states in the United States.	SS.3.G.2.Pa.c Recognize Florida as the student's state.
SS.3.G.2.In.d Recognize major physical features—such as lakes, rivers, oceans, mountains, deserts, and plains—of the United States and Canada, and Mexico and the Caribbean.	SS.3.G.2.Su.d Recognize selected physical features of the United States, such as lakes, rivers, oceans, mountains, deserts, and plains.	SS.3.G.2.Pa.d Recognize physical differences between two locations.
SS.3.G.2.In.e Recognize major natural and man-made landmarks of the United States, such as the Grand Canyon, Gateway Arch, Mt. Rushmore, and the Everglades.	SS.3.G.2.Su.e Recognize a major natural landmark of the United States, such as the Grand Canyon or the Everglades.	SS.3.G.2.Pa.e Recognize physical differences between two locations.
SS.3.G.2.In.f Identify how people view places and regions differently by asking questions; using graphic organizers; and studying news, poems, legends, or songs about a region or area.	SS.3.G.2.Su.f Recognize how people view places differently by asking questions; using graphic organizers; and studying news, poems, legends, or songs about a region or area.	SS.3.G.2.Pa.f Recognize physical differences between two locations.

Standard 3: Physical Systems

BENCHMARK CODE	BENCHMARK
SS.3.G.3.1	Describe the climate and vegetation in the United States, Canada, Mexico, and the Caribbean.
SS.3.G.3.2	Describe the natural resources in the United States, Canada, Mexico, and the Caribbean.

Access Point for Students with Significant Cognitive Disabilities

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

Standard 4: Human Systems

BENCHMARK CODE	BENCHMARK
SS.3.G.4.1	Explain how the environment influences settlement patterns in the United States, Canada, Mexico, and the Caribbean.
SS.3.G.4.2	Identify the cultures that have settled the United States, Canada, Mexico, and the Caribbean.
SS.3.G.4.3	Compare the cultural characteristics of diverse populations in one of the five regions of the United States with Canada, Mexico, or the Caribbean.
SS.3.G.4.4	Identify contributions from various ethnic groups to the United States.

Access Point for Students with Significant Cognitive Disabilities

<i>Independent</i>	<i>Supported</i>	<i>Participatory</i>
<p>SS.3.G.4.In.a Identify major ways environmental influences contribute to settlement patterns in the United States, such as settlement near water for drinking, bathing, and cooking; and settlement near land for farming.</p> <p>SS.3.G.4.In.b Recognize different cultures that have settled in the United States and Canada, and Mexico and the Caribbean.</p> <p>SS.3.G.4.In.c Identify a cultural characteristic of a population in the United States and a population in Mexico, Canada, or the Caribbean.</p>	<p>SS.3.G.4.Su.a Recognize a major way the environment influences settlement patterns in the United States, such as settlement near water for drinking, bathing, and cooking, or settlement near land for farming.</p> <p>SS.3.G.4.Su.b Recognize that different cultures have settled in the United States and Canada, and Mexico and the Caribbean.</p> <p>SS.3.G.4.Su.c Recognize a cultural characteristic of a population in the United States and a population in Mexico, Canada, or the Caribbean.</p>	<p>SS.3.G.4.Pa.a Recognize an environmental influence that affects where people live.</p> <p>SS.3.G.4.Pa.b Recognize a difference between cultures.</p> <p>SS.3.G.4.Pa.c Recognize a cultural characteristic of a population.</p> <p>SS.3.G.4.Pa.d Recognize a cultural characteristic of a population.</p>

SS.3.G.4.In.d Recognize contributions of an ethnic group to the United States, such as Native Americans or Africans.	SS.3.G.4.Su.d Recognize a contribution of an ethnic group to the United States, such as Native Americans or Africans.	
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Strand: ECONOMICS

Standard 1: Beginning Economics

BENCHMARK CODE	BENCHMARK
SS.3.E.1.1	Give examples of how scarcity results in trade.
SS.3.E.1.2	List the characteristics of money.
SS.3.E.1.3	Recognize that buyers and sellers interact to exchange goods and services through the use of trade or money.
SS.3.E.1.4	Distinguish between currencies used in the United States, Canada, Mexico, and the Caribbean.

Access Point for Students with Significant Cognitive Disabilities

<i>Independent</i>	<i>Supported</i>	<i>Participatory</i>
SS.3.E.1.In.a Identify that people can trade for products that are not available locally.	SS.3.E.1.Su.a Recognize that people can trade for products that are not available locally.	SS.3.E.1.Pa.a Recognize that people trade for items they want or need.
SS.3.E.1.In.b Recognize characteristics of money, such as portable and recognizable.	SS.3.E.1.Su.b Recognize a characteristic of money, such as portable.	SS.3.E.1.Pa.b Recognize coins as money.
SS.3.E.1.In.c Recognize the roles of buyers and sellers in exchanging goods and services.	SS.3.E.1.Su.c Recognize the roles of buyers and sellers in exchanging goods.	SS.3.E.1.Pa.c Recognize that buyers trade money for goods.
SS.3.E.1.In.d Recognize forms of money used in the United States and one other country.	SS.3.E.1.Su.d Recognize forms of money used in the United States.	SS.3.E.1.Pa.d Recognize coins as money.

Strand: CIVICS AND GOVERNMENT

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

BENCHMARK CODE	BENCHMARK
SS.3.C.1.1	Explain the purpose and need for government.
SS.3.C.1.2	Describe how government gains its power from the people.
SS.3.C.1.3	Explain how government was established through a written Constitution.

Access Point for Students with Significant Cognitive Disabilities

<i>Independent</i>	<i>Supported</i>	<i>Participatory</i>
<p>SS.3.C.1.In.a Recognize the purpose of government in the community, such as to provide laws, services, and safety.</p> <p>SS.3.C.1.In.b Identify that government gains its power from the people.</p> <p>SS.3.C.1.In.c Identify that government is based on a set of written laws that all people must follow.</p>	<p>SS.3.C.1.Su.a Recognize the purpose of rules and laws in the school and community, such as to promote safety, order, and good citizenship.</p> <p>SS.3.C.1.Su.b Recognize that government gains its power from the people.</p> <p>SS.3.C.1.Su.c Recognize that government is based on written laws.</p>	<p>SS.3.C.1.Pa.a Recognize rules in the school, such as respecting others.</p> <p>SS.3.C.1.Pa.b Recognize that governments have power.</p> <p>SS.3.C.1.Pa.c Recognize that governments have laws.</p>

Standard 2: Civic and Political Participation

BENCHMARK CODE	BENCHMARK
SS.3.C.2.1	Identify group and individual actions of citizens that demonstrate civility, cooperation, volunteerism, and other civic virtues.

Access Point for Students with Significant Cognitive Disabilities

<i>Independent</i>	<i>Supported</i>	<i>Participatory</i>
<p>SS.3.C.2.In.a Identify actions of citizens that contribute to the community, such as respecting property, helping neighbors, and participating in community activities.</p>	<p>SS.3.C.2.Su.a Recognize actions that contribute to the community, such as respecting property, helping neighbors, and participating in community activities.</p>	<p>SS.3.C.2.Pa.a Recognize an action that contributes to the school community, such as respecting property, helping others, or participating in school activities.</p>

Standard 3: Structure and Functions of Government

BENCHMARK CODE	BENCHMARK	
SS.3.C.3.1	Identify the levels of government (local, state, federal).	
SS.3.C.3.2	Describe how government is organized at the local level.	
SS.3.C.3.3	Recognize that every state has a state constitution.	
SS.3.C.3.4	Recognize that the Constitution of the United States is the supreme law of the land.	
Access Point for Students with Significant Cognitive Disabilities		
<i>Independent</i>	<i>Supported</i>	<i>Participatory</i>
SS.3.C.3.In.a Recognize leaders of local, state, and federal government, such as the mayor, governor, and president.	SS.3.C.3.Su.a Recognize a leader of local, state, or federal government, such as the mayor, governor, or president.	SS.3.C.3.Pa.a Recognize a leader in government, such as a president.
SS.3.C.3.In.b Recognize that the local community has a group that makes the rules and the mayor is the leader.	SS.3.C.3.Su.b Recognize that the local community has a group that makes the rules.	SS.3.C.3.Pa.b Recognize that people in authority make rules in the community.
SS.3.C.3.In.c Recognize that every state has a set of written laws that its people must follow.	SS.3.C.3.Su.c Recognize that every state has written laws.	SS.3.C.3.Pa.c Recognize that states have laws.
SS.3.C.3.In.d Recognize that the Constitution is the set of laws that people in the United States must follow.	SS.3.C.3.Su.d Recognize the Constitution is a set of written laws.	SS.3.C.3.Pa.d Recognize that the United States has laws.

GRADE: 4

Strand: AMERICAN HISTORY	
Standard 1: Historical Inquiry and Analysis	
BENCHMARK CODE	BENCHMARK
SS.4.A.1.1	Analyze primary and secondary resources to identify significant individuals and events throughout Florida history.
SS.4.A.1.2	Synthesize information related to Florida history through print and electronic media.
Access Point for Students with Significant Cognitive Disabilities	

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

Standard 2: Pre-Columbian Florida

BENCHMARK CODE	BENCHMARK	
SS.4.A.2.1	Compare Native American tribes in Florida.	
Access Point for Students with Significant Cognitive Disabilities		
<i>Independent</i>	<i>Supported</i>	<i>Participatory</i>
SS.4.A.2.In.a Identify important cultural aspects of Native American tribes of Florida, such as living in villages and making pottery.	SS.4.A.2.Su.a Recognize an important cultural aspect of Native American tribes of Florida, such as making pottery.	SS.4.A.2.Pa.a Recognize differences in artifacts of Native Americans in Florida, such as pottery or spears.

Standard 3: Exploration and Settlement of Florida

BENCHMARK CODE	BENCHMARK
SS.4.A.3.1	Identify explorers who came to Florida and the motivations for their expeditions.
SS.4.A.3.10	Identify the causes and effects of the Seminole Wars.
SS.4.A.3.2	Describe causes and effects of European colonization on the Native American tribes of Florida.
SS.4.A.3.3	Identify the significance of St. Augustine as the oldest permanent European settlement in the United States.
SS.4.A.3.4	Explain the purpose of and daily life on missions (San Luis de Talimali in present-day Tallahassee).
SS.4.A.3.5	Identify the significance of Fort Mose as the first free African community in the United

	States.
SS.4.A.3.6	Identify the effects of Spanish rule in Florida.
SS.4.A.3.7	Identify nations (Spain, France, England) that controlled Florida before it became a United States territory.
SS.4.A.3.8	Explain how the Seminole tribe formed and the purpose for their migration.
SS.4.A.3.9	Explain how Florida (Adams-Onis Treaty) became a U.S. territory.

Access Point for Students with Significant Cognitive Disabilities

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

SS.4.A.3.In.i Recognize that Spain signed an agreement (treaty) to make Florida a United States territory.	gave Florida back to the United States.	
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Standard 4: Growth of Florida		
BENCHMARK CODE	BENCHMARK	
SS.4.A.4.1	Explain the effects of technological advances on Florida.	
SS.4.A.4.2	Describe pioneer life in Florida.	
Access Point for Students with Significant Cognitive Disabilities		
<i>Independent</i>	<i>Supported</i>	<i>Participatory</i>
SS.4.A.4.In.a Identify technological advances that affected Florida, such as railroads and steamboats.	SS.4.A.4.Su.a Recognize a technological change that affected Florida, such as railroads.	SS.4.A.4.Pa.a Recognize modes of transportation in Florida.
SS.4.A.4.In.b Identify characteristics of pioneer life in Florida, such as isolated family farms, few roads, and use of steamboats.	SS.4.A.4.Su.b Recognize a characteristic of pioneer life in Florida, such as farming.	SS.4.A.4.Pa.b Recognize that pioneers lived in Florida a long time ago.

Standard 5: Crisis of the Union: Civil War and Reconstruction in Florida		
BENCHMARK CODE	BENCHMARK	
SS.4.A.5.1	Describe Florida's involvement (secession, blockades of ports, the battles of Ft. Pickens, Olustee, Ft. Brooke, Natural Bridge, food supply) in the Civil War.	
SS.4.A.5.2	Summarize challenges Floridians faced during Reconstruction.	
Access Point for Students with Significant Cognitive Disabilities		
<i>Independent</i>	<i>Supported</i>	<i>Participatory</i>
SS.4.A.5.In.a Identify that Florida was considered a slave state (South) and battles were fought in Florida during the Civil War.	SS.4.A.5.Su.a Recognize that Florida was considered a slave state (South) and battles were fought in Florida during the Civil War.	SS.4.A.5.Pa.a Recognize that battles were fought in Florida in the Civil War.
SS.4.A.5.In.b Recognize that during		SS.4.A.5.Pa.b Recognize ways

Reconstruction, freed slaves in Florida got jobs and homes by working for landowners who needed workers (sharecropping).	SS.4.A.5.Su.b Recognize that during Reconstruction, Florida's freed slaves needed jobs and landowners needed workers.	different groups of people work together.
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Standard 6: Industrialization and Emergence of Modern Florida

BENCHMARK CODE	BENCHMARK
SS.4.A.6.1	Describe the economic development of Florida's major industries.
SS.4.A.6.2	Summarize contributions immigrant groups made to Florida.
SS.4.A.6.3	Describe the contributions of significant individuals to Florida.
SS.4.A.6.4	Describe effects of the Spanish American War on Florida.

Access Point for Students with Significant Cognitive Disabilities

<i>Independent</i>	<i>Supported</i>	<i>Participatory</i>
SS.4.A.6.In.a Identify Florida's major industries, such as timber, tourism, and citrus.	SS.4.A.6.Su.a Recognize major industries in Florida, such as timber, tourism, and citrus.	SS.4.A.6.Pa.a Recognize a major industry in Florida.
SS.4.A.6.In.b Identify contributions of immigrants to Florida, such as language, food, or customs.	SS.4.A.6.Su.b Recognize contributions of immigrants to Florida, such as language, food, or customs.	SS.4.A.6.Pa.b Recognize variations in language, food, or customs of immigrants in Florida.
SS.4.A.6.In.c Identify the contributions of significant individuals to Florida, such as Henry Flagler, Thomas Alva Edison, and Mary McLeod Bethune.	SS.4.A.6.Su.c Recognize the contributions of a significant individual to Florida, such as Henry Flagler, Thomas Alva Edison, or Mary McLeod Bethune.	SS.4.A.6.Pa.c Recognize that many people made contributions to Florida.
SS.4.A.6.In.d Recognize ways that Florida changed during the Spanish American War, such as increased population, business, and harbors.	SS.4.A.6.Su.d Recognize that Florida's population increased during the Spanish American War.	SS.4.A.6.Pa.d Recognize that many people made contributions to Florida.

Standard 7: Roaring 20's, the Great Depression, and WWII in Florida

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

SS.4.A.7.2	Summarize challenges Floridians faced during the Great Depression.
SS.4.A.7.3	Identify Florida's role in World War II.

Access Point for Students with Significant Cognitive Disabilities

<i>Independent</i>	<i>Supported</i>	<i>Participatory</i>
SS.4.A.7.In.a Identify the basic causes and effects of the 1920s Florida land boom and bust.	SS.4.A.7.Su.a Recognize the cause of the 1920s Florida land bust.	SS.4.A.7.Pa.a Recognize an effect of the Florida land bust.
SS.4.A.7.In.b Identify challenges Floridians faced during the Great Depression.	SS.4.A.7.Su.b Recognize challenges Floridians faced during the Great Depression.	SS.4.A.7.Pa.b Recognize a challenge of the Great Depression.
SS.4.A.7.In.c Recognize Florida's role in World War II.	SS.4.A.7.Su.c Recognize that Florida played a role in World War II.	SS.4.A.7.Pa.c Recognize that people in Florida were involved in a war.

Standard 8: Contemporary Florida into the 21st Century

BENCHMARK CODE	BENCHMARK
SS.4.A.8.1	Identify Florida's role in the Civil Rights Movement.
SS.4.A.8.2	Describe how and why immigration impacts Florida today.
SS.4.A.8.3	Describe the effect of the United States space program on Florida's economy and growth.
SS.4.A.8.4	Explain how tourism affects Florida's economy and growth.

Access Point for Students with Significant Cognitive Disabilities

<i>Independent</i>	<i>Supported</i>	<i>Participatory</i>
SS.4.A.8.In.a Recognize Florida's role in the Civil Rights Movement, such as the Tallahassee Bus Boycotts and efforts of Governor Collins to integrate African Americans into government.	SS.4.A.8.Su.a Recognize that Florida played a role in the Civil Rights Movement.	SS.4.A.8.Pa.a Recognize that people have rights.
SS.4.A.8.In.b Identify how immigration impacts Florida today.	SS.4.A.8.Su.b Recognize how immigration impacts Florida today.	SS.4.A.8.Pa.b Recognize that people move into Florida today.
SS.4.A.8.In.c Recognize ways that Florida has changed due to the space program, such as new technologies and population growth.	SS.4.A.8.Su.c Recognize a way Florida has changed due to the space program, such as new technologies or population growth.	SS.4.A.8.Pa.c Recognize an aspect of Florida's space program.
	SS.4.A.8.Su.d Recognize that tourism	SS.4.A.8.Pa.d Recognize a characteristic of tourism in

SS.4.A.8.In.d Recognize that tourism brings people, money, and jobs to Florida.	brings people and money to Florida.	Florida, such as people.
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Standard 9: Chronological Thinking

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

Access Point for Students with Significant Cognitive Disabilities

<i>Independent</i>	<i>Supported</i>	<i>Participatory</i>
SS.4.A.9.In.a Complete a timeline to sequence important events in Florida history.	SS.4.A.9.Su.a Sequence pictures on a timeline to show important events in Florida history.	SS.4.A.9.Pa.a Recognize pictures on a simple timeline of important events in Florida.

Strand: GEOGRAPHY

Standard 1: The World in Spatial Terms

BENCHMARK CODE	BENCHMARK
SS.4.G.1.1	Identify physical features of Florida.
SS.4.G.1.2	Locate and label cultural features on a Florida map.
SS.4.G.1.3	Explain how weather impacts Florida.
SS.4.G.1.4	Interpret political and physical maps using map elements (title, compass rose, cardinal directions, intermediate directions, symbols, legend, scale, longitude, latitude).

Access Point for Students with Significant Cognitive Disabilities

<i>Independent</i>	<i>Supported</i>	<i>Participatory</i>
SS.4.G.1.In.a Recognize physical features of Florida, such as bodies of water, location, and landforms.	SS.4.G.1.Su.a Recognize selected physical features of Florida, such as bodies of water and landforms.	SS.4.G.1.Pa.a Recognize a physical feature of Florida, such as water.
SS.4.G.1.In.b Identify cultural features on a Florida map, such as the state capital, a major city, and tourist attractions.	SS.4.G.1.Su.b Recognize a cultural feature on a Florida map, such as the state capital or a major city.	SS.4.G.1.Pa.b Associate an outline map or image with the state of Florida.

SS.4.G.1.In.c Identify effects of weather in Florida, such as hurricanes, thunderstorms, drought, and mild climate.	SS.4.G.1.Su.c Recognize an effect of weather in Florida, such as hurricanes, thunderstorms, drought, and mild climate.	SS.4.G.1.Pa.c Recognize examples of weather in Florida, such as thunderstorms.
SS.4.G.1.In.d Identify information provided on maps using the title, compass rose, cardinal and intermediate directions, symbols, and key/legend.	SS.4.G.1.Su.d Recognize information provided on a map by its title, cardinal directions, symbols, and key/legend.	SS.4.G.1.Pa.d Associate a picture or symbol with a location on a Florida map.

Strand: ECONOMICS

Standard 1: Beginning Economics

BENCHMARK CODE	BENCHMARK
SS.4.E.1.1	Identify entrepreneurs from various social and ethnic backgrounds who have influenced Florida and local economy.
SS.4.E.1.2	Explain Florida's role in the national and international economy and conditions that attract businesses to the state.

Access Point for Students with Significant Cognitive Disabilities

<i>Independent</i>	<i>Supported</i>	<i>Participatory</i>
SS.4.E.1.In.a Recognize contributions of entrepreneurs who influenced Florida, such as Walt Disney (theme parks) and Henry Flagler (railroads).	SS.4.E.1.Su.a Recognize a contribution of an entrepreneur who influenced Florida, such as Walt Disney (theme parks).	SS.4.E.1.Pa.a Recognize that many people made contributions to Florida.
SS.4.E.1.In.b Identify important economic contributions of Florida, such as tourism, agriculture, and the space industry.	SS.4.E.1.Su.b Recognize an important economic contribution of Florida, such as tourism, agriculture, or the space industry.	SS.4.E.1.Pa.b Associate a good or service with Florida, such as oranges, spacecraft, or theme parks.

Strand: CIVICS AND GOVERNMENT

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

BENCHMARK CODE	BENCHMARK
SS.4.C.1.1	Describe how Florida's constitution protects the rights of citizens and provides for the structure, function, and purposes of state government.

Access Point for Students with Significant Cognitive Disabilities		
<i>Independent</i>	<i>Supported</i>	<i>Participatory</i>
SS.4.C.1.In.a Recognize that Florida's constitution protects the rights of Florida's citizens and identifies the parts and functions of state government.	SS.4.C.1.Su.a Recognize that Florida's constitution protects the rights of Florida's citizens.	SS.4.C.1.Pa.a Recognize the right of citizens to access and participate in community activities.

Standard 2: Civic and Political Participation

BENCHMARK CODE	BENCHMARK
SS.4.C.2.1	Discuss public issues in Florida that impact the daily lives of its citizens.
SS.4.C.2.2	Identify ways citizens work together to influence government and help solve community and state problems.
SS.4.C.2.3	Explain the importance of public service, voting, and volunteerism.

Access Point for Students with Significant Cognitive Disabilities

<i>Independent</i>	<i>Supported</i>	<i>Participatory</i>
SS.4.C.2.In.a Identify common public issues in Florida that impact the daily lives of its citizens.	SS.4.C.2.Su.a Recognize common public issues in Florida that impact the daily lives of its citizens.	SS.4.C.2.Pa.a Recognize a common public issue in the local community that impacts the daily lives of its citizens.
SS.4.C.2.In.b Identify ways citizens can work together to help solve local problems, such as voting, holding public meetings, and volunteering.	SS.4.C.2.Su.b Recognize ways to work with a group to help solve a community problem, such as voting, meeting together, and sharing information.	SS.4.C.2.Pa.b Recognize a way to work with a group to help solve a problem.
SS.4.C.2.In.c Identify ways citizens can work together to help solve local problems, such as voting, holding public meetings, and volunteering.	SS.4.C.2.Su.c Recognize ways to work with a group to help solve a community problem, such as voting, meeting together, and sharing information.	SS.4.C.2.Pa.c Recognize a way to work with a group to help solve a problem.

Standard 3: Structure and Functions of Government

BENCHMARK CODE	BENCHMARK
SS.4.C.3.1	Identify the three branches (Legislative, Judicial, Executive) of government in Florida and the powers of each.

SS.4.C.3.2	Distinguish between state (governor, state representative, or senator) and local government (mayor, city commissioner).
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Access Point for Students with Significant Cognitive Disabilities

<i>Independent</i>	<i>Supported</i>	<i>Participatory</i>
<p>SS.4.C.3.In.a Recognize Florida's three branches of government, including legislative (makes laws), judicial (interprets laws), and executive (enforces laws).</p> <p>SS.4.C.3.In.b Identify differences between state and local government, including the role of leaders and lawmakers.</p>	<p>SS.4.C.3.Su.a Recognize that Florida has three branches of government with a governor, lawmakers, and judges.</p> <p>SS.4.C.3.Su.b Recognize a difference between state and local government, such as governor and mayor.</p>	<p>SS.4.C.3.Pa.a Recognize that Florida has a governor.</p> <p>SS.4.C.3.Pa.b Recognize the leader of the state government (governor).</p>

GRADE: 5

Strand: AMERICAN HISTORY

Standard 1: Historical Inquiry and Analysis

BENCHMARK CODE	BENCHMARK
SS.5.A.1.1	Use primary and secondary sources to understand history.
SS.5.A.1.2	Utilize timelines to identify and discuss American History time periods.

Access Point for Students with Significant Cognitive Disabilities

<i>Independent</i>	<i>Supported</i>	<i>Participatory</i>
<p>SS.5.A.1.In.a Use primary and secondary resources to understand history, such as letters, newspapers, audio or video recordings, pictures, photographs, and maps.</p> <p>SS.5.A.1.In.b Complete a timeline to sequence important events in American history.</p>	<p>SS.5.A.1.Su.a Use primary and secondary resources related to history, such as letters, video recordings, photographs, pictures, and maps.</p> <p>SS.5.A.1.Su.b Sequence events to match dates on a timeline about American history.</p>	<p>SS.5.A.1.Pa.a Recognize artifacts, photographs, or video recordings related to people or events from the past.</p> <p>SS.5.A.1.Pa.b Sequence pictures that show events about America.</p>

Standard 2: Pre-Columbian North America

BENCHMARK CODE	BENCHMARK
SS.5.A.2.1	Compare cultural aspects of ancient American civilizations (Aztecs/Mayas; Mound Builders/Anasazi/Inuit).
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).
SS.5.A.2.3	Compare cultural aspects of Native American tribes from different geographic regions of North America including but not limited to clothing, shelter, food, major beliefs and practices, music, art, and interactions with the environment.

Access Point for Students with Significant Cognitive Disabilities

Independent	Supported	Participatory
<p>SS.5.A.2.In.a Identify differences in cultures in ancient North American civilizations, such as the buildings and clothing of Aztecs, Mayas, and Inuit.</p> <p>SS.5.A.2.In.b Recognize that Native American tribes lived in different parts of North America and had different customs.</p> <p>SS.5.A.2.In.c Identify differences in cultural aspects of Native American tribes, such as food, clothing, and shelters.</p>	<p>SS.5.A.2.Su.a Recognize a cultural aspect of an ancient North American civilization, such as buildings or clothing.</p> <p>SS.5.A.2.Su.b Recognize that many different Native American tribes lived in North America.</p> <p>SS.5.A.2.Su.c Recognize differences in cultural aspects of Native American tribes, such as food, clothing, and shelters.</p>	<p>SS.5.A.2.Pa.a Recognize differences in aspects of culture.</p> <p>SS.5.A.2.Pa.b Recognize differences in Native American tribes.</p> <p>SS.5.A.2.Pa.c Recognize differences in Native American tribes.</p>

Standard 3: Exploration and Settlement of North America

BENCHMARK CODE	BENCHMARK
SS.5.A.3.1	Describe technological developments that shaped European exploration.
SS.5.A.3.2	Investigate (nationality, sponsoring country, motives, dates and routes of travel, accomplishments) the European explorers.
SS.5.A.3.3	Describe interactions among Native Americans, Africans, English, French, Dutch, and Spanish for control of North America.

Access Point for Students with Significant Cognitive Disabilities

Independent	Supported	Participatory
SS.5.A.3.In.a Recognize inventions that	SS.5.A.3.Su.a Recognize that exploration	SS.5.A.3.Pa.a Recognize that

made exploration safer, such as the compass and seaworthy ships.	in ships was made safer with the compass.	tools make travel safe.
SS.5.A.3.In.b Identify a European explorer, the sponsoring country, and a reason for the exploration.	SS.5.A.3.Su.b Recognize a reason why a European explorer came to America.	SS.5.A.3.Pa.b Recognize that exploration involves looking for something new.
SS.5.A.3.In.c Identify differences in interaction among Native Americans, Africans, English, French, Dutch, and Spanish for control of North America.	SS.5.A.3.Su.c Recognize a difference in interaction among Native Americans, Africans, English, French, Dutch, and Spanish for control of North America.	SS.5.A.3.Pa.c Recognize ways different groups interact with each other.

Standard 4: Colonization of North America

BENCHMARK CODE	BENCHMARK
SS.5.A.4.1	Identify the economic, political and socio-cultural motivation for colonial settlement.
SS.5.A.4.2	Compare characteristics of New England, Middle, and Southern colonies.
SS.5.A.4.3	Identify significant individuals responsible for the development of the New England, Middle, and Southern colonies.
SS.5.A.4.4	Demonstrate an understanding of political, economic, and social aspects of daily colonial life in the thirteen colonies.
SS.5.A.4.5	Explain the importance of Triangular Trade linking Africa, the West Indies, the British Colonies, and Europe.
SS.5.A.4.6	Describe the introduction, impact, and role of slavery in the colonies.

Access Point for Students with Significant Cognitive Disabilities

<i>Independent</i>	<i>Supported</i>	<i>Participatory</i>
SS.5.A.4.In.a Identify reasons the colonists settled in America, such as to obtain land and religious freedom.	SS.5.A.4.Su.a Recognize a reason why colonists settled in America, such as to obtain land.	SS.5.A.4.Pa.a Recognize a reason why people move to a different place.
SS.5.A.4.In.b Recognize differences in location and resources of the three groups of colonies (New England, Middle, and Southern).	SS.5.A.4.Su.b Recognize resources found in a colonial region, such as farms in the Southern Colonies.	SS.5.A.4.Pa.b Recognize that different regions had different resources.
SS.5.A.4.In.c Recognize an individual responsible for development of new colonies, such as William Penn and Pennsylvania (Middle Colonies).	SS.5.A.4.Su.c Recognize that leaders helped start new colonies.	SS.5.A.4.Pa.c Recognize that different regions had different leaders.
	SS.5.A.4.Su.d Recognize aspects of daily colonial life, such as farming and education.	SS.5.A.4.Pa.d Recognize an aspect of colonial life, such as

<p>SS.5.A.4.In.d Identify various aspects of daily colonial life, such as farming, education, and games.</p> <p>SS.5.A.4.In.e Recognize that Triangular Trade involved the exchange of goods for slaves with Africa, the West Indies, the British Colonies, and Europe.</p> <p>SS.5.A.4.In.f Identify that farmers in the Southern Colonies were able to have large farms because they owned the slaves that worked on them.</p>	<p>SS.5.A.4.Su.e Recognize that slaves were taken from Africa to work for others in the British Colonies.</p> <p>SS.5.A.4.Su.f Recognize that farmers in the Southern Colonies had large farms with slaves.</p>	<p>education.</p> <p>SS.5.A.4.Pa.e Recognize that slaves were forced to work for others.</p> <p>SS.5.A.4.Pa.f Recognize that slaves were forced to work for others.</p>
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Standard 5: American Revolution & Birth of a New Nation

BENCHMARK CODE	BENCHMARK
SS.5.A.5.1	Identify and explain significant events leading up to the American Revolution.
SS.5.A.5.10	Examine the significance of the Constitution including its key political concepts, origins of those concepts, and their role in American democracy.
SS.5.A.5.2	Identify significant individuals and groups who played a role in the American Revolution.
SS.5.A.5.3	Explain the significance of historical documents including key political concepts, origins of these concepts, and their role in American independence.
SS.5.A.5.4	Examine and explain the changing roles and impact of significant women during the American Revolution.
SS.5.A.5.5	Examine and compare major battles and military campaigns of the American Revolution.
SS.5.A.5.6	Identify the contributions of foreign alliances and individuals to the outcome of the Revolution.
SS.5.A.5.7	Explain economic, military, and political factors which led to the end of the Revolutionary War.
SS.5.A.5.8	Evaluate the personal and political hardships resulting from the American Revolution.
SS.5.A.5.9	Discuss the impact and significance of land policies developed under the Confederation Congress (Northwest Ordinance of 1787).

Access Point for Students with Significant Cognitive Disabilities

<i>Independent</i>	<i>Supported</i>	<i>Participatory</i>
SS.5.A.5.In.a Identify events leading up to the American Revolution, such as	SS.5.A.5.Su.a Recognize an event that led to the American Revolution, such as	SS.5.A.5.Pa.a Recognize that the people who settled in America were

<p>unfair taxes and restriction of freedoms by the King of England.</p> <p>SS.5.A.5.In.j Recognize that the Constitution outlines the principles of the American government.</p> <p>SS.5.A.5.In.b Recognize achievements of significant individuals from the American Revolution, such as George Washington, Thomas Jefferson, and Ben Franklin.</p> <p>SS.5.A.5.In.c Identify that the Declaration of Independence stated that colonists wanted freedom from England.</p> <p>SS.5.A.5.In.d Identify the role a woman played during the American Revolution, such as Martha Washington.</p> <p>SS.5.A.5.In.e Recognize a major battle in the American Revolution and a hardship the soldiers endured, such as winter at Valley Forge.</p> <p>SS.5.A.5.In.f Recognize that France and other countries contributed money and supplies to help the colonists fight against England.</p> <p>SS.5.A.5.In.g Recognize that France and other countries contributed money and supplies to help the colonists fight against England.</p> <p>SS.5.A.5.In.h Recognize that there was no money or supplies left for the new government after the American Revolution.</p> <p>SS.5.A.5.In.i Recognize that the Confederation Congress passed a law (Northwest Ordinance) to allow the United States to expand westward.</p>	<p>unfair taxes.</p> <p>SS.5.A.5.Su.j Recognize that the Constitution is the set of laws Americans follow.</p> <p>SS.5.A.5.Su.b Recognize a famous individual who contributed to the American Revolution, such as George Washington, Thomas Jefferson, or Ben Franklin.</p> <p>SS.5.A.5.Su.c Recognize that the colonists supported the Declaration of Independence.</p> <p>SS.5.A.5.Su.d Recognize a famous woman from the American Revolution, such as Martha Washington.</p> <p>SS.5.A.5.Su.e Recognize that George Washington led the troops against England during the American Revolution.</p> <p>SS.5.A.5.Su.f Recognize that the colonists needed help from other countries to win the Revolution.</p> <p>SS.5.A.5.Su.g Recognize that the colonists needed help from other countries to win the Revolution.</p> <p>SS.5.A.5.Su.h Recognize that the colonists needed more money and supplies after the American Revolution.</p> <p>SS.5.A.5.Su.i Recognize that the United States wanted to add new lands after the Revolution.</p>	<p>unhappy with the King of England.</p> <p>SS.5.A.5.Pa.j Recognize that the government makes laws for its people.</p> <p>SS.5.A.5.Pa.b Recognize George Washington.</p> <p>SS.5.A.5.Pa.c Recognize that the colonists wanted freedom from a king.</p> <p>SS.5.A.5.Pa.d Recognize that women helped during the American Revolution.</p> <p>SS.5.A.5.Pa.e Recognize that the colonists fought in the American Revolution.</p> <p>SS.5.A.5.Pa.f Recognize that other groups (countries) helped the colonists.</p> <p>SS.5.A.5.Pa.g Recognize that other groups (countries) helped the colonists.</p> <p>SS.5.A.5.Pa.h Recognize that colonists need supplies.</p> <p>SS.5.A.5.Pa.i Recognize that the United States grew in size.</p>
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Standard 6: Growth and Westward Expansion

BENCHMARK CODE	BENCHMARK
SS.5.A.6.1	Describe the causes and effects of the Louisiana Purchase.
SS.5.A.6.2	Identify roles and contributions of significant people during the period of westward expansion.
SS.5.A.6.3	Examine 19th century advancements (canals, roads, steamboats, flat boats, overland wagons, Pony Express, railroads) in transportation and communication.
SS.5.A.6.4	Explain the importance of the explorations west of the Mississippi River.
SS.5.A.6.5	Identify the causes and effects of the War of 1812.
SS.5.A.6.6	Explain how westward expansion affected Native Americans.
SS.5.A.6.7	Discuss the concept of Manifest Destiny.
SS.5.A.6.8	Describe the causes and effects of the Missouri Compromise.
SS.5.A.6.9	Describe the hardships of settlers along the overland trails to the west.

Access Point for Students with Significant Cognitive Disabilities

<i>Independent</i>	<i>Supported</i>	<i>Participatory</i>
SS.5.A.6.In.a Identify the major cause and effect of the Louisiana Purchase.	SS.5.A.6.Su.a Recognize that the Louisiana Purchase made the United States twice its original size.	SS.5.A.6.Pa.a Recognize that the United States was made larger by buying land.
SS.5.A.6.In.b Identify people in the westward expansion and their importance, such as Lewis and Clark, Sacagawea, and Thomas Jefferson.	SS.5.A.6.Su.b Recognize that Lewis and Clark led an expedition during the westward expansion.	SS.5.A.6.Pa.b Recognize that people explore new lands.
SS.5.A.6.In.c Identify advances in transportation and communication in America during the 1800s, such as railroads, steamboats, and the Pony Express.	SS.5.A.6.Su.c Recognize a change in transportation in America during the 1800s, such as railroads.	SS.5.A.6.Pa.c Recognize a method of transportation.
SS.5.A.6.In.d Identify contributions of explorers who went west of the Mississippi River, such as creating the first accurate map of the area, including its rivers and mountains.	SS.5.A.6.Su.d Recognize that Lewis and Clark led an expedition during the westward expansion.	SS.5.A.6.Pa.d Recognize that people explore new lands.
SS.5.A.6.In.e Recognize a cause of the War of 1812, such as England kidnapping American sailors, and an effect, such as maintaining control of the land acquired in the Louisiana Purchase.	SS.5.A.6.Su.e Recognize that America fought England to keep the Mississippi River in the War of 1812.	SS.5.A.6.Pa.e Recognize that different groups wanted the same land.
SS.5.A.6.In.f Identify that westward expansion forced Native Americans to leave their homes and caused thousands to die.	SS.5.A.6.Su.f Recognize that many Native Americans died or lost their homes due to westward expansion.	SS.5.A.6.Pa.f Recognize that different groups wanted the same land.
	SS.5.A.6.Su.g Recognize that many Native Americans died or lost their homes due to westward	SS.5.A.6.Pa.g Recognize that different groups wanted the same land.
		SS.5.A.6.Pa.h Recognize that states had different ideas about

<p>SS.5.A.6.In.g Recognize that Americans thought it was their right to take lands from the Native Americans to expand across the North American continent.</p> <p>SS.5.A.6.In.h Recognize that the Missouri Compromise led to a dividing line between the South (states that wanted slaves) and North (states that did not want slaves).</p> <p>SS.5.A.6.In.i Identify hardships that settlers faced as they moved west, such as weather, terrain, and vegetation.</p>	<p>expansion.</p> <p>SS.5.A.6.Su.h Recognize that people in the South could own slaves, but people in the North could not.</p> <p>SS.5.A.6.Su.i Recognize a hardship of settlers moving west, such as poor weather or bad trails.</p>	<p>slavery.</p> <p>SS.5.A.6.Pa.i Recognize a method of travel used by settlers, such as a covered wagon.</p>
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Strand: GEOGRAPHY

Standard 1: The World in Spatial Terms

BENCHMARK CODE	BENCHMARK
SS.5.G.1.1	Interpret current and historical information using a variety of geographic tools.
SS.5.G.1.2	Use latitude and longitude to locate places.
SS.5.G.1.3	Identify major United States physical features on a map of North America.
SS.5.G.1.4	Construct maps, charts, and graphs to display geographic information.
SS.5.G.1.5	Identify and locate the original thirteen colonies on a map of North America.
SS.5.G.1.6	Locate and identify states, capitals, and United States Territories on a map.

Access Point for Students with Significant Cognitive Disabilities

<i>Independent</i>	<i>Supported</i>	<i>Participatory</i>
<p>SS.5.G.1.In.a Identify current and historical information using selected geographic tools, such as maps, globes, and satellite images.</p>	<p>SS.5.G.1.Su.a Recognize current and historical information using selected geographic tools, such as a map, globe, or satellite image.</p>	<p>SS.5.G.1.Pa.a Recognize information using a selected geographic tool.</p>
<p>SS.5.G.1.In.b Use a coordinate grid on a map to locate places.</p>	<p>SS.5.G.1.Su.b Use a simple coordinate grid on a drawing to locate features.</p>	<p>SS.5.G.1.Pa.b Recognize information using a selected geographic tool.</p>
<p>SS.5.G.1.In.c Recognize major physical features on a map of the United States, such as the Rocky Mountains,</p>	<p>SS.5.G.1.Su.c Recognize a major physical feature on a map of the United States, such as the Rocky Mountains,</p>	<p>SS.5.G.1.Pa.c Recognize a selected physical feature on a pictorial map of the United</p>

Appalachian Mountains, Mississippi River, Great Lakes, and Lake Okeechobee.	Appalachian Mountains, Mississippi River, Great Lakes, or Lake Okeechobee.	States.
SS.5.G.1.In.d Select the format (map, chart, or graph) and display geographic information.	SS.5.G.1.Su.d Complete a map, chart, or graph to display geographic information.	SS.5.G.1.Pa.d Complete a pictorial map using pictures or symbols for designated areas.
SS.5.G.1.In.e Recognize selected colonies of the original 13 colonies on a map of the United States.	SS.5.G.1.Su.e Recognize an original colony on a map of the United States.	SS.5.G.1.Pa.e Recognize a map of North America.
SS.5.G.1.In.f Recognize selected states, capitals, and a United States Territory on a map.	SS.5.G.1.Su.f Recognize selected states and their capitals on a map.	SS.5.G.1.Pa.f Recognize that the United States is made up of different states.

Standard 2: Places and Regions		
BENCHMARK CODE	BENCHMARK	
SS.5.G.2.1	Describe the push-pull factors (economy, natural hazards, tourism, climate, physical features) that influenced boundary changes within the United States.	
Access Point for Students with Significant Cognitive Disabilities		
<i>Independent</i>	<i>Supported</i>	<i>Participatory</i>
SS.5.G.2.In.a Recognize push and pull factors that have influenced boundary changes within the United States, such as job opportunities, climate, and natural hazards.	SS.5.G.2.Su.a Recognize a push or pull factor that influenced boundary changes within the United States, such as job opportunities, climate, or natural hazards.	SS.5.G.2.Pa.a Recognize a factor that causes a boundary to change.

Standard 3: Environment and Society		
BENCHMARK CODE	BENCHMARK	
SS.5.G.3.1	Describe the impact that past natural events have had on human and physical environments in the United States through 1850.	
Access Point for Students with Significant Cognitive Disabilities		
<i>Independent</i>	<i>Supported</i>	<i>Participatory</i>
SS.5.G.3.In.a Identify an impact of	SS.5.G.3.Su.a Recognize an impact of	SS.5.G.3.Pa.a Recognize a

natural events on humans in the United States through 1850, such as the harsh winter in Jamestown.	natural events on humans in the United States through 1850, such as the harsh winter in Jamestown.	natural event that causes change.
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Standard 4: Uses of Geography

BENCHMARK CODE	BENCHMARK
SS.5.G.4.1	Use geographic knowledge and skills when discussing current events.
SS.5.G.4.2	Use geography concepts and skills such as recognizing patterns, mapping, graphing to find solutions for local, state, or national problems.

Access Point for Students with Significant Cognitive Disabilities

<i>Independent</i>	<i>Supported</i>	<i>Participatory</i>
SS.5.G.4.In.a Use geographic knowledge and skills to identify information about current events, such as reading maps and charts.	SS.5.G.4.Su.a Use geographic knowledge and skills to recognize information about current events, such as reading pictorial maps.	SS.5.G.4.Pa.a Use a geographic tool to recognize information about current events.
SS.5.G.4.In.b Use geography concepts and skills, such as recognizing patterns and mapping, to identify solutions for local, state, or national problems.	SS.5.G.4.Su.b Use geography concepts and skills, such as recognizing patterns and mapping, to recognize solutions for selected local, state, or national problems.	SS.5.G.4.Pa.b Use a geographic tool to recognize information about current events.

Strand: ECONOMICS

Standard 1: Market Economy

BENCHMARK CODE	BENCHMARK
SS.5.E.1.1	Identify how trade promoted economic growth in North America from pre-Columbian times to 1850.
SS.5.E.1.2	Describe a market economy, and give examples of how the colonial and early American economy exhibited these characteristics.
SS.5.E.1.3	Trace the development of technology and the impact of major inventions on business productivity during the early development of the United States.

Access Point for Students with Significant Cognitive Disabilities

<i>Independent</i>	<i>Supported</i>	<i>Participatory</i>
SS.5.E.1.In.a Identify examples of how people traded with each other in North America from pre-Columbian times to 1850.	SS.5.E.1.Su.a Recognize that different groups of people traded with each other in North America from pre-Columbian times to 1850.	SS.5.E.1.Pa.a Recognize that people trade goods and services.
SS.5.E.1.In.b Identify a characteristic of a market economy, such as available resources, demand, or available labor.	SS.5.E.1.Su.b Recognize that people produce goods that others want to buy (market economy).	SS.5.E.1.Pa.b Recognize that people trade goods and services.
SS.5.E.1.In.c Identify major inventions during the early development of the United States, such as the Franklin stove, bifocals, and cotton gin.	SS.5.E.1.Su.c Recognize a major invention during the early development of the United States, such as the Franklin stove, bifocals, or cotton gin.	SS.5.E.1.Pa.c Identify an invention that helps people, such as a stove.

Standard 2: The International Economy		
BENCHMARK CODE	BENCHMARK	
SS.5.E.2.1	Recognize the positive and negative effects of voluntary trade among Native Americans, European explorers, and colonists.	
Access Point for Students with Significant Cognitive Disabilities		
<i>Independent</i>	<i>Supported</i>	<i>Participatory</i>
SS.5.E.2.In.a Recognize examples of voluntary trade between Native Americans, European explorers, and colonists, such as trading crops and furs for guns.	SS.5.E.2.Su.a Recognize an example of voluntary trade between Native Americans, European explorers, and colonists, such as trading crops and furs for guns.	SS.5.E.2.Pa.a Recognize that people can trade voluntarily.

Strand: CIVICS AND GOVERNMENT	
Standard 1: Foundations of Government, Law, and the American Political System	
BENCHMARK CODE	BENCHMARK
SS.5.C.1.1	Explain how and why the United States government was created.
SS.5.C.1.2	Define a constitution, and discuss its purposes.
SS.5.C.1.3	Explain the definition and origin of rights.

SS.5.C.1.4	Identify the Declaration of Independence's grievances and Articles of Confederation's weaknesses.
SS.5.C.1.5	Describe how concerns about individual rights led to the inclusion of the Bill of Rights in the U.S. Constitution.
SS.5.C.1.6	Compare Federalist and Anti-Federalist views of government.

Access Point for Students with Significant Cognitive Disabilities

<i>Independent</i>	<i>Supported</i>	<i>Participatory</i>
SS.5.C.1.In.a Identify reasons for creating the United States government, such as to provide services and protection for citizens.	SS.5.C.1.Su.a Recognize a reason for creating the United States government, such as to provide services or protection for citizens.	SS.5.C.1.Pa.a Recognize that governments make laws to keep people safe.
SS.5.C.1.In.b Recognize that a constitution is the foundation of the laws of a government.	SS.5.C.1.Su.b Recognize that a constitution is a set of laws.	SS.5.C.1.Pa.b Recognize that governments make laws to keep people safe.
SS.5.C.1.In.c Identify examples of natural rights, such as the right to life and freedom.	SS.5.C.1.Su.c Recognize natural rights, such as the right to life and freedom.	SS.5.C.1.Pa.c Recognize a right of people, such as freedom.
SS.5.C.1.In.d Identify that the Declaration of Independence included justification for America's independence.	SS.5.C.1.Su.d Recognize that the Declaration of Independence included justification for America's independence.	SS.5.C.1.Pa.d Recognize a right of people, such as freedom.
SS.5.C.1.In.e Identify that the Bill of Rights was written to guarantee the individual rights of American citizens.	SS.5.C.1.Su.e Recognize that the Bill of Rights lists the rights of individuals.	SS.5.C.1.Pa.e Recognize a right of people, such as freedom.
SS.5.C.1.In.f Identify that some people wanted a strong national government while others wanted strong state governments, such as Federalists and Anti-Federalists.	SS.5.C.1.Su.f Recognize that people have different views about the power of the United States government.	SS.5.C.1.Pa.f Recognize that people have different points of view.

Standard 2: Civic and Political Participation

BENCHMARK CODE	BENCHMARK
SS.5.C.2.1	Differentiate political ideas of Patriots, Loyalists, and "undecideds" during the American Revolution.
SS.5.C.2.2	Compare forms of political participation in the colonial period to today.
SS.5.C.2.3	Analyze how the Constitution has expanded voting rights from our nation's early history to today.

SS.5.C.2.4	Evaluate the importance of civic responsibilities in American democracy.
SS.5.C.2.5	Identify ways good citizens go beyond basic civic and political responsibilities to improve government and society.

Access Point for Students with Significant Cognitive Disabilities

<i>Independent</i>	<i>Supported</i>	<i>Participatory</i>
SS.5.C.2.In.a Identify the points of view (political ideas) of Patriots and Loyalists during the American Revolution.	SS.5.C.2.Su.a Recognize the point of view (political ideas) of Patriots during the American Revolution.	SS.5.C.2.Pa.a Recognize that groups may have different points of view.
SS.5.C.2.In.b Identify examples of political participation used in the past and today, such as voting, signing petitions, and public protests.	SS.5.C.2.Su.b Recognize an example of political participation used today, such as voting or contacting representatives.	SS.5.C.2.Pa.b Recognize that voting is a form of participation.
SS.5.C.2.In.c Identify that voting rights were limited early in our nation's history but expanded to include groups such as former slaves and women.	SS.5.C.2.Su.c Recognize that some groups of citizens of our nation, such as former slaves and women, could not vote in the past.	SS.5.C.2.Pa.c Recognize that people can vote in America.
SS.5.C.2.In.d Describe the importance of civic responsibilities, such as voting, serving on a jury, and paying taxes.	SS.5.C.2.Su.d Identify civic responsibilities, such as voting, serving on a jury, and paying taxes.	SS.5.C.2.Pa.d Recognize a way to be a responsible citizen, such as voting.
SS.5.C.2.In.e Recognize ways that good citizens can become more active in government, such as by running for office and working with others on civic issues.	SS.5.C.2.Su.e Recognize a way that a good citizen can become more active in government, such as by running for office.	SS.5.C.2.Pa.e Recognize a way to be a responsible citizen, such as voting.

Standard 3: Structure and Functions of Government

BENCHMARK CODE	BENCHMARK
SS.5.C.3.1	Describe the organizational structure (legislative, executive, judicial branches) and powers of the federal government as defined in Articles I, II, and III of the U.S. Constitution.
SS.5.C.3.2	Explain how popular sovereignty, rule of law, separation of powers, checks and balances, federalism, and individual rights limit the powers of the federal government as expressed in the Constitution and Bill of Rights.
SS.5.C.3.3	Give examples of powers granted to the federal government and those reserved for the states.
SS.5.C.3.4	Describe the amendment process as defined in Article V of the Constitution and give examples.

SS.5.C.3.5	Identify the fundamental rights of all citizens as enumerated in the Bill of Rights.
SS.5.C.3.6	Examine the foundations of the United States legal system by recognizing the role of the courts in interpreting law and settling conflicts.

Access Point for Students with Significant Cognitive Disabilities

<i>Independent</i>	<i>Supported</i>	<i>Participatory</i>
SS.5.C.3.In.a Recognize that the three branches of the United States government have separate powers.	SS.5.C.3.Su.a Recognize the three branches of the United States government.	SS.5.C.3.Pa.a Recognize the United States has a government.
SS.5.C.3.In.b Identify that the United States Constitution is based on the principle of the separation of powers.	SS.5.C.3.Su.b Recognize that the United States Constitution specifies the powers of the branches of government.	SS.5.C.3.Pa.b Recognize the United States has a government.
SS.5.C.3.In.c Describe a power of the federal government—such as coining money, and a power of the state—such as creating public schools.	SS.5.C.3.Su.c Identify a power of the federal government—such as coining money, and a power of the state—such as creating public schools.	SS.5.C.3.Pa.c Recognize that government provides services, such as coining money or creating schools.
SS.5.C.3.In.d Recognize that a change to the Constitution (amendment) is created by following specific steps.	SS.5.C.3.Su.d Recognize that a change to the law is an amendment.	SS.5.C.3.Pa.d Recognize that a law can be changed.
SS.5.C.3.In.e Identify rights granted in the Bill of Rights, such as freedom of speech, religion, and assembly.	SS.5.C.3.Su.e Recognize a right granted in the Bill of Rights, such as freedom of speech or religion.	SS.5.C.3.Pa.e Recognize that citizens have rights.
SS.5.C.3.In.f Identify the role of the courts in the American legal system in settling conflicts.	SS.5.C.3.Su.f Recognize that a court settles conflicts between people.	SS.5.C.3.Pa.f Recognize that conflicts can be settled.

GRADE: 6

Strand: GEOGRAPHY	
Standard 1: Understand how to use maps and other geographic representations, tools and technology to report information.	
BENCHMARK CODE	BENCHMARK
SS.6.G.1.1	Use latitude and longitude coordinates to understand the relationship between people and

	places on the Earth.
SS.6.G.1.2	Analyze the purposes of map projections (political, physical, special purpose) and explain the applications of various types of maps.
SS.6.G.1.3	Identify natural wonders of the ancient world.
SS.6.G.1.4	Utilize tools geographers use to study the world.
SS.6.G.1.5	Use scale, cardinal, and intermediate directions, and estimation of distances between places on current and ancient maps of the world.
SS.6.G.1.6	Use a map to identify major bodies of water of the world, and explain ways they have impacted the development of civilizations.
SS.6.G.1.7	Use maps to identify characteristics and boundaries of ancient civilizations that have shaped the world today.

Access Point for Students with Significant Cognitive Disabilities

<i>Independent</i>	<i>Supported</i>	<i>Participatory</i>
SS.6.G.1.In.a Use lines of latitude and longitude to locate places and to identify climate and time zones.	SS.6.G.1.Su.a Use a coordinate grid on a map to locate places.	SS.6.G.1.Pa.a Use positional words to identify a relative location.
SS.6.G.1.In.b Identify the purposes of different types of maps, such as political, physical, or special purpose.	SS.6.G.1.Su.b Identify differences between maps and globes.	SS.6.G.1.Pa.b Recognize a purpose of maps and globes.
SS.6.G.1.In.c Recognize natural wonders of the ancient world, such as the Seven Natural Wonders of Africa, Himalayas, and Gobi Desert.	SS.6.G.1.Su.c Recognize a natural wonder of the ancient world, such as the Himalayas or Gobi Desert.	SS.6.G.1.Pa.c Recognize natural landforms, such as mountains and deserts.
SS.6.G.1.In.d Use tools of geography, such as maps, globes, satellite images, and charts.	SS.6.G.1.Su.d Use selected tools of geography, such as maps, globes, and charts.	SS.6.G.1.Pa.d Use a tool of geography, such as a simple map or globe.
SS.6.G.1.In.e Use scale and cardinal directions to describe the relative location between two places on a map.	SS.6.G.1.Su.e Use cardinal directions to describe the relative location of a place on a map.	SS.6.G.1.Pa.e Use positional words to identify a relative location on a map.
SS.6.G.1.In.f Use a map to identify major bodies of water in the world, such as major rivers, seas, and oceans, and recognize ways they have impacted civilization.	SS.6.G.1.Su.f Use a map to recognize major bodies of water in the world, such as major rivers, seas, and oceans, and recognize a way they have impacted civilization.	SS.6.G.1.Pa.f Use a map to recognize a body of water.
SS.6.G.1.In.g Use a map to identify characteristics of ancient civilizations that have shaped the world today, such as	SS.6.G.1.Su.g Use a map to recognize a characteristic of ancient civilizations that have shaped the world today, such as Greece and Rome.	SS.6.G.1.Pa.g Use an outline map to recognize a country or civilization.

Greece and Rome.		
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Standard 2: Understand physical and cultural characteristics of places.

BENCHMARK CODE	BENCHMARK
SS.6.G.2.1	Explain how major physical characteristics, natural resources, climate, and absolute and relative locations have influenced settlement, interactions, and the economies of ancient civilizations of the world.
SS.6.G.2.2	Differentiate between continents, regions, countries, and cities in order to understand the complexities of regions created by civilizations.
SS.6.G.2.3	Analyze the relationship of physical geography to the development of ancient river valley civilizations.
SS.6.G.2.4	Explain how the geographical location of ancient civilizations contributed to the culture and politics of those societies.
SS.6.G.2.5	Interpret how geographic boundaries invite or limit interaction with other regions and cultures.
SS.6.G.2.6	Explain the concept of cultural diffusion, and identify the influences of different ancient cultures on one another.
SS.6.G.2.7	Interpret choropleths or dot-density maps to explain the distribution of population in the ancient world.

Access Point for Students with Significant Cognitive Disabilities

<i>Independent</i>	<i>Supported</i>	<i>Participatory</i>
SS.6.G.2.In.a Identify how major physical characteristics, natural resources, climate, and location influenced where people settled in different ancient regions of the world.	SS.6.G.2.Su.a Recognize major physical characteristics, natural resources, climate, or location of ancient civilizations of the world.	SS.6.G.2.Pa.a Recognize a way the environment affects people.
SS.6.G.2.In.b Differentiate continents, regions, countries, and cities in order to recognize different ways civilizations defined their territory, such as city-states, provinces, kingdoms, and empires.	SS.6.G.2.Su.b Recognize different ways civilizations defined their territory, such as city-states, provinces, kingdoms, and empires.	SS.6.G.2.Pa.b Recognize a way the environment affects people.
SS.6.G.2.In.c Identify effects of living near rivers, such as the Tigris and Euphrates (Mesopotamia) or Nile River Valley.	SS.6.G.2.Su.c Recognize effects of living near the water, such as the Nile River Valley.	SS.6.G.2.Pa.c Recognize a way living near water affects people.
SS.6.G.2.In.d Recognize ways the	SS.6.G.2.Su.d Recognize a way the geographical location of ancient civilizations, such as Egypt, Rome,	SS.6.G.2.Pa.d Recognize a way the geographical location of a country or civilization affects people.
		SS.6.G.2.Pa.e Recognize a way a geographic boundary affects people.

<p>geographical location of ancient civilizations, such as Egypt, Rome, Greece, or China, contributed to the culture and politics.</p> <p>SS.6.G.2.In.e Identify how selected geographic boundaries invite or limit interaction with other regions and cultures, such as China limits and Greece invites.</p> <p>SS.6.G.2.In.f Recognize examples of cultural diffusion in ancient cultures, such as Romans adopting the Greek gods and goddesses and using Greek building techniques.</p> <p>SS.6.G.2.In.g Identify relative population density on a map.</p>	<p>Greece, or China, contributed to the culture and politics.</p> <p>SS.6.G.2.Su.e Recognize how selected geographic boundaries invite or limit interaction with other regions and cultures, such as China limits and Greece invites.</p> <p>SS.6.G.2.Su.f Recognize an example of cultural diffusion in ancient cultures, such as Romans adopting the Greek gods and goddesses or using Greek building techniques.</p> <p>SS.6.G.2.Su.g Recognize relative population density on a map.</p>	<p>SS.6.G.2.Pa.f Recognize that people share culture.</p> <p>SS.6.G.2.Pa.g Recognize a city on a map.</p>
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Standard 3: Understand the relationships between the Earth's ecosystems and the populations that dwell within them.

BENCHMARK CODE	BENCHMARK
SS.6.G.3.1	Explain how the physical landscape has affected the development of agriculture and industry in the ancient world.
SS.6.G.3.2	Analyze the impact of human populations on the ancient world's ecosystems.

Access Point for Students with Significant Cognitive Disabilities

<i>Independent</i>	<i>Supported</i>	<i>Participatory</i>
<p>SS.6.G.3.In.a Identify physical characteristics of the environment that affected the development of agriculture in the ancient world, such as terracing and seasonal crop rotations.</p> <p>SS.6.G.3.In.b Identify an impact of human populations on the ancient world's ecosystems, such as deforestation, abuse of resources, or erosion.</p>	<p>SS.6.G.3.Su.a Recognize a physical characteristic of the environment that affected agriculture in the ancient world, such as terracing and seasonal crop rotations.</p> <p>SS.6.G.3.Su.b Recognize an impact of human populations on the ancient world's ecosystems, such as deforestation, abuse of resources, or erosion.</p>	<p>SS.6.G.3.Pa.a Recognize a characteristic of the environment necessary for agriculture.</p> <p>SS.6.G.3.Pa.b Recognize that humans affect the environment.</p>

Standard 4: Understand the characteristics, distribution, and migration of human populations.

BENCHMARK CODE	BENCHMARK
SS.6.G.4.1	Explain how family and ethnic relationships influenced ancient cultures.
SS.6.G.4.2	Use maps to trace significant migrations, and analyze their results.
SS.6.G.4.3	Locate sites in Africa and Asia where archaeologists have found evidence of early human societies, and trace their migration patterns to other parts of the world.
SS.6.G.4.4	Map and analyze the impact of the spread of various belief systems in the ancient world.

Access Point for Students with Significant Cognitive Disabilities

<i>Independent</i>	<i>Supported</i>	<i>Participatory</i>
<p>SS.6.G.4.In.a Recognize ways family or ethnic relationships influenced ancient cultures.</p> <p>SS.6.G.4.In.b Use a map to identify a migration route of humans, such as prehistoric Asians to the Americas.</p> <p>SS.6.G.4.In.c Identify a site in Africa or Asia where evidence of early human societies has been found.</p> <p>SS.6.G.4.In.d Use a map to identify countries or regions where various belief systems, such as Buddhism, Christianity, and Judaism, spread in the ancient world.</p>	<p>SS.6.G.4.Su.a Recognize characteristics of families in an ancient culture.</p> <p>SS.6.G.4.Su.b Use a map to recognize human migration, such as prehistoric Asians to the Americas.</p> <p>SS.6.G.4.Su.c Recognize an archeological site in Africa where evidence of early human societies has been found.</p> <p>SS.6.G.4.Su.d Use a map to recognize a country or region where a belief system, such as Buddhism, Christianity, or Judaism, spread in the ancient world.</p>	<p>SS.6.G.4.Pa.a Recognize a characteristic of families.</p> <p>SS.6.G.4.Pa.b Recognize a result of migration.</p> <p>SS.6.G.4.Pa.c Recognize a result of migration.</p> <p>SS.6.G.4.Pa.d Recognize that people have different religions (belief systems).</p>

Standard 5: Understand how human actions can impact the environment.

BENCHMARK CODE	BENCHMARK
SS.6.G.5.1	Identify the methods used to compensate for the scarcity of resources in the ancient world.
SS.6.G.5.2	Use geographic terms and tools to explain why ancient civilizations developed networks of highways, waterways, and other transportation linkages.
SS.6.G.5.3	Use geographic tools and terms to analyze how famine, drought, and natural disasters plagued many ancient civilizations.

Access Point for Students with Significant Cognitive Disabilities

<i>Independent</i>	<i>Supported</i>	<i>Participatory</i>
SS.6.G.5.In.a Recognize ways used to compensate for the scarcity of resources, such as water, fertile soil, and fuel, in the ancient world.	SS.6.G.5.Su.a Recognize a way used to compensate for the scarcity of resources, such as water, fertile soil, or fuel, in the ancient world.	SS.6.G.5.Pa.a Recognize a way people compensate for the scarcity of resources.
SS.6.G.5.In.b Use geographic terms and tools to identify why ancient civilizations developed transportation networks of highways and waterways.	SS.6.G.5.Su.b Use geographic tools to identify a transportation network developed in an ancient civilization.	SS.6.G.5.Pa.b Recognize a way people overcome barriers, such as developing transportation networks.
SS.6.G.5.In.c Use geographic terms and tools to identify effects of natural disasters or drought in ancient civilizations, such as flooding of the Nile, drought in Africa, volcanoes in the Mediterranean region, and famine in Asia.	SS.6.G.5.Su.c Use geographic tools to locate areas where drought, famine, or natural disasters impacted ancient civilizations.	SS.6.G.5.Pa.c Recognize an effect of a natural disaster.

Standard 6: Understand how to apply geography to interpret the past and present and plan for the future.

BENCHMARK CODE	BENCHMARK
SS.6.G.6.1	Describe the Six Essential Elements of Geography (The World in Spatial Terms, Places and Regions, Physical Systems, Human Systems, Environment, The Uses of Geography) as the organizing framework for understanding the world and its people.
SS.6.G.6.2	Compare maps of the world in ancient times with current political maps.

Access Point for Students with Significant Cognitive Disabilities

<i>Independent</i>	<i>Supported</i>	<i>Participatory</i>
SS.6.G.6.In.a Identify ways geographers organize information, such as by spatial terms, places and regions, human systems, and the environment.	SS.6.G.6.Su.a Recognize a way that geographers organize information, such as by places and regions or the environment.	SS.6.G.6.Pa.a Recognize types of geographic information, such as places or spatial terms.
SS.6.G.6.In.b Identify differences in ancient and current maps of the world.	SS.6.G.6.Su.b Recognize differences in ancient and current maps of the world.	SS.6.G.6.Pa.b Recognize differences between maps.

Strand: ECONOMICS

Standard 1: Understand the fundamental concepts relevant to the development of a market economy.

BENCHMARK CODE	BENCHMARK
SS.6.E.1.1	Identify the factors (new resources, increased productivity, education, technology, slave economy, territorial expansion) that increase economic growth.
SS.6.E.1.2	Describe and identify traditional and command economies as they appear in different civilizations.
SS.6.E.1.3	Describe the following economic concepts as they relate to early civilization: scarcity, opportunity cost, supply and demand, barter, trade, productive resources (land, labor, capital, entrepreneurship).

Access Point for Students with Significant Cognitive Disabilities

<i>Independent</i>	<i>Supported</i>	<i>Participatory</i>
SS.6.E.1.In.a Recognize factors that increase the economy, such as new resources, increased productivity, and technology.	SS.6.E.1.Su.a Recognize a factor that increases the economy, such as new resources, increased productivity, or technology.	SS.6.E.1.Pa.a Recognize a result of an increase in the production of goods, such as increased productivity.
SS.6.E.1.In.b Recognize basic characteristics of trade/barter (traditional) economies.	SS.6.E.1.Su.b Recognize a basic characteristic of trade/barter (traditional) economies.	SS.6.E.1.Pa.b Recognize that people can purchase or trade desired goods or services.
SS.6.E.1.In.c Identify economic concepts as they relate to early civilization, such as scarcity, supply and demand, and trade.	SS.6.E.1.Su.c Recognize economic concepts as they relate to early civilization, such as scarcity and trade.	SS.6.E.1.Pa.c Recognize the meaning of economic terms, such as buy, sell, or exchange (trade).

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

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

Access Point for Students with Significant Cognitive Disabilities

<i>Independent</i>	<i>Supported</i>	<i>Participatory</i>
SS.6.E.2.In.a Identify that leaders or family groups make economic	SS.6.E.2.Su.a Recognize that leaders or family groups make economic decisions for	SS.6.E.2.Pa.a Recognize that leaders make decisions about

decisions for their civilizations.	their civilizations.	money.
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Standard 3: Understand the fundamental concepts and interrelationships of the United States economy in the international marketplace.

BENCHMARK CODE	BENCHMARK
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.
SS.6.E.3.2	Categorize products that were traded among civilizations, and give examples of barriers to trade of those products.
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.
SS.6.E.3.4	Describe the relationship among civilizations that engage in trade, including the benefits and drawbacks of voluntary trade.

Access Point for Students with Significant Cognitive Disabilities

<i>Independent</i>	<i>Supported</i>	<i>Participatory</i>
SS.6.E.3.In.a Recognize why people used different types of currency for trade in past civilizations.	SS.6.E.3.Su.a Recognize that people used different types of currency for trade in past civilizations.	SS.6.E.3.Pa.a Recognize that people use money for trade.
SS.6.E.3.In.b Identify products that were traded among civilizations and an example of a barrier to trade.	SS.6.E.3.Su.b Recognize products that were traded among civilizations.	SS.6.E.3.Pa.b Recognize an example of a product that was traded.
SS.6.E.3.In.c Identify that the barter system (direct trading of goods and services) changed over time and some people became merchants.	SS.6.E.3.Su.c Recognize the role of the merchant in the exchange of goods and services.	SS.6.E.3.Pa.c Recognize that some people (merchants) sell goods to others.
SS.6.E.3.In.d Identify that voluntary trade occurs when all participants are free to trade and expect to gain from the trade.	SS.6.E.3.Su.d Recognize that both buyers and sellers expect to gain when making a trade.	SS.6.E.3.Pa.d Recognize give and take in a voluntary trade.

Standard 1: Utilize historical inquiry skills and analytical processes.

BENCHMARK CODE	BENCHMARK
SS.6.W.1.1	Use timelines to identify chronological order of historical events.
SS.6.W.1.2	Identify terms (decade, century, epoch, era, millennium, BC/BCE, AD/CE) and designations of time periods.
SS.6.W.1.3	Interpret primary and secondary sources.
SS.6.W.1.4	Describe the methods of historical inquiry and how history relates to the other social sciences.
SS.6.W.1.5	Describe the roles of historians and recognize varying historical interpretations (historiography).
SS.6.W.1.6	Describe how history transmits culture and heritage and provides models of human character.

Access Point for Students with Significant Cognitive Disabilities

<i>Independent</i>	<i>Supported</i>	<i>Participatory</i>
SS.6.W.1.In.a Use a simple timeline to identify the sequence of historical events.	SS.6.W.1.Su.a Use a simple pictorial timeline to identify the sequence of historical events.	SS.6.W.1.Pa.a Use a simple pictorial timeline to identify an event.
SS.6.W.1.In.b Identify terms for time periods, such as decade and century.	SS.6.W.1.Su.b Recognize terms for time periods, such as a decade.	SS.6.W.1.Pa.b Recognize terms that relate to time, such as today and tomorrow.
SS.6.W.1.In.c Describe information found in a primary and secondary source, such as artifacts, images, photos, sounds, and written documents.	SS.6.W.1.Su.c Identify basic information found in a primary and secondary source, such as artifacts, images, photos, sounds, and written documents.	SS.6.W.1.Pa.c Recognize information from a source, such as artifacts, images, photos, sounds, or written documents.
SS.6.W.1.In.d Identify basic methods of historical inquiry and how history relates to geography, economics, and civics.	SS.6.W.1.Su.d Recognize a method of historical inquiry and how history relates to geography, economics, and civics.	SS.6.W.1.Pa.d Recognize information from a source, such as artifacts, images, photos, sounds, or written documents.
SS.6.W.1.In.e Identify the role of historians and recognize that interpretations of historians may differ.	SS.6.W.1.Su.e Recognize the role of historians.	SS.6.W.1.Pa.e Recognize information from a source, such as artifacts, images, photos, sounds, or written documents.
SS.6.W.1.In.f Identify how history transmits culture and models of human character.	SS.6.W.1.Su.f Recognize how history transmits culture.	SS.6.W.1.Pa.f Recognize a characteristic of culture.

Standard 2: Describe the emergence of early civilizations (Nile, Tigris-Euphrates, Indus, and Yellow Rivers, Meso and South American).

BENCHMARK CODE	BENCHMARK
SS.6.W.2.1	Compare the lifestyles of hunter-gatherers with those of settlers of early agricultural communities.
SS.6.W.2.10	Compare the emergence of advanced civilizations in Meso and South America with the four early river valley civilizations.
SS.6.W.2.2	Describe how the developments of agriculture and metallurgy related to settlement, population growth, and the emergence of civilization.
SS.6.W.2.3	Identify the characteristics of civilization.
SS.6.W.2.4	Compare the economic, political, social, and religious institutions of ancient river civilizations.
SS.6.W.2.5	Summarize important achievements of Egyptian civilization.
SS.6.W.2.6	Determine the contributions of key figures from ancient Egypt.
SS.6.W.2.7	Summarize the important achievements of Mesopotamian civilization.
SS.6.W.2.8	Determine the impact of key figures from ancient Mesopotamian civilizations.
SS.6.W.2.9	Identify key figures and basic beliefs of the Israelites and determine how these beliefs compared with those of others in the geographic area.

Access Point for Students with Significant Cognitive Disabilities

<i>Independent</i>	<i>Supported</i>	<i>Participatory</i>
<p>SS.6.W.2.In.a Identify differences in the lifestyles of hunter-gatherers and settlers of early agricultural communities.</p> <p>SS.6.W.2.In.j Recognize similarities of the early river civilizations and the advanced civilizations in Meso and South America, such as the use of law, technology, and religion.</p> <p>SS.6.W.2.In.b Identify ways that agriculture and metallurgy changed life in early civilizations, such as through the use of tools and cultivation of crops.</p> <p>SS.6.W.2.In.c Recognize common characteristics of civilizations, such as cities, technology, government, and religion.</p>	<p>SS.6.W.2.Su.a Recognize differences in food and shelter (lifestyles) used by hunter/gatherers and settlers in early agricultural communities.</p> <p>SS.6.W.2.Su.j Recognize a common characteristic of the early river civilizations and the advanced civilizations in Meso and South America, such as the use of law, technology, or religion.</p> <p>SS.6.W.2.Su.b Recognize a way that agriculture and metallurgy changed life in early civilizations, such as through the use of tools or cultivation of crops.</p> <p>SS.6.W.2.Su.c Recognize a characteristic of civilizations, such as cities, technology, government, or religion.</p>	<p>SS.6.W.2.Pa.a Recognize that people need food and shelter.</p> <p>SS.6.W.2.Pa.j Recognize a characteristic of civilization, such as the use of technology.</p> <p>SS.6.W.2.Pa.b Recognize that tools make it easier to do work.</p> <p>SS.6.W.2.Pa.c Recognize a characteristic of civilization, such as a city.</p> <p>SS.6.W.2.Pa.d Recognize a characteristic of civilization, such as a city.</p> <p>SS.6.W.2.Pa.e Recognize an</p>

SS.6.W.2.In.d Recognize ways of life in selected ancient river civilizations, such as Nile, Tigris-Euphrates, Indus, or Huang He.	SS.6.W.2.Su.d Recognize a characteristic of life in selected ancient river civilizations, such as Nile, Tigris-Euphrates, Indus, or Huang He.	achievement of civilization, such as art, architecture, writing, or technology.
SS.6.W.2.In.e Identify achievements from ancient Egyptian civilization, such as a calendar, pyramids, art and architecture, and mummification.	SS.6.W.2.Su.e Recognize achievements from ancient Egyptian civilization, such as a calendar, pyramids, and art and architecture.	SS.6.W.2.Pa.f Recognize that civilizations had different leaders.
SS.6.W.2.In.f Recognize the contributions of selected key figures from ancient Egypt, such as Ramses and Tutankhamun.	SS.6.W.2.Su.f Recognize a contribution of a key figure from ancient Egypt, such as Ramses or Tutankhamun.	SS.6.W.2.Pa.g Recognize an achievement of civilization, such as art, architecture, writing, or technology.
SS.6.W.2.In.g Identify achievements of Mesopotamian civilization, such as writing, art and architecture, and technology—wheel, sail, and plow.	SS.6.W.2.Su.g Recognize an achievement of Mesopotamian civilization, such as writing, art and architecture, or technology—wheel, sail, and plow.	SS.6.W.2.Pa.h Recognize that civilizations had different leaders.
SS.6.W.2.In.h Recognize the impact of selected key figures, such as Hammurabi, Nebuchadnezzar, and Cyrus, from ancient Mesopotamian civilizations.	SS.6.W.2.Su.h Recognize the impact of a key figure, such as Hammurabi, Nebuchadnezzar, or Cyrus, from ancient Mesopotamian civilizations.	SS.6.W.2.Pa.i Recognize that civilizations had different leaders.
SS.6.W.2.In.i Recognize key figures and a basic belief of the ancient Israelites, such as Abraham and Moses, and belief in monotheism and emphasis on individual worth and responsibility.	SS.6.W.2.Su.i Recognize a basic belief of the ancient Israelites, such as monotheism, or emphasis on individual worth and responsibility.	

Standard 3: Recognize significant events, figures, and contributions of classical civilizations (Phoenicia, Greece, Rome, Axum).

BENCHMARK CODE	BENCHMARK
SS.6.W.3.1	Analyze the cultural impact the ancient Phoenicians had on the Mediterranean world with regard to colonization (Carthage), exploration, maritime commerce (purple dye, tin), and written communication (alphabet).
SS.6.W.3.10	Describe the government of the Roman Republic and its contribution to the development of democratic principles (separation of powers, rule of law, representative government, civic duty).
SS.6.W.3.11	Explain the transition from Roman Republic to empire and Imperial Rome, and compare Roman life and culture under each one.

SS.6.W.3.12	Explain the causes for the growth and longevity of the Roman Empire.
SS.6.W.3.13	Identify key figures and the basic beliefs of early Christianity and how these beliefs impacted the Roman Empire.
SS.6.W.3.14	Describe the key achievements and contributions of Roman civilization.
SS.6.W.3.15	Explain the reasons for the gradual decline of the Western Roman Empire after the Pax Romana.
SS.6.W.3.16	Compare life in the Roman Republic for patricians, plebeians, women, children, and slaves.
SS.6.W.3.17	Explain the spread and influence of the Latin language on Western Civilization.
SS.6.W.3.18	Describe the rise and fall of the ancient east African kingdoms of Kush and Axum and Christianity's development in Ethiopia.
SS.6.W.3.2	Explain the democratic concepts (polis, civic participation and voting rights, legislative bodies, written constitutions, rule of law) 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).
SS.6.W.3.4	Explain the causes and effects of the Persian and Peloponnesian Wars.
SS.6.W.3.5	Summarize the important achievements and contributions of ancient Greek civilization.
SS.6.W.3.6	Determine the impact of key figures from ancient Greece.
SS.6.W.3.7	Summarize the key achievements, contributions, and figures associated with The Hellenistic Period.
SS.6.W.3.8	Determine the impact of significant figures associated with ancient Rome.
SS.6.W.3.9	Explain the impact of the Punic Wars on the development of the Roman Empire.

Access Point for Students with Significant Cognitive Disabilities

<i>Independent</i>	<i>Supported</i>	<i>Participatory</i>
SS.6.W.3.In.a Recognize cultural impacts of ancient Phoenicians on the Mediterranean world, such as exploration, commerce, and written communication.	SS.6.W.3.Su.a Recognize a cultural impact of ancient Phoenicians on the Mediterranean world, such as exploration, commerce, or written communication.	SS.6.W.3.Pa.a Recognize the impact of written communication.
SS.6.W.3.In.j Identify characteristics of the government of the Roman Republic that contributed to democratic principles, such as representative government and civic duty.	SS.6.W.3.Su.j Recognize a characteristic of the government of the Roman Republic that contributed to democratic principles, such as representative government or civic duty.	SS.6.W.3.Pa.j Recognize a contribution related to government from ancient civilization.
SS.6.W.3.In.k Identify changes in characteristics of life and culture in the Roman Republic when it became Imperial Rome, such as the citizens lost their voice	SS.6.W.3.Su.k Recognize characteristics of ancient Roman life and culture.	SS.6.W.3.Pa.l Recognize an achievement or contribution from ancient civilization.

<p>and role in government and were led by a dictator.</p> <p>SS.6.W.3.In.l Identify a cause for growth and longevity of the Roman Empire, such as centralized and efficient government, expansion of citizenship, and extension of road networks.</p> <p>SS.6.W.3.In.m Identify key figures and basic beliefs of early Christianity, such as Jesus and one god.</p> <p>SS.6.W.3.In.n Identify achievements and contributions of Roman civilization, such as art and architecture, law, literature, and technology.</p> <p>SS.6.W.3.In.o Recognize reasons for the gradual decline of the Western Roman Empire, such as internal power struggles, pressures from outside groups, and overdependence on slavery.</p> <p>SS.6.W.3.In.p Identify selected characteristics of life in the Roman Republic, such as the role of patricians, plebeians, women, children, and slaves.</p> <p>SS.6.W.3.In.q Identify an influence of the Latin language on Western Civilization, such as education, law, medicine, religion, or science.</p> <p>SS.6.W.3.In.r Recognize factors in the rise and fall of the ancient east African kingdoms, such as being an important center of art, learning, and trade; use of iron metallurgy; and power struggles.</p> <p>SS.6.W.3.In.b Identify foundations of a democratic government developed in ancient Greece, such as civic participation and voting, legislative bodies, and rule of law.</p> <p>SS.6.W.3.In.c Recognize differences in characteristics of life in Athens and Sparta, such as the status of citizens, women, children, foreigners, or serfs (helots).</p> <p>SS.6.W.3.In.d Recognize a cause and</p>	<p>SS.6.W.3.Su.l Recognize a cause for longevity of the Roman Empire, such as centralized and efficient government, expansion of citizenship, or extension of road networks.</p> <p>SS.6.W.3.Su.m Recognize that the religion known as Christianity began a long time ago.</p> <p>SS.6.W.3.Su.n Recognize achievements and contributions of Roman civilization, such as art and architecture, agriculture, technology, or government.</p> <p>SS.6.W.3.Su.o Recognize a reason for the gradual decline of the Western Roman Empire, such as pressures from outside groups or overdependence on slavery.</p> <p>SS.6.W.3.Su.p Recognize selected characteristics of life in the Roman Republic, such as the role of women, children, and slaves.</p> <p>SS.6.W.3.Su.q Recognize an influence of different languages on civilization, such as in education or science.</p> <p>SS.6.W.3.Su.r Recognize a factor in the rise of the ancient east African kingdoms, such as being an important center of art, learning, and trade, or use of iron metallurgy.</p> <p>SS.6.W.3.Su.b Recognize a foundation of a democratic government developed in ancient Greece, such as civic participation and voting.</p> <p>SS.6.W.3.Su.c Recognize a difference in characteristics of life in Athens and Sparta, such as the role of citizens, women, or children.</p> <p>SS.6.W.3.Su.d Recognize that wars were fought to control Greece.</p> <p>SS.6.W.3.Su.e Recognize an important</p>	<p>SS.6.W.3.Pa.m Recognize a characteristic of religion.</p> <p>SS.6.W.3.Pa.n Recognize an achievement or contribution from ancient civilization.</p> <p>SS.6.W.3.Pa.o Recognize a characteristic of a power struggle.</p> <p>SS.6.W.3.Pa.p Recognize that people have different roles, such as citizens or soldiers.</p> <p>SS.6.W.3.Pa.q Recognize the importance of language.</p> <p>SS.6.W.3.Pa.r Recognize an achievement or contribution from ancient civilization.</p> <p>SS.6.W.3.Pa.b Recognize that citizens can vote for leaders.</p> <p>SS.6.W.3.Pa.c Recognize that people have different roles, such as citizens or soldiers.</p> <p>SS.6.W.3.Pa.d Recognize that wars are fought for control.</p> <p>SS.6.W.3.Pa.e Recognize an achievement or contribution from ancient civilization.</p> <p>SS.6.W.3.Pa.f Recognize the importance of writers, leaders, scientists, soldiers, or teachers.</p> <p>SS.6.W.3.Pa.g Recognize an achievement or contribution from ancient civilization.</p> <p>SS.6.W.3.Pa.h Recognize the importance of writers, leaders, scientists, soldiers, or teachers.</p> <p>SS.6.W.3.Pa.i Recognize that wars are fought for control.</p>
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<p>effect of the Persian War, such as Persia's desire to control Greece and the cooperation between Greek city-states to defend their homeland and maintain their independence.</p> <p>SS.6.W.3.In.e Recognize important achievements and contributions of ancient Greek civilization, such as art and architecture, athletic competitions, civic responsibility, and science.</p> <p>SS.6.W.3.In.f Identify the impact of a key figure from ancient Greece, such as Aristotle, Hippocrates, Homer, Plato, or Socrates.</p> <p>SS.6.W.3.In.g Recognize key contributions and figures associated with the Hellenistic Period, such as Stoicism, Alexander the Great, and Archimedes.</p> <p>SS.6.W.3.In.h Identify the impact of a significant figure associated with ancient Rome, such as Julius Caesar, Augustus, or Constantine the Great.</p> <p>SS.6.W.3.In.i Identify that Rome became an important power because it won the Punic Wars.</p>	<p>achievement and contribution of ancient Greek civilization, such as art and architecture, athletic competitions, civic responsibility, or science.</p> <p>SS.6.W.3.Su.f Recognize a key figure from ancient Greece, such as Aristotle, Hippocrates, Homer, Plato, or Socrates.</p> <p>SS.6.W.3.Su.g Recognize a key contribution or figure associated with the Hellenistic Period, such as Stoicism, Alexander the Great, or Archimedes.</p> <p>SS.6.W.3.Su.h Recognize a significant figure associated with ancient Rome, such as Julius Caesar, Augustus, or Constantine the Great.</p> <p>SS.6.W.3.Su.i Recognize that Rome became an important power because it won a war.</p>	
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Standard 4: Recognize significant events, figures, and contributions of classical Asian civilizations (China, India).

BENCHMARK CODE	BENCHMARK
SS.6.W.4.1	Discuss the significance of Aryan and other tribal migrations on Indian civilization.
SS.6.W.4.10	Explain the significance of the silk roads and maritime routes across the Indian Ocean to the movement of goods and ideas among Asia, East Africa, and the Mediterranean Basin.
SS.6.W.4.11	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.
SS.6.W.4.12	Identify the causes and effects of Chinese isolation and the decision to limit foreign trade in the 15th century.
SS.6.W.4.2	Explain the major beliefs and practices associated with Hinduism and the social structure of

	the caste system in ancient India.
SS.6.W.4.3	Recognize the political and cultural achievements of the Mauryan and Gupta empires.
SS.6.W.4.4	Explain the teachings of Buddha, the importance of Asoka, and how Buddhism spread in India, Ceylon, and other parts of Asia.
SS.6.W.4.5	Summarize the important achievements and contributions of ancient Indian civilization.
SS.6.W.4.6	Describe the concept of the Mandate of Heaven and its connection to the Zhou and later dynasties.
SS.6.W.4.7	Explain the basic teachings of Laozi, Confucius, and Han Fei Zi.
SS.6.W.4.8	Describe the contributions of classical and post classical China.
SS.6.W.4.9	Identify key figures from classical and post classical China.

Access Point for Students with Significant Cognitive Disabilities

<i>Independent</i>	<i>Supported</i>	<i>Participatory</i>
<p>SS.6.W.4.In.a Recognize the significance of Ayran and other tribal migrations on Indian civilization, such as the spread of Hinduism.</p> <p>SS.6.W.4.In.j Recognize the significance of the silk roads and maritime routes for trade in Asia, East Africa, and the Mediterranean Basin.</p> <p>SS.6.W.4.In.k Recognize the cause of the Mongol empire expansion and its effects on the peoples of Asia and Europe, such as conquering and using fear to control the people, and providing protected trade and travel networks.</p> <p>SS.6.W.4.In.l Recognize a cause of Chinese isolation and decision to limit trade during the 1400s, such as geographic isolation and the Great Wall and the Chinese belief that their country was the center of the universe.</p> <p>SS.6.W.4.In.b Identify a major belief and practice associated with Hinduism, such as good deeds/bad deeds, duty, nonviolence, and the caste system.</p> <p>SS.6.W.4.In.c Recognize achievements of the Mauryan and Gupta empires, such as the spread of Buddhism, science,</p>	<p>SS.6.W.4.Su.a Recognize that a group of people migrated to India and brought a new religion, Hinduism.</p> <p>SS.6.W.4.Su.j Recognize that people traveled on land and water to trade goods and ideas in Asia, East Africa, and the Mediterranean Basin.</p> <p>SS.6.W.4.Su.k Recognize that the Mongols used fighting and fear to control other countries.</p> <p>SS.6.W.4.Su.l Recognize that the Chinese had limited contact with other civilizations during the 1400s because of their location and the Great Wall.</p> <p>SS.6.W.4.Su.b Recognize a major belief or practice of Hinduism, such as good deeds/bad deeds, duty, nonviolence, or the caste system.</p> <p>SS.6.W.4.Su.c Recognize an achievement of the Mauryan and Gupta empires, such as the spread of Buddhism, science, mathematics, or astronomy.</p> <p>SS.6.W.4.Su.d Recognize a teaching of Buddha, such as compassion,</p>	<p>SS.6.W.4.Pa.a Recognize an impact of migration.</p> <p>SS.6.W.4.Pa.j Recognize that people exchange goods.</p> <p>SS.6.W.4.Pa.k Recognize that people fight to gain control of a country.</p> <p>SS.6.W.4.Pa.l Recognize a characteristic of isolation.</p> <p>SS.6.W.4.Pa.b Recognize that people have different beliefs (religions).</p> <p>SS.6.W.4.Pa.c Recognize an achievement or contribution of Asian civilizations.</p> <p>SS.6.W.4.Pa.d Recognize that people have different beliefs (religions).</p> <p>SS.6.W.4.Pa.e Recognize an achievement or contribution of Asian civilizations.</p> <p>SS.6.W.4.Pa.f Recognize that the leadership of government</p>

<p>mathematics, and astronomy.</p> <p>SS.6.W.4.In.d Identify a teaching of Buddha, such as compassion, selflessness, or enlightenment.</p> <p>SS.6.W.4.In.e Identify an important contribution of ancient Indian civilization, such as Sanskrit, medicine, or mathematics including Hindu-Arabic numerals and the concept of zero.</p> <p>SS.6.W.4.In.f Identify that some Chinese dynasties believed their power came from the Mandate of Heaven.</p> <p>SS.6.W.4.In.g Identify basic teachings of Confucius, such as love and respect for one's family (filial piety) and the role of kinship in maintaining order.</p> <p>SS.6.W.4.In.h Identify contributions of classical and post classical China, such as the Great Wall, the Silk Road, paper-making, gunpowder, and compass.</p> <p>SS.6.W.4.In.i Recognize a key figure from classical China, such as Shi Huangdi, the first emperor who built the Great Wall.</p>	<p>selflessness, or enlightenment.</p> <p>SS.6.W.4.Su.e Recognize an important contribution of ancient Indian civilization, such as Sanskrit, medicine, or mathematics including Hindu-Arabic numerals and the concept of zero.</p> <p>SS.6.W.4.Su.f Recognize that some Chinese dynasties believed their power came from the Mandate of Heaven.</p> <p>SS.6.W.4.Su.g Recognize a basic teaching of Confucius, such as love and respect for one's family (filial piety).</p> <p>SS.6.W.4.Su.h Recognize a contribution of classical and post classical China, such as the Great Wall, the Silk Road, paper-making, gunpowder, or compass.</p> <p>SS.6.W.4.Su.i Recognize that the first emperor in China built the Great Wall.</p>	<p>changes.</p> <p>SS.6.W.4.Pa.g Recognize an achievement or contribution of Asian civilizations.</p> <p>SS.6.W.4.Pa.h Recognize an achievement or contribution of Asian civilizations.</p> <p>SS.6.W.4.Pa.i Recognize that Asian civilizations have leaders.</p>
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Strand: CIVICS AND GOVERNMENT

Standard 1: Demonstrate an understanding of the origins and purposes of government, law, and the American political system.

BENCHMARK CODE	BENCHMARK
SS.6.C.1.1	Identify democratic concepts developed in ancient Greece that served as a foundation for American constitutional democracy.
SS.6.C.1.2	Identify how the government of the Roman Republic contributed to the development of democratic principles (separation of powers, rule of law, representative government, civic duty).

Access Point for Students with Significant Cognitive Disabilities

<i>Independent</i>	<i>Supported</i>	<i>Participatory</i>
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<p>SS.6.C.1.In.a Identify foundations of a democratic government developed in ancient Greece, such as civic participation and voting, legislative bodies, and rule of law.</p>	<p>SS.6.C.1.Su.a Recognize a foundation of a democratic government developed in ancient Greece, such as civic participation or voting.</p>	<p>SS.6.C.1.Pa.a Recognize that citizens vote for leaders.</p>
<p>SS.6.C.1.In.b Identify foundations of a democratic government developed in the Roman Republic, such as separation of powers, representative government, and civic duty.</p>	<p>SS.6.C.1.Su.b Recognize a foundation of a democratic government developed in the Roman Republic, such as representative government or civic duty.</p>	<p>SS.6.C.1.Pa.b Recognize that citizens must obey the law.</p>

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

BENCHMARK CODE	BENCHMARK	
SS.6.C.2.1	Identify principles (civic participation, role of government) from ancient Greek and Roman civilizations which are reflected in the American political process today, and discuss their effect on the American political process.	
Access Point for Students with Significant Cognitive Disabilities		
<p style="text-align: center;"><i>Independent</i></p> <p>SS.6.C.2.In.a Identify a characteristic of ancient Greek and Roman civilizations that is part of the United States government today, such as citizen participation in government.</p>	<p style="text-align: center;"><i>Supported</i></p> <p>SS.6.C.2.Su.a Recognize a characteristic of ancient civilizations that is part of the United States government today, such as citizen participation in government.</p>	<p style="text-align: center;"><i>Participatory</i></p> <p>SS.6.C.2.Pa.a Recognize that citizens participate in government.</p>

GRADE: 7

Strand: GEOGRAPHY

Standard 1: Understand how to use maps and other geographic representations, tools, and technology to report information.

BENCHMARK CODE	BENCHMARK	
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SS.7.G.1.1	Locate the fifty states and their capital cities in addition to the nation's capital on a map.
SS.7.G.1.2	Locate on a world map the territories and protectorates of the United States of America.
SS.7.G.1.3	Interpret maps to identify geopolitical divisions and boundaries of places in North America.

Access Point for Students with Significant Cognitive Disabilities

<i>Independent</i>	<i>Supported</i>	<i>Participatory</i>
SS.7.G.1.In.a Locate selected states, capitals, and the nation's capital on a map.	SS.7.G.1.Su.a Locate selected states and their capitals on a map.	SS.7.G.1.Pa.a Locate the United States on a map.
SS.7.G.1.In.b Locate on a world map selected United States territories, such as Guam, U.S. Virgin Islands, and Puerto Rico.	SS.7.G.1.Su.b Locate on a world map a United States territory, such as Guam, U.S. Virgin Islands, or Puerto Rico.	SS.7.G.1.Pa.b Locate the United States on a map.
SS.7.G.1.In.c Identify the divisions and boundaries of places in North America, including the United States, Canada, Mexico, and Central America.	SS.7.G.1.Su.c Identify the boundaries of United States, Canada, and Mexico on a map.	SS.7.G.1.Pa.c Locate the United States on a map.

Standard 2: Understand physical and cultural characteristics of places.

BENCHMARK CODE	BENCHMARK
SS.7.G.2.1	Locate major cultural landmarks that are emblematic of the United States.
SS.7.G.2.2	Locate major physical landmarks that are emblematic of the United States.
SS.7.G.2.3	Explain how major physical characteristics, natural resources, climate, and absolute and relative location have influenced settlement, economies, and inter-governmental relations in North America.
SS.7.G.2.4	Describe current major cultural regions of North America.

Access Point for Students with Significant Cognitive Disabilities

<i>Independent</i>	<i>Supported</i>	<i>Participatory</i>
SS.7.G.2.In.a Recognize major cultural landmarks that are emblematic of the United States, such as the Statue of Liberty, White House, and Mount Rushmore.	SS.7.G.2.Su.a Recognize a major cultural landmark that is emblematic of the United States, such as the Statue of Liberty or the White House.	SS.7.G.2.Pa.a Associate a major cultural landmark with the United States, such as the Statue of Liberty.
SS.7.G.2.In.b Locate selected major physical landmarks that are emblematic of the United States, such as the Grand	SS.7.G.2.Su.b Locate a major physical landmark that is emblematic of the United States, such as the Grand Canyon, Everglades, Great Salt Lake, or Great	SS.7.G.2.Pa.b Associate a major physical landmark with the United States, such as the Grand Canyon.

<p>Canyon, Everglades, Great Salt Lake, and Great Plains.</p> <p>SS.7.G.2.In.c Identify how major physical characteristics, climate, and location have influenced settlement and the economy in the United States.</p> <p>SS.7.G.2.In.d Recognize major cultural regions of the United States, such as the South, West Coast, and Midwest.</p>	<p>Plains.</p> <p>SS.7.G.2.Su.c Recognize major physical characteristics, climate, and location that have influenced settlement and the economy in the United States.</p> <p>SS.7.G.2.Su.d Recognize a major cultural region of the United States, such as the South.</p>	<p>SS.7.G.2.Pa.c Recognize how a physical characteristic of a location affects people.</p> <p>SS.7.G.2.Pa.d Recognize a characteristic of culture in North America.</p>
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Standard 3: Understand the relationships between the Earth's ecosystems and the populations that dwell within them.

BENCHMARK CODE	BENCHMARK
SS.7.G.3.1	Use maps to describe the location, abundance, and variety of natural resources in North America.

Access Point for Students with Significant Cognitive Disabilities

<i>Independent</i>	<i>Supported</i>	<i>Participatory</i>
SS.7.G.3.In.a Use maps to identify natural resources in North America.	SS.7.G.3.Su.a Use maps to recognize natural resources in North America.	SS.7.G.3.Pa.a Use a pictorial map to recognize a natural resource.

Standard 4: Understand the characteristics, distribution, and migration of human populations.

BENCHMARK CODE	BENCHMARK
SS.7.G.4.1	Use geographic terms and tools to explain cultural diffusion throughout North America.
SS.7.G.4.2	Use maps and other geographic tools to examine the importance of demographics within political divisions of the United States.

Access Point for Students with Significant Cognitive Disabilities

<i>Independent</i>	<i>Supported</i>	<i>Participatory</i>
SS.7.G.4.In.a Use geographic terms and tools to identify different cultures in North America.	SS.7.G.4.Su.a Use geographic tools to recognize a different culture in North America.	SS.7.G.4.Pa.a Use a geographic tool to recognize a characteristic of culture in North America.

SS.7.G.4.In.b Use maps and other geographic tools to identify different population groups of the United States.	SS.7.G.4.Su.b Use maps and other geographic tools to recognize a population group of the United States.	SS.7.G.4.Pa.b Use a geographic tool to recognize a characteristic of culture in North America.
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Standard 5: Understand how human actions can impact the environment.		
BENCHMARK CODE	BENCHMARK	
SS.7.G.5.1	Use a choropleth or other map to geographically represent current information about issues of conservation or ecology in the local community.	
Access Point for Students with Significant Cognitive Disabilities		
<i>Independent</i>	<i>Supported</i>	<i>Participatory</i>
SS.7.G.5.In.a Use a map to display information about issues of conservation or ecology in the local community.	SS.7.G.5.Su.a Use a map to display information about an issue of conservation or ecology in the local community.	SS.7.G.5.Pa.a Use a map to display information about the local environment.

Standard 6: Understand how to apply geography to interpret the past and present and plan for the future.		
BENCHMARK CODE	BENCHMARK	
SS.7.G.6.1	Use Geographic Information Systems (GIS) or other technology to view maps of current information about the United States.	
Access Point for Students with Significant Cognitive Disabilities		
<i>Independent</i>	<i>Supported</i>	<i>Participatory</i>
SS.7.G.6.In.a Use a form of technology to locate and view maps with current information about the United States, such as population density.	SS.7.G.6.Su.a Use a form of technology to view maps with current information about a region of the United States, such as population maps.	SS.7.G.6.Pa.a Use technology to view information about the United States.

Strand: ECONOMICS

Standard 1: Understand the fundamental concepts relevant to the development of a market economy.

BENCHMARK CODE	BENCHMARK
SS.7.E.1.1	Explain how the principles of a market and mixed economy helped to develop the United States into a democratic nation.
SS.7.E.1.2	Discuss the importance of borrowing and lending in the United States, the government's role in controlling financial institutions, and list the advantages and disadvantages of using credit.
SS.7.E.1.3	Review the concepts of supply and demand, choice, scarcity, and opportunity cost as they relate to the development of the mixed market economy in the United States.
SS.7.E.1.4	Discuss the function of financial institutions in the development of a market economy.
SS.7.E.1.5	Assess how profits, incentives, and competition motivate individuals, households, and businesses in a free market economy.
SS.7.E.1.6	Compare the national budget process to the personal budget process.

Access Point for Students with Significant Cognitive Disabilities

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

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

BENCHMARK CODE	BENCHMARK
SS.7.E.2.1	Explain how federal, state, and local taxes support the economy as a function of the United States government.
SS.7.E.2.2	Describe the banking system in the United States and its impact on the money supply.
SS.7.E.2.3	Identify and describe United States laws and regulations adopted to promote economic competition.
SS.7.E.2.4	Identify entrepreneurs from various gender, social, and ethnic backgrounds who started a business seeking to make a profit.
SS.7.E.2.5	Explain how economic institutions impact the national economy.

Access Point for Students with Significant Cognitive Disabilities

<i>Independent</i>	<i>Supported</i>	<i>Participatory</i>
SS.7.E.2.In.a Identify how federal and local taxes are used by the government.	SS.7.E.2.Su.a Recognize how taxes are used by the government.	SS.7.E.2.Pa.a Recognize that taxes pay for services.
SS.7.E.2.In.b Identify that the banking system in the United States controls the money supply and interest rates.	SS.7.E.2.Su.b Recognize that the banking system in the United States controls money.	SS.7.E.2.Pa.b Associate banks with money.
SS.7.E.2.In.c Identify that there are laws that affect the economy, such as anti-monopoly or patent laws.	SS.7.E.2.Su.c Recognize that there are laws that affect the economy, such as patent laws.	SS.7.E.2.Pa.c Recognize that businesses must follow rules.
SS.7.E.2.In.d Identify people from diverse backgrounds who have created successful businesses.	SS.7.E.2.Su.d Recognize people from diverse backgrounds who have created successful businesses.	SS.7.E.2.Pa.d Recognize that people create businesses.
SS.7.E.2.In.e Identify an impact that financial institutions have on the national economy, such as the stock market, banks, and credit unions.	SS.7.E.2.Su.e Recognize that financial institutions impact the national economy, such as banks and credit unions.	SS.7.E.2.Pa.e Associate banks with money.

Standard 3: Understand the fundamental concepts and interrelationships of the United States economy in the international marketplace.

BENCHMARK CODE	BENCHMARK
SS.7.E.3.1	Explain how international trade requires a system for exchanging currency between and among nations.
SS.7.E.3.2	Assess how the changing value of currency affects trade of goods and services between nations.
SS.7.E.3.3	Compare and contrast a single resource economy with a diversified economy.
SS.7.E.3.4	Compare and contrast the standard of living in various countries today to that of the United States using gross domestic product (GDP) per capita as an indicator.

Access Point for Students with Significant Cognitive Disabilities

<i>Independent</i>	<i>Supported</i>	<i>Participatory</i>
SS.7.E.3.In.a Recognize that currencies from different countries can be exchanged for trade.	SS.7.E.3.Su.a Recognize that countries use different types of currency for trade.	SS.7.E.3.Pa.a Recognize coins or bills from the United States.
SS.7.E.3.In.b Recognize that currencies from different countries can be exchanged for trade.	SS.7.E.3.Su.b Recognize that countries use different types of currency for trade.	SS.7.E.3.Pa.b Recognize coins or bills from the United States.
SS.7.E.3.In.c Identify differences between a single resource economy and a diversified economy.	SS.7.E.3.Su.c Recognize a difference between a single resource economy and a diversified economy.	SS.7.E.3.Pa.c Recognize a product of an economy.
SS.7.E.3.In.d Identify characteristics of the standard of living in the United States and other countries.	SS.7.E.3.Su.d Recognize characteristics of the standard of living in the United States.	SS.7.E.3.Pa.d Recognize that some people have more than others.

Strand: CIVICS AND GOVERNMENT

Standard 1: Demonstrate an understanding of the origins and purposes of government, law, and the American political system.

BENCHMARK CODE	BENCHMARK
SS.7.C.1.1	Recognize how Enlightenment ideas including Montesquieu's view of separation of power and John Locke's theories related to natural law and how Locke's social contract influenced the Founding Fathers.
SS.7.C.1.2	Trace the impact that the Magna Carta, English Bill of Rights, Mayflower Compact, and Thomas Paine's "Common Sense" had on colonists' views of government.
SS.7.C.1.3	Describe how English policies and responses to colonial concerns led to the writing of the

	Declaration of Independence.
SS.7.C.1.4	Analyze the ideas (natural rights, role of the government) and complaints set forth in the Declaration of Independence.
SS.7.C.1.5	Identify how the weaknesses of the Articles of Confederation led to the writing of the Constitution.
SS.7.C.1.6	Interpret the intentions of the Preamble of the Constitution.
SS.7.C.1.7	Describe how the Constitution limits the powers of government through separation of powers and checks and balances.
SS.7.C.1.8	Explain the viewpoints of the Federalists and the Anti-Federalists regarding the ratification of the Constitution and inclusion of a bill of rights.
SS.7.C.1.9	Define the rule of law and recognize its influence on the development of the American legal, political, and governmental systems.

Access Point for Students with Significant Cognitive Disabilities

<i>Independent</i>	<i>Supported</i>	<i>Participatory</i>
<p>SS.7.C.1.In.a Recognize that ideas of separation of powers and natural rights influenced the authors of the United States Constitution.</p> <p>SS.7.C.1.In.b Recognize influences on the colonists' view of government, such as the Magna Carta, the Mayflower Compact, and Thomas Paine's "Common Sense."</p> <p>SS.7.C.1.In.c Identify concerns of the American colonists that led to the writing of the Declaration of Independence, such as taxation and laws of England.</p> <p>SS.7.C.1.In.d Identify complaints described in the Declaration of Independence, such as stationing soldiers in people's homes, taxes, and cutting off trade with other countries.</p> <p>SS.7.C.1.In.e Identify a weakness of the Articles of Confederation that led to the writing of the Constitution, such as no president, a weak central government, and each state had its own money system.</p> <p>SS.7.C.1.In.f Identify the reasons for establishing a government listed in the Preamble of the United States</p>	<p>SS.7.C.1.Su.a Recognize the United States Constitution was based on ideas from the past.</p> <p>SS.7.C.1.Su.b Recognize an influence on the colonists' view of government, such as the Mayflower Compact.</p> <p>SS.7.C.1.Su.c Recognize that American colonists were unhappy with the way England was treating them and this led to the writing of the Declaration of Independence.</p> <p>SS.7.C.1.Su.d Recognize a complaint described in the Declaration of Independence, such as stationing soldiers in people's homes, taxes, or cutting off trade with other countries.</p> <p>SS.7.C.1.Su.e Recognize that the Articles of Confederation had weaknesses and the Constitution replaced it.</p> <p>SS.7.C.1.Su.f Recognize that the Preamble of the United States Constitution states the reasons the government was created.</p>	<p>SS.7.C.1.Pa.a Recognize that ideas of people influence others.</p> <p>SS.7.C.1.Pa.b Recognize that ideas of people influence others.</p> <p>SS.7.C.1.Pa.c Recognize people in the American colonies were unhappy with the way England was treating them.</p> <p>SS.7.C.1.Pa.d Recognize people in the American colonies were unhappy with the way England was treating them.</p> <p>SS.7.C.1.Pa.e Recognize that government can be changed.</p> <p>SS.7.C.1.Pa.f Recognize a reason for government.</p> <p>SS.7.C.1.Pa.g Recognize that the government has different parts.</p> <p>SS.7.C.1.Pa.h Recognize that both individuals and groups have rights.</p> <p>SS.7.C.1.Pa.i Recognize that</p>

<p>Constitution.</p> <p>SS.7.C.1.In.g Identify examples of separation of powers in the Constitution, such as the three branches of government.</p> <p>SS.7.C.1.In.h Identify an argument for and against the inclusion of a bill of rights in the Constitution.</p> <p>SS.7.C.1.In.i Identify how the rule of law is used in American government, such as people must follow the laws of the government.</p>	<p>SS.7.C.1.Su.g Recognize the powers of the branches of government of the United States.</p> <p>SS.7.C.1.Su.h Recognize a reason for inclusion of a bill of rights in the Constitution, such as the Bill of Rights is for all states.</p> <p>SS.7.C.1.Su.i Recognize that people must follow the laws of American government.</p>	<p>people must follow laws of government.</p>
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Standard 2: Evaluate the roles, rights, and responsibilities of United States citizens, and determine methods of active participation in society, government, and the political system.

BENCHMARK CODE	BENCHMARK
SS.7.C.2.1	Define the term "citizen," and identify legal means of becoming a United States citizen.
SS.7.C.2.10	Examine the impact of media, individuals, and interest groups on monitoring and influencing government.
SS.7.C.2.11	Analyze media and political communications (bias, symbolism, propaganda).
SS.7.C.2.12	Develop a plan to resolve a state or local problem by researching public policy alternatives, identifying appropriate government agencies to address the issue, and determining a course of action.
SS.7.C.2.13	Examine multiple perspectives on public and current issues.
SS.7.C.2.14	Conduct a service project to further the public good.
SS.7.C.2.2	Evaluate the obligations citizens have to obey laws, pay taxes, defend the nation, and serve on juries.
SS.7.C.2.3	Experience the responsibilities of citizens at the local, state, or federal levels.
SS.7.C.2.4	Evaluate rights contained in the Bill of Rights and other amendments to the Constitution.
SS.7.C.2.5	Distinguish how the Constitution safeguards and limits individual rights.
SS.7.C.2.6	Simulate the trial process and the role of juries in the administration of justice.
SS.7.C.2.7	Conduct a mock election to demonstrate the voting process and its impact on a school, community, or local level.

SS.7.C.2.8	Identify America's current political parties, and illustrate their ideas about government.
SS.7.C.2.9	Evaluate candidates for political office by analyzing their qualifications, experience, issue-based platforms, debates, and political ads.

Access Point for Students with Significant Cognitive Disabilities

<i>Independent</i>	<i>Supported</i>	<i>Participatory</i>
SS.7.C.2.In.a Identify that a citizen is a legal resident of a country and recognize that people become citizens by birth or naturalization.	SS.7.C.2.Su.a Recognize that a citizen is a legal resident of a country.	SS.7.C.2.Pa.a Recognize a person who is an American citizen.
SS.7.C.2.In.j Identify how the media and people influence government.	SS.7.C.2.Su.j Recognize that the media and people can influence government.	SS.7.C.2.Pa.j Recognize that the media influences people.
SS.7.C.2.In.k Identify how the media and people influence government.	SS.7.C.2.Su.k Recognize that the media and people can influence government.	SS.7.C.2.Pa.k Recognize that the media influences people.
SS.7.C.2.In.l Recognize a problem in the local community and the appropriate governmental agency to respond to that problem.	SS.7.C.2.Su.l Recognize a problem in the local community and an authority to respond to that problem.	SS.7.C.2.Pa.l Recognize an authority to respond to a problem.
SS.7.C.2.In.m Identify different perspectives on current issues.	SS.7.C.2.Su.m Recognize different perspectives on current issues.	SS.7.C.2.Pa.m Recognize a point of view on current issues.
SS.7.C.2.In.n Engage in a service project to further the public good, such as at school, community, or state levels.	SS.7.C.2.Su.n Assist with a service project to further the public good, such as at school, community, or state levels.	SS.7.C.2.Pa.n Participate in a service project to further the public good, such as at school, community, or state levels.
SS.7.C.2.In.b Identify obligations of citizens, such as obeying laws, paying taxes, and serving on juries.	SS.7.C.2.Su.b Recognize obligations of citizens, such as obeying laws, paying taxes, and serving on juries.	SS.7.C.2.Pa.b Recognize an obligation of citizens, such as obeying laws.
SS.7.C.2.In.c Describe the responsibilities of a good citizen, such as registering and voting and keeping informed about current issues.	SS.7.C.2.Su.c Identify the responsibilities of a good citizen, such as voting and keeping informed about current issues.	SS.7.C.2.Pa.c Recognize a responsibility of a good citizen, such as voting.
SS.7.C.2.In.d Identify the rights of individuals in the Bill of Rights and other amendments to the Constitution.	SS.7.C.2.Su.d Recognize the rights of individuals in the Bill of Rights.	SS.7.C.2.Pa.d Recognize a right of citizens guaranteed by law.
SS.7.C.2.In.e Identify the rights of individuals in the Bill of Rights and other amendments to the Constitution.	SS.7.C.2.Su.e Recognize the rights of individuals in the Bill of Rights.	SS.7.C.2.Pa.e Recognize a right of citizens guaranteed by law.
SS.7.C.2.In.f Identify the purpose of a jury in a trial.	SS.7.C.2.Su.f Recognize the purpose of the jury in a trial.	SS.7.C.2.Pa.f Recognize a right of citizens guaranteed by law.
	SS.7.C.2.Su.g Identify how to vote for a leader in the school or community.	SS.7.C.2.Pa.g Recognize that people can vote to select a leader in the school or community.
		SS.7.C.2.Pa.h Recognize that there

<p>SS.7.C.2.In.g Describe the voting process for selecting leaders in the school or community.</p> <p>SS.7.C.2.In.h Identify the current political parties in America.</p> <p>SS.7.C.2.In.i Identify the qualifications of candidates for a political office.</p>	<p>SS.7.C.2.Su.h Recognize the current political parties in America.</p> <p>SS.7.C.2.Su.i Recognize that candidates run for a political office.</p>	<p>are political parties in America.</p> <p>SS.7.C.2.Pa.i Recognize a political office.</p>
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Standard 3: Demonstrate an understanding of the principles, functions, and organization of government.

BENCHMARK CODE	BENCHMARK
SS.7.C.3.1	Compare different forms of government (direct democracy, representative democracy, socialism, communism, monarchy, oligarchy, autocracy).
SS.7.C.3.10	Identify sources and types (civil, criminal, constitutional, military) of law.
SS.7.C.3.11	Diagram the levels, functions, and powers of courts at the state and federal levels.
SS.7.C.3.12	Analyze the significance and outcomes of landmark Supreme Court cases including, but not limited to, Marbury v. Madison, Plessy v. Ferguson, Brown v. Board of Education, Gideon v. Wainwright, Miranda v. Arizona, in re Gault, Tinker v. Des Moines, Hazelwood v. Kuhlmeier, United States v. Nixon, and Bush v. Gore.
SS.7.C.3.13	Compare the constitutions of the United States and Florida.
SS.7.C.3.14	Differentiate between local, state, and federal governments' obligations and services.
SS.7.C.3.2	Compare parliamentary, federal, confederal, and unitary systems of government.
SS.7.C.3.3	Illustrate the structure and function (three branches of government established in Articles I, II, and III with corresponding powers) of government in the United States as established in the Constitution.
SS.7.C.3.4	Identify the relationship and division of powers between the federal government and state governments.
SS.7.C.3.5	Explain the Constitutional amendment process.
SS.7.C.3.6	Evaluate Constitutional rights and their impact on individuals and society.
SS.7.C.3.7	Analyze the impact of the 13th, 14th, 15th, 19th, 24th, and 26th amendments on participation of minority groups in the American political process.
SS.7.C.3.8	Analyze the structure, functions, and processes of the legislative, executive, and judicial

	branches.
SS.7.C.3.9	illustrate the law making process at the local, state, and federal levels.

Access Point for Students with Significant Cognitive Disabilities

<i>Independent</i>	<i>Supported</i>	<i>Participatory</i>
SS.7.C.3.In.a Identify characteristics of different forms of government, such as democracy, monarchy, and communism.	SS.7.C.3.Su.a Recognize different forms of government, such as democracy and communism.	SS.7.C.3.Pa.a Recognize that in a democracy, people vote to elect government leaders.
SS.7.C.3.In.j Identify how government makes a law.	SS.7.C.3.Su.j Recognize how government makes a law.	SS.7.C.3.Pa.j Recognize that the government makes laws.
SS.7.C.3.In.k Identify court systems, such as criminal and civil courts at different levels of government.	SS.7.C.3.Su.k Recognize different court systems, such as criminal and civil courts.	SS.7.C.3.Pa.k Recognize that courts settle conflicts.
SS.7.C.3.In.l Identify the importance of landmark Supreme Court cases, such as Brown v. Board of Education and Miranda v. Arizona.	SS.7.C.3.Su.l Recognize the importance of landmark Supreme Court cases, such as Brown v. Board of Education.	SS.7.C.3.Pa.l Recognize that the Supreme Court recognizes that all citizens are equal.
SS.7.C.3.In.m Describe the Constitution of the State of Florida.	SS.7.C.3.Su.m Identify the Constitution of the State of Florida.	SS.7.C.3.Pa.m Recognize that the State of Florida has laws.
SS.7.C.3.In.n Identify obligations and services of local, state, and federal governments.	SS.7.C.3.Su.n Recognize major obligations and services of local, state, and federal governments.	SS.7.C.3.Pa.n Recognize that local, state, and federal governments provide services.
SS.7.C.3.In.b Identify characteristics of different forms of government, such as democracy, monarchy, and communism.	SS.7.C.3.Su.b Recognize different forms of government, such as democracy and communism.	SS.7.C.3.Pa.b Recognize that in a democracy, people vote to elect government leaders.
SS.7.C.3.In.c Identify the major function of the three branches of the United States government established by the Constitution.	SS.7.C.3.Su.c Recognize the major function of the three branches of the United States government.	SS.7.C.3.Pa.c Recognize that the United States government has three parts.
SS.7.C.3.In.d Identify the relationship of power between the federal and state governments.	SS.7.C.3.Su.d Recognize the relationship of power between the federal and state governments.	SS.7.C.3.Pa.d Recognize that governments have different powers.
SS.7.C.3.In.e Identify steps to amending the Constitution.	SS.7.C.3.Su.e Identify that the Constitution can be changed by amendments.	SS.7.C.3.Pa.e Recognize that the government can change laws.
SS.7.C.3.In.f Identify the rights of individuals provided by the Constitution and Bill of Rights.	SS.7.C.3.Su.f Recognize the rights of individuals provided by the Constitution and Bill of Rights.	SS.7.C.3.Pa.f Recognize individual rights provided by the government.
SS.7.C.3.In.g Identify ways amendments	SS.7.C.3.Su.g Recognize that amendments to the United States Constitution promoted the full participation	SS.7.C.3.Pa.g Recognize that American citizens have the right to vote.

<p>to the United States Constitution have promoted the full participation of minority groups in American democracy, such as the abolition of slavery, the right to vote, and nondiscrimination on account of race.</p> <p>SS.7.C.3.In.h Identify the major function of the three branches of the United States government established by the Constitution.</p> <p>SS.7.C.3.In.i Identify how government makes a law.</p>	<p>of minority groups in American democracy, such as the right to vote and nondiscrimination on account of race.</p> <p>SS.7.C.3.Su.h Recognize the major function of the three branches of the United States government.</p> <p>SS.7.C.3.Su.i Recognize how government makes a law.</p>	<p>SS.7.C.3.Pa.h Recognize that the United States government has three parts.</p> <p>SS.7.C.3.Pa.i Recognize that the government makes laws.</p>
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Standard 4: Demonstrate an understanding of contemporary issues in world affairs, and evaluate the role and impact of United States foreign policy.

BENCHMARK CODE	BENCHMARK
SS.7.C.4.1	Differentiate concepts related to United States domestic and foreign policy.
SS.7.C.4.2	Recognize government and citizen participation in international organizations.
SS.7.C.4.3	Describe examples of how the United States has dealt with international conflicts.

Access Point for Students with Significant Cognitive Disabilities

<i>Independent</i>	<i>Supported</i>	<i>Participatory</i>
<p>SS.7.C.4.In.a Identify that the United States government creates domestic policy to guide decisions at home and foreign policy to guide decisions in foreign countries.</p> <p>SS.7.C.4.In.b Identify ways the United States works with other nations through international organizations, such as the United Nations, Peace Corps, and World Health Organization.</p> <p>SS.7.C.4.In.c Identify how the United States has been involved in an international conflict.</p>	<p>SS.7.C.4.Su.a Recognize that the United States government solves problems at home (domestic policies) and in other countries (foreign policies).</p> <p>SS.7.C.4.Su.b Recognize that the United States assists other nations, such as providing aid through the United Nations and Peace Corps.</p> <p>SS.7.C.4.Su.c Recognize that the United States has been involved in an international conflict.</p>	<p>SS.7.C.4.Pa.a Recognize that the government solves problems.</p> <p>SS.7.C.4.Pa.b Recognize that the United States helps other countries.</p> <p>SS.7.C.4.Pa.c Recognize an international conflict.</p>

GRADE: 8

Strand: AMERICAN HISTORY

Standard 1: Use research and inquiry skills to analyze American History using primary and secondary sources.

BENCHMARK CODE	BENCHMARK
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.
SS.8.A.1.2	Analyze charts, graphs, maps, photographs and timelines; analyze political cartoons; determine cause and effect.
SS.8.A.1.3	Analyze current events relevant to American History topics through a variety of electronic and print media resources.
SS.8.A.1.4	Differentiate fact from opinion, utilize appropriate historical research and fiction/nonfiction support materials.
SS.8.A.1.5	Identify, within both primary and secondary sources, the author, audience, format, and purpose of significant historical documents.
SS.8.A.1.6	Compare interpretations of key events and issues throughout American History.
SS.8.A.1.7	View historic events through the eyes of those who were there as shown in their art, writings, music, and artifacts.

Access Point for Students with Significant Cognitive Disabilities

<i>Independent</i>	<i>Supported</i>	<i>Participatory</i>
SS.8.A.1.In.a Provide supporting details for an answer from a reference, ask questions to gather information for oral history, and check the accuracy of a source.	SS.8.A.1.Su.a Select a supporting detail for an answer from a reference and ask questions to gather information.	SS.8.A.1.Pa.a Ask simple questions to gather information.
SS.8.A.1.In.b Interpret graphs, maps, photographs, and timelines.	SS.8.A.1.Su.b Interpret simple graphs, maps, photographs, and pictorial timelines.	SS.8.A.1.Pa.b Gather information from simple maps, photographs, and pictorial timelines.
SS.8.A.1.In.c Identify current events relevant to American History topics using media resources and print.	SS.8.A.1.Su.c Recognize current events relevant to American History topics using media resources and print.	SS.8.A.1.Pa.c Recognize a current event in a media resource or book.
SS.8.A.1.In.d Identify the difference between fact and opinion and use appropriate resources and support materials to gather information.	SS.8.A.1.Su.d Recognize fact and opinion and use appropriate resources and support materials to gather information.	SS.8.A.1.Pa.d Use appropriate resources to obtain factual information.
		SS.8.A.1.Pa.e Use appropriate resources to obtain factual

<p>SS.8.A.1.In.e Identify the author and purpose of significant historical documents and distinguish between a primary and secondary historical source.</p> <p>SS.8.A.1.In.f Identify similarities and differences in points of view of historical interpretations of key events.</p> <p>SS.8.A.1.In.g Identify well-known historical events shown in art, writings, music, and artifacts.</p>	<p>SS.8.A.1.Su.e Recognize the author and purpose of significant historical documents.</p> <p>SS.8.A.1.Su.f Recognize differences in points of view of historical interpretations of key events.</p> <p>SS.8.A.1.Su.g Recognize well-known historical events shown in art, writings, music, or artifacts.</p>	<p>information.</p> <p>SS.8.A.1.Pa.f Use appropriate resources to obtain factual information.</p> <p>SS.8.A.1.Pa.g Recognize a well-known historical event shown in art or artifacts.</p>
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Standard 2: Examine the causes, course, and consequences of British settlement in the American colonies.

BENCHMARK CODE	BENCHMARK
SS.8.A.2.1	Compare the relationships among the British, French, Spanish, and Dutch in their struggle for colonization of North America.
SS.8.A.2.2	Compare the characteristics of the New England, Middle, and Southern colonies.
SS.8.A.2.3	Differentiate economic systems of New England, Middle and Southern colonies including indentured servants and slaves as labor sources.
SS.8.A.2.4	Identify the impact of key colonial figures on the economic, political, and social development of the colonies.
SS.8.A.2.5	Discuss the impact of colonial settlement on Native American populations.
SS.8.A.2.6	Examine the causes, course, and consequences of the French and Indian War.
SS.8.A.2.7	Describe the contributions of key groups (Africans, Native Americans, women, and children) to the society and culture of colonial America.

Access Point for Students with Significant Cognitive Disabilities

<i>Independent</i>	<i>Supported</i>	<i>Participatory</i>
<p>SS.8.A.2.In.a Recognize important differences among the European nations struggling for control over colonization of North America.</p> <p>SS.8.A.2.In.b Identify that the colonies were grouped into three divisions (New England, Middle, and Southern) and</p>	<p>SS.8.A.2.Su.a Recognize an important difference of each of the European nations struggling for control over colonization of North America.</p> <p>SS.8.A.2.Su.b Recognize characteristics of the colonies in different regions, such as location,</p>	<p>SS.8.A.2.Pa.a Recognize that different groups fought for ownership of the same land.</p> <p>SS.8.A.2.Pa.b Recognize social aspects of living in a colony.</p>

<p>describe their occupations, religion, and social patterns.</p> <p>SS.8.A.2.In.c Identify characteristics of economic systems in the colonies, including the ways slaves and indentured servants were used.</p> <p>SS.8.A.2.In.d Identify the impact of key colonial figures on the development of the colonies, such as John Smith, William Penn, and Roger Williams.</p> <p>SS.8.A.2.In.e Identify the impact of colonial settlement on Native Americans.</p> <p>SS.8.A.2.In.f Describe a cause and outcome of the French and Indian War, such as the desire to control the Ohio River Valley and that the French lost to the English.</p> <p>SS.8.A.2.In.g Identify contributions of Africans, Native Americans, women, and children to colonial America.</p>	<p>occupations, and social patterns.</p> <p>SS.8.A.2.Su.c Recognize a characteristic of economic systems in the colonies, including the use of slaves.</p> <p>SS.8.A.2.Su.d Recognize the impact of key colonial figures on the development of the colonies, such as John Smith and William Penn.</p> <p>SS.8.A.2.Su.e Recognize the impact of colonial settlement on Native Americans.</p> <p>SS.8.A.2.Su.f Identify an outcome of the French and Indian War, such as that the French lost to the English.</p> <p>SS.8.A.2.Su.g Recognize contributions of Africans, Native Americans, women, and children to colonial America.</p>	<p>SS.8.A.2.Pa.c Recognize that workers are part of an economic system.</p> <p>SS.8.A.2.Pa.d Recognize leaders who guide other people.</p> <p>SS.8.A.2.Pa.e Recognize a change due to colonial settlement.</p> <p>SS.8.A.2.Pa.f Recognize a change due to colonial settlement.</p> <p>SS.8.A.2.Pa.g Recognize a contribution of a key group to colonial society.</p>
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Standard 3: Demonstrate an understanding of the causes, course, and consequences of the American Revolution and the founding principles of our nation.

BENCHMARK CODE	BENCHMARK
SS.8.A.3.1	Explain the consequences of the French and Indian War in British policies for the American colonies from 1763 - 1774.
SS.8.A.3.10	Examine the course and consequences of the Constitutional Convention (New Jersey Plan, Virginia Plan, Great Compromise, Three-Fifths Compromise, compromises regarding taxation and slave trade, Electoral College, state vs. federal power, empowering a president).
SS.8.A.3.11	Analyze support and opposition (Federalists, Federalist Papers, AntiFederalists, Bill of Rights) to ratification of the U.S. Constitution.
SS.8.A.3.12	Examine the influences of George Washington's presidency in the formation of the new nation.
SS.8.A.3.13	Explain major domestic and international economic, military, political, and socio-cultural events of John Adams's presidency.

SS.8.A.3.14	Explain 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).
SS.8.A.3.16	Examine key events in Florida history as each impacts this era of American history.
SS.8.A.3.2	Explain American colonial reaction to British policy from 1763 - 1774.
SS.8.A.3.3	Recognize the contributions of the Founding Fathers (John Adams, Sam Adams, Benjamin Franklin, John Hancock, Alexander Hamilton, Thomas Jefferson, James Madison, George Mason, George Washington) during American Revolutionary efforts.
SS.8.A.3.4	Examine the contributions of influential groups to both the American and British war efforts during the American Revolutionary War and their effects on the outcome of the war.
SS.8.A.3.5	Describe the influence of individuals on social and political developments during the Revolutionary era.
SS.8.A.3.6	Examine the causes, course, and consequences of the American Revolution.
SS.8.A.3.7	Examine the structure, content, and consequences of the Declaration of Independence.
SS.8.A.3.8	Examine individuals and groups that affected political and social motivations during the American Revolution.
SS.8.A.3.9	Evaluate the structure, strengths, and weaknesses of the Articles of Confederation and its aspects that led to the Constitutional Convention.

Access Point for Students with Significant Cognitive Disabilities

<i>Independent</i>	<i>Supported</i>	<i>Participatory</i>
<p>SS.8.A.3.In.a Identify the consequences of the French and Indian War on the British rule of the colonies, such as the Proclamation of 1763, the Stamp Act, and the Tea Act.</p> <p>SS.8.A.3.In.j Identify major consequences of the Constitutional Convention, such as developing different plans for the number of votes allotted for each state in Congress, the Great Compromise (the makeup of Congress), and the power of the president.</p> <p>SS.8.A.3.In.k Recognize reasons why people supported or opposed the Constitution, such as the inclusion of the Bill of Rights.</p> <p>SS.8.A.3.In.l Identify influences of</p>	<p>SS.8.A.3.Su.a Recognize a consequence of the French and Indian War on British rule of the colonies, such as restricting freedom and creating more taxes.</p> <p>SS.8.A.3.Su.j Recognize major consequences of the Constitutional Convention, such as the makeup of Congress, how votes would be given to states, and the power of the president.</p> <p>SS.8.A.3.Su.k Recognize that some people supported and others opposed the Constitution.</p> <p>SS.8.A.3.Su.l Recognize an influence of George Washington's presidency, such as forming the Cabinet and establishing a national bank and money system.</p>	<p>SS.8.A.3.Pa.a Recognize that the colonists were unhappy with British rule.</p> <p>SS.8.A.3.Pa.j Recognize a way individuals or groups reach agreement.</p> <p>SS.8.A.3.Pa.k Recognize a way individuals or groups reach agreement.</p> <p>SS.8.A.3.Pa.l Recognize that George Washington was the first president.</p> <p>SS.8.A.3.Pa.m Recognize that new leaders bring changes to the country.</p>

<p>George Washington's presidency, such as forming the Cabinet, keeping the country out of war, paying off the debt, and establishing a national bank and money system.</p> <p>SS.8.A.3.In.m Identify major developments of the presidency of John Adams, such as extending the waiting period for citizenship (Alien Act) and prohibiting criticism of the government (Sedition Act).</p> <p>SS.8.A.3.In.n Identify major developments of the presidency of Thomas Jefferson, such as the Louisiana Purchase, the Lewis and Clark Expedition, and the embargo on goods traded with Great Britain and France.</p> <p>SS.8.A.3.In.o Identify the quality of life of under-represented groups during the American Revolution and after, such as children, indentured servants, Native Americans, slaves, women, and the working class.</p> <p>SS.8.A.3.In.p Identify the consequences of key events in Florida history as they relate to the American Revolution, such as Florida being a refuge for Loyalists, Indian resistance, and Spanish control of Florida.</p> <p>SS.8.A.3.In.b Identify American colonial reaction to British policy, such as protests to the acts, the Boston Massacre, the Boston Tea Party, and the First Continental Congress.</p> <p>SS.8.A.3.In.c Recognize major contributions of the Founding Fathers, such as John Adams, Benjamin Franklin, Thomas Jefferson, and George Washington.</p> <p>SS.8.A.3.In.d Identify contributions of key groups to the outcomes of the American Revolutionary War, including Native Americans, slaves, and women.</p> <p>SS.8.A.3.In.e Identify the influence of individuals on social and political</p>	<p>SS.8.A.3.Su.m Recognize a major development of the presidency of John Adams, such as prohibiting criticism of the government (Sedition Act).</p> <p>SS.8.A.3.Su.n Recognize a major development of the presidency of Thomas Jefferson, such as the Louisiana Purchase and the Lewis and Clark Expedition.</p> <p>SS.8.A.3.Su.o Recognize the quality of life of an under-represented group, such as children, indentured servants, Native Americans, slaves, women, or the working class.</p> <p>SS.8.A.3.Su.p Recognize a consequence of key events in Florida as they relate to the American Revolution, such as Florida being a refuge for Loyalists, Indian resistance, or Spanish control of Florida.</p> <p>SS.8.A.3.Su.b Recognize American colonial reaction to British policy, such as protests to the acts, the Boston Massacre, the Boston Tea Party, and the First Continental Congress.</p> <p>SS.8.A.3.Su.c Recognize a contribution of one of the Founding Fathers, such as Benjamin Franklin, Thomas Jefferson, or George Washington.</p> <p>SS.8.A.3.Su.d Recognize contributions of a key group to the American Revolutionary War, including Native Americans, slaves, or women.</p> <p>SS.8.A.3.Su.e Recognize an influence of an individual on social and political developments, such as James Otis—"taxation without representation," Abigail Adams—women's rights, Mercy Otis Warren—abolition of slavery, or Benjamin Banneker—architecture.</p> <p>SS.8.A.3.Su.f Recognize major causes and consequences of the American Revolution, such as "Common Sense," unfair taxes, the Declaration of Independence, winter at Valley Forge, and the Treaty of Paris.</p>	<p>SS.8.A.3.Pa.n Recognize that new leaders bring changes to the country.</p> <p>SS.8.A.3.Pa.o Recognize an aspect of the quality of life.</p> <p>SS.8.A.3.Pa.p Recognize a consequence of a key event in Florida during this era of American history.</p> <p>SS.8.A.3.Pa.b Recognize that the colonists were unhappy with British rule.</p> <p>SS.8.A.3.Pa.c Recognize a Founding Father, such as George Washington.</p> <p>SS.8.A.3.Pa.d Recognize ways groups help during times of war.</p> <p>SS.8.A.3.Pa.e Recognize that an individual can influence social developments.</p> <p>SS.8.A.3.Pa.f Recognize that the colonists were unhappy with British rule.</p> <p>SS.8.A.3.Pa.g Recognize freedom as a goal of the Declaration of Independence.</p> <p>SS.8.A.3.Pa.h Recognize ways groups help during times of war.</p> <p>SS.8.A.3.Pa.i Recognize that people can work together to set up a government.</p>
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<p>developments, such as James Otis—“taxation without representation,” Abigail Adams—women’s rights, Mercy Otis Warren—abolition of slavery, or Benjamin Banneker—architecture.</p> <p>SS.8.A.3.In.f Identify major causes, events, and consequences of the American Revolution, such as “Common Sense,” unfair taxes, the Declaration of Independence, winter at Valley Forge, and the Treaty of Paris.</p> <p>SS.8.A.3.In.g Identify important content of the Declaration of Independence.</p> <p>SS.8.A.3.In.h Identify the impact of individuals and groups on the American Revolution, such as Ethan Allen, the Sons of Liberty, Patrick Henry, Patriots, and individual militias.</p> <p>SS.8.A.3.In.i Identify major characteristics of the Articles of Confederation, such as a weak central government and power for the states.</p>	<p>SS.8.A.3.Su.g Recognize the key ideas included in the Declaration of Independence.</p> <p>SS.8.A.3.Su.h Recognize the impact of individuals and groups on the American Revolution, such as some led resistance toward the British while others provided support for the British.</p> <p>SS.8.A.3.Su.i Recognize that the Articles of Confederation set up a weak central government.</p>	
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Standard 4: Demonstrate an understanding of the domestic and international causes, course, and consequences of westward expansion.

BENCHMARK CODE	BENCHMARK
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).
SS.8.A.4.10	Analyze 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.
SS.8.A.4.12	Examine 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.
SS.8.A.4.14	Examine the causes, course, and consequences of the women's suffrage movement (1848 Seneca Falls Convention, Declaration of Sentiments).
SS.8.A.4.15	Examine the causes, course, and consequences of literature movements (Transcendentalism) significant to this era of American history.
SS.8.A.4.16	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.
SS.8.A.4.18	Examine the experiences and perspectives of different ethnic, national, and religious groups in Florida, explaining their contributions to Florida's and America's society and culture during the Territorial Period.
SS.8.A.4.2	Describe the debate surrounding the spread of slavery into western territories and Florida.
SS.8.A.4.3	Examine the experiences and perspectives of significant individuals and groups during this era of American History.
SS.8.A.4.4	Discuss the impact of westward expansion on cultural practices and migration patterns of Native American and African slave populations.
SS.8.A.4.5	Explain the causes, course, and consequences of the 19th century transportation revolution on the growth of the nation's economy.
SS.8.A.4.6	Identify technological improvements (inventions/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.
SS.8.A.4.8	Describe the influence of individuals on social and political developments of this era in American History.
SS.8.A.4.9	Analyze the causes, course and consequences of the Second Great Awakening on social reform movements.

Access Point for Students with Significant Cognitive Disabilities

<i>Independent</i>	<i>Supported</i>	<i>Participatory</i>
SS.8.A.4.In.a Identify major events and consequences of America's westward expansion, such as the War of 1812, the acquisition of Florida, the Trail of Tears, and the California Gold Rush.	SS.8.A.4.Su.a Recognize major events and consequences of America's westward expansion, such as the acquisition of Florida, the Trail of Tears, and the California Gold Rush.	SS.8.A.4.Pa.a Recognize a consequence of America's westward expansion.
SS.8.A.4.In.j Recognize technological improvements in industry, such as Eli Whitney and the cotton gin, Robert Fulton and the steam engine, and Francis Cabot Lowell and the mechanized cotton mill.	SS.8.A.4.Su.j Recognize a technological improvement in industry, such as Eli Whitney and the cotton gin.	SS.8.A.4.Pa.j Recognize the benefit of an invention.
	SS.8.A.4.Su.k Recognize characteristics of	SS.8.A.4.Pa.k Recognize a characteristic of slave life on a plantation.

<p>SS.8.A.4.In.k Identify characteristics of slave life on plantations, including resistance efforts.</p> <p>SS.8.A.4.In.l Identify an effect of the Haitian Revolution, such as forcing the French to give up the Louisiana Territory to the United States.</p> <p>SS.8.A.4.In.m Identify a consequence of landmark Supreme Court cases during the westward expansion, such as that Native American tribes came under federal jurisdiction and were subsequently forced from their land.</p> <p>SS.8.A.4.In.n Identify the major causes, events, and consequences of the women's suffrage movement.</p> <p>SS.8.A.4.In.o Identify literature that supported social reform in the era of westward expansion.</p> <p>SS.8.A.4.In.p Recognize influences of Jacksonian democracy, such as an expansion of voting rights, the spoils system, a strong federal government, and the Indian Removal Act.</p> <p>SS.8.A.4.In.q Identify impacts that Florida had on the era of the westward expansion, such as relations with Seminoles and runaway slaves, and the establishment of Florida as a territory and admittance as a state.</p> <p>SS.8.A.4.In.r Identify impacts that Florida had on the era of the westward expansion, such as relations with Seminoles and runaway slaves, and the establishment of Florida as a territory and admittance as a state.</p> <p>SS.8.A.4.In.b Identify reasons why people supported or opposed slavery in the western territories and Florida.</p> <p>SS.8.A.4.In.c Identify the roles of individuals and groups during westward expansion, such as Lewis and Clark,</p>	<p>slave life on plantations.</p> <p>SS.8.A.4.Su.l Recognize an effect of the Haitian Revolution, such as forcing the French to give up the Louisiana Territory to the United States.</p> <p>SS.8.A.4.Su.m Recognize a consequence of landmark Supreme Court cases during the westward expansion, such as the forced removal of Native Americans from their lands.</p> <p>SS.8.A.4.Su.n Recognize the major cause and consequences of the women's suffrage movement.</p> <p>SS.8.A.4.Su.o Recognize stories and poems written to support social reform in the era of westward expansion.</p> <p>SS.8.A.4.Su.p Recognize a key idea of Jacksonian democracy, such as an expansion of voting rights, the spoils system, a strong federal government, or the Indian Removal Act.</p> <p>SS.8.A.4.Su.q Recognize an impact that Florida had on the era of the westward expansion, such as relations with Seminoles and runaway slaves, or the establishment of Florida as a territory and admittance as a state.</p> <p>SS.8.A.4.Su.r Recognize an impact that Florida had on the era of the westward expansion, such as relations with Seminoles and runaway slaves, or the establishment of Florida as a territory and admittance as a state.</p> <p>SS.8.A.4.Su.b Recognize why people supported or opposed slavery in the western territories and Florida.</p> <p>SS.8.A.4.Su.c Recognize the role of an individual or group during westward expansion, such as Lewis and Clark, Sacajawea, Native Americans, slaves, or Chinese immigrants.</p> <p>SS.8.A.4.Su.d Recognize the role of an</p>	<p>SS.8.A.4.Pa.l Recognize an unintended effect of a revolution.</p> <p>SS.8.A.4.Pa.m Recognize a social justice issue.</p> <p>SS.8.A.4.Pa.n Recognize that women can vote.</p> <p>SS.8.A.4.Pa.o Recognize that stories tell about the era of westward expansion.</p> <p>SS.8.A.4.Pa.p Recognize that new leaders bring change to the government.</p> <p>SS.8.A.4.Pa.q Recognize that Florida became a state.</p> <p>SS.8.A.4.Pa.r Recognize a contribution of a key group to Florida's culture.</p> <p>SS.8.A.4.Pa.b Recognize that groups did not agree about slavery.</p> <p>SS.8.A.4.Pa.c Recognize a consequence of America's westward expansion.</p> <p>SS.8.A.4.Pa.d Recognize a consequence of America's westward expansion.</p> <p>SS.8.A.4.Pa.e Recognize an effect of transportation.</p> <p>SS.8.A.4.Pa.f Recognize the benefit of an invention.</p> <p>SS.8.A.4.Pa.g Recognize a characteristic of poor working conditions.</p> <p>SS.8.A.4.Pa.h Recognize a social justice issue.</p>
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<p>Sacajawea, Native Americans, slaves, and Chinese immigrants.</p> <p>SS.8.A.4.In.d Identify the roles of individuals and groups during westward expansion, such as Lewis and Clark, Sacajawea, Native Americans, slaves, and Chinese immigrants.</p> <p>SS.8.A.4.In.e Identify how transportation changed America's economy in the 1800s.</p> <p>SS.8.A.4.In.f Recognize technological improvements in industry, such as Eli Whitney and the cotton gin, Robert Fulton and the steam engine, and Francis Cabot Lowell and the mechanized cotton mill.</p> <p>SS.8.A.4.In.g Identify working conditions in textile mills in New England as they affected women and children.</p> <p>SS.8.A.4.In.h Identify the influence of individuals on social and political developments, such as Thomas Jefferson—westward expansion, Frederick Douglass—the abolitionist movement, Dorothea Dix—social reforms, and Susan B. Anthony—women's rights.</p> <p>SS.8.A.4.In.i Identify the influence of individuals on social and political developments, such as Thomas Jefferson—westward expansion, Frederick Douglass—the abolitionist movement, Dorothea Dix—social reforms, and Susan B. Anthony—women's rights.</p>	<p>individual or group during westward expansion, such as Lewis and Clark, Sacajawea, Native Americans, slaves, or Chinese immigrants.</p> <p>SS.8.A.4.Su.e Recognize how transportation changed America's economy in the 1800s.</p> <p>SS.8.A.4.Su.f Recognize a technological improvement in industry, such as Eli Whitney and the cotton gin.</p> <p>SS.8.A.4.Su.g Recognize working conditions in textile mills in New England in the 1800s.</p> <p>SS.8.A.4.Su.h Recognize the influence of individuals on social and political developments, such as Thomas Jefferson—westward expansion, Frederick Douglass—the abolitionist movement, Dorothea Dix—social reforms, and Susan B. Anthony—women's rights.</p> <p>SS.8.A.4.Su.i Recognize the influence of individuals on social and political developments, such as Thomas Jefferson—westward expansion, Frederick Douglass—the abolitionist movement, Dorothea Dix—social reforms, and Susan B. Anthony—women's rights.</p>	<p>SS.8.A.4.Pa.i Recognize a social justice issue.</p>
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Standard 5: Examine the causes, course, and consequence of the Civil War and Reconstruction including its effects on American peoples.

BENCHMARK CODE	BENCHMARK
SS.8.A.5.1	Explain the causes, course, and consequence of the Civil War (sectionalism, slavery, states' rights, balance of power in the Senate).
SS.8.A.5.2	Analyze the role of slavery in the development of sectional conflict.

SS.8.A.5.3	Explain major domestic and international economic, military, political, and socio-cultural events of Abraham Lincoln's presidency.
SS.8.A.5.4	Identify the division (Confederate and Union States, Border states, western territories) of the United States at the outbreak of the Civil War.
SS.8.A.5.5	Compare Union and Confederate strengths and weaknesses.
SS.8.A.5.6	Compare significant Civil War battles and events and their effects on civilian populations.
SS.8.A.5.7	Examine key events and peoples in Florida history as each impacts this era of American history.
SS.8.A.5.8	Explain and evaluate the policies, practices, and consequences of Reconstruction (presidential and congressional reconstruction, Johnson's impeachment, Civil Rights Act of 1866, the 13th, 14th, and 15th Amendments, opposition of Southern whites to Reconstruction, accomplishments and failures of Radical Reconstruction, presidential election of 1876, end of Reconstruction, rise of Jim Crow laws, rise of Ku Klux Klan).

Access Point for Students with Significant Cognitive Disabilities

<i>Independent</i>	<i>Supported</i>	<i>Participatory</i>
<p>SS.8.A.5.In.a Identify the major causes, events, and consequence of the Civil War, such as states' rights, sectional differences, war between the northern and southern states, and slaves being freed.</p> <p>SS.8.A.5.In.b Identify factors related to slavery that led to the Civil War, such as the Abolition Movement, Nat Turner's Rebellion, the Underground Railroad, and Southern secession.</p> <p>SS.8.A.5.In.c Identify major developments during Abraham Lincoln's presidency, such as the defeat of Confederate States in the Civil War, the Emancipation Proclamation, and the Gettysburg Address.</p> <p>SS.8.A.5.In.d Identify the Union and Confederate States at the outbreak of the Civil War.</p> <p>SS.8.A.5.In.e Identify a strength and weakness of the Union and Confederacy, such as technology, resources, and military leaders.</p> <p>SS.8.A.5.In.f Identify outcomes of significant Civil War battles, such as Fort</p>	<p>SS.8.A.5.Su.a Recognize a major cause and consequence of the Civil War, such as states' rights, sectional differences, and slaves being freed.</p> <p>SS.8.A.5.Su.b Recognize a factor related to slavery that led to the Civil War, such as the support for freeing slaves or the secession of the Southern states from the Union.</p> <p>SS.8.A.5.Su.c Recognize a major development during the presidency of Abraham Lincoln, such as the defeat of the Confederate States in the Civil War or the Emancipation Proclamation.</p> <p>SS.8.A.5.Su.d Recognize the Union and Confederate States at the outbreak of the Civil War.</p> <p>SS.8.A.5.Su.e Recognize a strength and weakness of the Union and Confederacy, such as technology, resources, and military leaders.</p> <p>SS.8.A.5.Su.f Recognize the outcome of a significant Civil War battle, such as Fort Sumter, Gettysburg, or the surrender of General Lee at Appomattox.</p>	<p>SS.8.A.5.Pa.a Recognize that groups of people disagreed about slavery.</p> <p>SS.8.A.5.Pa.b Recognize that groups of people disagreed about slavery.</p> <p>SS.8.A.5.Pa.c Recognize that President Abraham Lincoln ended slavery.</p> <p>SS.8.A.5.Pa.d Recognize that states disagreed about slavery.</p> <p>SS.8.A.5.Pa.e Recognize a strength of groups in a war.</p> <p>SS.8.A.5.Pa.f Recognize a strength of groups in a war.</p> <p>SS.8.A.5.Pa.g Recognize an aspect of the quality of life during the time of the Civil War.</p> <p>SS.8.A.5.Pa.h Recognize an aspect of the quality of life during Reconstruction.</p>

<p>Sumter, the Monitor v. Merrimack, Gettysburg, and the surrender of General Lee at Appomattox.</p> <p>SS.8.A.5.In.g Identify key events in Florida that impacted the nation during the time of the Civil War, such as membership in the Confederate states, Union occupation of coastal towns, battles in Florida, and the quality of life in the pioneer environment.</p> <p>SS.8.A.5.In.h Identify changes that occurred during the period of Reconstruction, such as the reuniting of the governments and the treatment of freed slaves.</p>	<p>SS.8.A.5.Su.g Recognize key events in Florida that impacted the nation during the time of the Civil War, such as membership in the Confederate states, Union occupation of coastal towns, battles in Florida, and the quality of life in the pioneer environment.</p> <p>SS.8.A.5.Su.h Recognize changes that occurred during the period of Reconstruction, such as reuniting of the governments and the treatment of freed slaves.</p>	
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Strand: GEOGRAPHY

Standard 1: Understand how to use maps and other geographic representations, tools, and technology to report information.

BENCHMARK CODE	BENCHMARK
SS.8.G.1.1	Use maps to explain physical and cultural attributes of major regions throughout American history.
SS.8.G.1.2	Use appropriate geographic tools and terms to identify and describe significant places and regions in American history.

Access Point for Students with Significant Cognitive Disabilities

<i>Independent</i>	<i>Supported</i>	<i>Participatory</i>
<p>SS.8.G.1.In.a Use maps to identify physical and cultural attributes of major regions of the United States throughout American history.</p> <p>SS.8.G.1.In.b Use appropriate geographic terms and tools to identify places and regions in American history.</p>	<p>SS.8.G.1.Su.a Use maps to recognize physical or cultural attributes of major regions of the United States.</p> <p>SS.8.G.1.Su.b Use appropriate geographic tools to recognize places and regions of the United States.</p>	<p>SS.8.G.1.Pa.a Use a map to recognize a physical or cultural attribute of the United States.</p> <p>SS.8.G.1.Pa.b Use a map to recognize a physical or cultural attribute of the United States.</p>

Standard 2: Understand physical and cultural characteristics of places.

BENCHMARK CODE	BENCHMARK
SS.8.G.2.1	Identify the physical elements and the human elements that define and differentiate regions as relevant to American history.
SS.8.G.2.2	Use geographic terms and tools to analyze case studies of regional issues in different parts of the United States that have had critical economic, physical, or political ramifications.
SS.8.G.2.3	Use geographic terms and tools to analyze case studies of how selected regions of the United States have changed over time.

Access Point for Students with Significant Cognitive Disabilities

<i>Independent</i>	<i>Supported</i>	<i>Participatory</i>
<p>SS.8.G.2.In.a Identify physical elements, such as climate and terrain, and human elements—religion and economy—that explain settlement patterns in regions of the United States over time.</p> <p>SS.8.G.2.In.b Use geographic terms and tools to describe areas of the United States that have experienced critical economic or physical changes, such as flooding, earthquakes, or oil spills from ships.</p> <p>SS.8.G.2.In.c Use geographic terms and tools to examine how selected regions in the United States have changed over time.</p>	<p>SS.8.G.2.Su.a Recognize physical elements, such as climate and terrain, and human elements—religion and economy—that affected where people settled in the United States.</p> <p>SS.8.G.2.Su.b Use geographic tools to identify areas in the United States that have experienced a critical economic or physical change, such as flooding, earthquakes, or oil spills from ships.</p> <p>SS.8.G.2.Su.c Use geographic tools to identify a way that a region in the United States has changed over time.</p>	<p>SS.8.G.2.Pa.a Recognize the effect of a physical element of a place, such as climate or terrain, on people.</p> <p>SS.8.G.2.Pa.b Recognize a change in a place due to a natural disaster or other event in the United States.</p> <p>SS.8.G.2.Pa.c Recognize a change in a place due to a natural disaster or other event in the United States.</p>

Standard 3: Understand the relationships between the Earth's ecosystems and the populations that dwell within them.

BENCHMARK CODE	BENCHMARK
SS.8.G.3.1	Locate and describe in geographic terms the major ecosystems of the United States.
SS.8.G.3.2	Use geographic terms and tools to explain differing perspectives on the use of renewable and non-renewable resources in the United States and Florida over time.

Access Point for Students with Significant Cognitive Disabilities

<i>Independent</i>	<i>Supported</i>	<i>Participatory</i>
SS.8.G.3.In.a Locate and identify characteristics of major ecosystems of the United States.	SS.8.G.3.Su.a Locate and recognize characteristics of selected major ecosystems of the United States.	SS.8.G.3.Pa.a Recognize a characteristic of a major ecosystem.
SS.8.G.3.In.b Use geographic terms and tools to identify different opinions on the use of renewable and non-renewable resources in the United States and Florida.	SS.8.G.3.Su.b Use geographic tools to recognize ways that people have used renewable and non-renewable resources in the United States and Florida.	SS.8.G.3.Pa.b Recognize a resource as recyclable.

Standard 4: Understand the characteristics, distribution, and migration of human populations.

BENCHMARK CODE	BENCHMARK
SS.8.G.4.1	Interpret population growth and other demographic data for any given place in the United States throughout its history.
SS.8.G.4.2	Use geographic terms and tools to analyze the effects throughout American history of migration to and within the United States, both on the place of origin and destination.
SS.8.G.4.3	Use geographic terms and tools to explain cultural diffusion throughout the United States as it expanded its territory.
SS.8.G.4.4	Interpret databases, case studies, and maps to describe the role that regions play in influencing trade, migration patterns, and cultural/political interaction in the United States throughout time.
SS.8.G.4.5	Use geographic terms and tools to analyze case studies of the development, growth, and changing nature of cities and urban centers in the United States over time.
SS.8.G.4.6	Use political maps to describe changes in boundaries and governance throughout American history.

Access Point for Students with Significant Cognitive Disabilities

<i>Independent</i>	<i>Supported</i>	<i>Participatory</i>
SS.8.G.4.In.a Identify changes in population for selected places in the United States over time.	SS.8.G.4.Su.a Recognize changes in population for selected places in the United States over time.	SS.8.G.4.Pa.a Recognize that change is a characteristic of population.
SS.8.G.4.In.b Use geographic terms and tools to examine effects of migration to and within the United States, such as westward expansion and crossing the Mexican border.	SS.8.G.4.Su.b Use geographic tools to recognize effects of migration within the United States, such as westward expansion.	SS.8.G.4.Pa.b Recognize that change is a characteristic of population.
SS.8.G.4.In.c Use geographic terms	SS.8.G.4.Su.c Use geographic tools to recognize characteristics of different	SS.8.G.4.Pa.c Use a geographic tool to recognize characteristics of trade, culture, or migration.

<p>and tools to identify characteristics of different cultures that spread to different regions of the United States over time.</p> <p>SS.8.G.4.In.d Use geographic tools or case studies to identify the role that selected regions play in influencing trade, migration, and cultural interaction in the United States over time.</p> <p>SS.8.G.4.In.e Use geographic terms and tools to identify changes in cities and urban centers in the United States over time.</p> <p>SS.8.G.4.In.f Use political maps to identify changes in boundaries of the United States throughout American history.</p>	<p>cultures that spread to different regions of the United States over time.</p> <p>SS.8.G.4.Su.d Use geographic tools to recognize the role that selected regions play in influencing trade, migration, and cultural interaction in the United States over time.</p> <p>SS.8.G.4.Su.e Use geographic tools to recognize changes in cities and urban centers in the United States over time.</p> <p>SS.8.G.4.Su.f Use political maps to recognize changes in boundaries of the United States throughout American history.</p>	<p>SS.8.G.4.Pa.d Use a geographic tool to recognize characteristics of trade, culture, or migration.</p> <p>SS.8.G.4.Pa.e Recognize characteristics of a city.</p> <p>SS.8.G.4.Pa.f Use a map to recognize a boundary.</p>
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Standard 5: Understand how human actions can impact the environment.		
BENCHMARK CODE	BENCHMARK	
SS.8.G.5.1	Describe human dependence on the physical environment and natural resources to satisfy basic needs in local environments in the United States.	
SS.8.G.5.2	Describe the impact of human modifications on the physical environment and ecosystems of the United States throughout history.	
Access Point for Students with Significant Cognitive Disabilities		
<i>Independent</i>	<i>Supported</i>	<i>Participatory</i>
<p>SS.8.G.5.In.a Identify ways humans depend on the physical environment and natural resources to satisfy basic needs in their local environments in the United States.</p> <p>SS.8.G.5.In.b Identify impacts of selected human modifications, such as deforestation and agriculture, on the environment in the United States throughout history.</p>	<p>SS.8.G.5.Su.a Recognize ways that humans depend on the physical environment and natural resources to satisfy basic needs in their local environments in the United States.</p> <p>SS.8.G.5.Su.b Recognize impacts of a selected human modification, such as deforestation, on the environment in the United States.</p>	<p>SS.8.G.5.Pa.a Recognize that people use natural resources to satisfy basic needs.</p> <p>SS.8.G.5.Pa.b Recognize the impact of a human modification on the environment.</p>

Standard 6: Understand how to apply geography to interpret the past and present and plan for the future.

BENCHMARK CODE	BENCHMARK
SS.8.G.6.1	Use appropriate maps and other graphic representations to analyze geographic problems and changes over time throughout American history.
SS.8.G.6.2	Illustrate places and events in U.S. history through the use of narratives and graphic representations.

Access Point for Students with Significant Cognitive Disabilities

<i>Independent</i>	<i>Supported</i>	<i>Participatory</i>
<p>SS.8.G.6.In.a Use maps and other graphic representations to describe geographic problems and changes in the United States over time.</p> <p>SS.8.G.6.In.b Illustrate a place or event in United States history using a narrative and graphic representation, such as a map, graph, or table.</p>	<p>SS.8.G.6.Su.a Use a map or other graphic representation to identify a geographic problem or change in the United States.</p> <p>SS.8.G.6.Su.b Illustrate a place or event in United States history using a graphic representation, such as a map, graph, or table.</p>	<p>SS.8.G.6.Pa.a Use a map or other graphic representation to recognize a geographic change.</p> <p>SS.8.G.6.Pa.b Create a simple representation about a place or event in the United States.</p>

Strand: ECONOMICS

Standard 1: Understand the fundamental concepts relevant to the development of a market economy.

BENCHMARK CODE	BENCHMARK
SS.8.E.1.1	Examine motivating economic factors that influenced the development of the United States economy over time including scarcity, supply and demand, opportunity costs, incentives, profits, and entrepreneurial aspects.

Access Point for Students with Significant Cognitive Disabilities

<i>Independent</i>	<i>Supported</i>	<i>Participatory</i>
<p>SS.8.E.1.In.a Identify how economic factors affected the development of America over time, such as supply and demand, scarcity, profits, and incentives.</p>	<p>SS.8.E.1.Su.a Recognize that economic factors affected the development of America over time, such as supply and demand, scarcity, and incentives.</p>	<p>SS.8.E.1.Pa.a Recognize that people work for incentives.</p>

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

BENCHMARK CODE	BENCHMARK
SS.8.E.2.1	Analyze contributions of entrepreneurs, inventors, and other key individuals from various gender, social, and ethnic backgrounds in the development of the United States economy.
SS.8.E.2.2	Explain the economic impact of government policies.
SS.8.E.2.3	Assess the role of Africans and other minority groups in the economic development of the United States.

Access Point for Students with Significant Cognitive Disabilities

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

Standard 3: Understand the fundamental concepts and interrelationships of the United States economy in the international marketplace.

BENCHMARK CODE	BENCHMARK
SS.8.E.3.1	Evaluate domestic and international interdependence.

Access Point for Students with Significant Cognitive Disabilities

<i>Independent</i>	<i>Supported</i>	<i>Participatory</i>
SS.8.E.3.In.a Identify examples of	SS.8.E.3.Su.a Recognize ways that	SS.8.E.3.Pa.a Recognize that

domestic and international interdependence, such as regional exchange of resources.	countries are interdependent, such as exchange of resources.	groups depend on each other.
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Strand: CIVICS AND GOVERNMENT

Standard 1: The student will evaluate the roles, rights, and responsibilities of United States citizens and determine methods of active participation in society, government, and the political system.

BENCHMARK CODE	BENCHMARK
SS.8.C.1.1	Identify the constitutional provisions for establishing citizenship.
SS.8.C.1.2	Compare views of self-government and the rights and responsibilities of citizens held by Patriots, Loyalists, and other colonists.
SS.8.C.1.3	Recognize the role of civic virtue in the lives of citizens and leaders from the colonial period through Reconstruction.
SS.8.C.1.4	Identify the evolving forms of civic and political participation from the colonial period through Reconstruction.
SS.8.C.1.5	Apply the rights and principles contained in the Constitution and Bill of Rights to the lives of citizens today.
SS.8.C.1.6	Evaluate how amendments to the Constitution have expanded voting rights from our nation's early history to present day.

Access Point for Students with Significant Cognitive Disabilities

<i>Independent</i>	<i>Supported</i>	<i>Participatory</i>
SS.8.C.1.In.a Identify ways the Constitution provides for citizenship, such as being born and being naturalized in the United States.	SS.8.C.1.Su.a Recognize a way the Constitution provides for citizenship, such as being born or naturalized in the United States.	SS.8.C.1.Pa.a Recognize that people who are born in the United States are citizens.
SS.8.C.1.In.b Identify different views held by colonists on self-government and rights and responsibilities of citizens.	SS.8.C.1.Su.b Recognize different views that colonists held about the rights and responsibilities of citizens.	SS.8.C.1.Pa.b Recognize a responsibility of citizens, such as keeping informed.
SS.8.C.1.In.c Identify activities that reflect civic virtue in the lives of citizens from the Colonial period through Reconstruction, such as voting, volunteering, and giving to the poor.	SS.8.C.1.Su.c Recognize activities that reflect civic virtues in the lives of citizens from the Colonial period through Reconstruction, such as voting and serving in local government.	SS.8.C.1.Pa.c Recognize an activity of citizens that reflects civic virtue, such as voting.
SS.8.C.1.In.d Identify forms of civic and political participation from the Colonial	SS.8.C.1.Su.d Recognize forms of civic and political participation from the Colonial	SS.8.C.1.Pa.d Recognize an activity of citizens that reflects civic virtue, such as voting.

<p>period through Reconstruction, such as complying with laws and rules, voting, and serving in the government.</p> <p>SS.8.C.1.In.e Identify ways citizens benefit from rights provided by the Constitution and Bill of Rights.</p> <p>SS.8.C.1.In.f Identify ways amendments to the Constitution have expanded voting rights, such as at first allowing only landowners to vote, then white males, former slaves, and females.</p>	<p>period through Reconstruction, such as complying with laws and rules and voting.</p> <p>SS.8.C.1.Su.e Recognize a way citizens benefit from the rights provided by the Constitution and Bill of Rights.</p> <p>SS.8.C.1.Su.f Recognize how amendments to the Constitution expanded voting rights to white males, former slaves, and females.</p>	<p>SS.8.C.1.Pa.e Recognize that the law guarantees individual rights.</p> <p>SS.8.C.1.Pa.f Recognize that men and women can vote in the United States.</p>
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Standard 2: The student will demonstrate an understanding of the principles, functions, and organization of government.		
BENCHMARK CODE	BENCHMARK	
SS.8.C.2.1	Evaluate and compare the essential ideals and principles of American constitutional government expressed in primary sources from the colonial period to Reconstruction.	
Access Point for Students with Significant Cognitive Disabilities		
<i>Independent</i>	<i>Supported</i>	<i>Participatory</i>
SS.8.C.2.In.a Identify principles of the American government, such as representative democracy (republicanism), separation of powers, and freedom expressed in important documents in American history.	SS.8.C.2.Su.a Recognize a principle of the American government, such as representative democracy (republicanism) or separation of powers expressed in important documents in American history.	SS.8.C.2.Pa.a Recognize that the government in the United States is based on freedom.

GRADE: 912

Strand: AMERICAN HISTORY

Standard 1: Use research and inquiry skills to analyze American history using primary and secondary sources.

BENCHMARK CODE	BENCHMARK
SS.912.A.1.1	Describe the importance of historiography, which includes how historical knowledge is obtained and transmitted, when interpreting events in history.
SS.912.A.1.2	Utilize a variety of primary and secondary sources to identify author, historical significance, audience, and authenticity to understand a historical period.
SS.912.A.1.3	Utilize timelines to identify the time sequence of historical data.
SS.912.A.1.4	Analyze how images, symbols, objects, cartoons, graphs, charts, maps, and artwork may be used to interpret the significance of time periods and events from the past.
SS.912.A.1.5	Evaluate the validity, reliability, bias, and authenticity of current events and Internet resources.
SS.912.A.1.6	Use case studies to explore social, political, legal, and economic relationships in history.
SS.912.A.1.7	Describe various socio-cultural aspects of American life including arts, artifacts, literature, education, and publications.

Access Point for Students with Significant Cognitive Disabilities

<i>Independent</i>	<i>Supported</i>	<i>Participatory</i>
SS.912.A.1.In.a Identify the importance of the use of authentic sources and critical review by historians to write about events.	SS.912.A.1.Su.a Identify the importance of the use of authentic sources by historians to write about events.	SS.912.A.1.Pa.a Recognize that historians write about events.
SS.912.A.1.In.b Identify the author and purpose of significant historical documents using primary and secondary sources.	SS.912.A.1.Su.b Identify the author and purpose of significant historical documents.	SS.912.A.1.Pa.b Use appropriate sources to obtain information about history.
SS.912.A.1.In.c Use a timeline to identify the sequence of historical data.	SS.912.A.1.Su.c Use a timeline to identify a historical event.	SS.912.A.1.Pa.c Use a timeline to recognize an event that occurred in the past.
SS.912.A.1.In.d Interpret pictures, cartoons, graphs, artwork, artifacts, or writings to obtain information about a time period and events from the past.	SS.912.A.1.Su.d Use pictures, cartoons, graphs, artwork, artifacts, or writings to obtain information about a time period and events from the past.	SS.912.A.1.Pa.d Recognize pictures, cartoons, or artifacts about the past.
SS.912.A.1.In.e Determine the accuracy of current events and Internet resources by comparing them to reliable sources.	SS.912.A.1.Su.e Recognize the accuracy of current events and Internet resources by comparing them to reliable sources.	SS.912.A.1.Pa.e Recognize information about current events.
SS.912.A.1.In.f Use a case study to identify social, political, legal, and economic relationships in history.	SS.912.A.1.Su.f Use a case study to recognize social, political, legal, and economic relationships in history.	SS.912.A.1.Pa.f Use a case study to obtain information on history.
SS.912.A.1.In.g Identify selected	SS.912.A.1.Su.g Recognize selected socio-cultural aspects of American life,	SS.912.A.1.Pa.g Recognize a selected socio-cultural aspect of American life, such as the arts, artifacts, literature, education, or publications.

socio-cultural aspects of American life, such as the arts, artifacts, literature, education, and publications.	such as the arts, artifacts, literature, education, and publications.	
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Standard 2: Understand the causes, course, and consequences of the Civil War and Reconstruction and its effects on the American people.

BENCHMARK CODE	BENCHMARK
SS.912.A.2.1	Review causes and consequences of the Civil War.
SS.912.A.2.2	Assess the influence of significant people or groups on Reconstruction.
SS.912.A.2.3	Describe the issues that divided Republicans during the early Reconstruction era.
SS.912.A.2.4	Distinguish the freedoms guaranteed to African Americans and other groups with the 13th, 14th, and 15th Amendments to the Constitution.
SS.912.A.2.5	Assess how Jim Crow Laws influenced life for African Americans and other racial/ethnic minority groups.
SS.912.A.2.6	Compare the effects of the Black Codes and the Nadir on freed people, and analyze the sharecropping system and debt peonage as practiced in the United States.
SS.912.A.2.7	Review the Native American experience.

Access Point for Students with Significant Cognitive Disabilities

<i>Independent</i>	<i>Supported</i>	<i>Participatory</i>
SS.912.A.2.In.a Identify the major causes and consequences of the Civil War.	SS.912.A.2.Su.a Recognize the major causes and consequences of the Civil War.	SS.912.A.2.Pa.a Recognize characteristics of life during the Civil War.
SS.912.A.2.In.b Describe the influence of significant people or groups on Reconstruction, such as Andrew Johnson, Ulysses S. Grant, Robert E. Lee, Buffalo Soldiers, and Harriet Tubman.	SS.912.A.2.Su.b Recognize the influence of significant people or groups on Reconstruction, such as Andrew Johnson, Ulysses S. Grant, Robert E. Lee, Buffalo Soldiers, and Harriet Tubman.	SS.912.A.2.Pa.b Recognize there were leaders who promoted social justice.
SS.912.A.2.In.c Identify major challenges during Reconstruction, such as initial resistance to readmission by Southern states, disagreements between President Johnson and the Congress, and opposition to blacks by white extremist organizations, such as the Ku Klux Klan (KKK).	SS.912.A.2.Su.c Recognize major challenges in the period of Reconstruction, such as the disagreements between the President and Congress and opposition to blacks by groups such as the Ku Klux Klan (KKK).	SS.912.A.2.Pa.c Recognize that groups of people continued to disagree about slavery after the war.
SS.912.A.2.In.d Identify freedoms guaranteed to African American males in		SS.912.A.2.Pa.d Recognize that African American males have the right to vote.
		SS.912.A.2.Pa.e Recognize the social issue of segregation.

<p>the amendments to the Constitution, such as the abolition of slavery, the right to citizenship, and the right to vote.</p> <p>SS.912.A.2.In.e Identify the purpose of laws of segregation, often called Jim Crow Laws.</p> <p>SS.912.A.2.In.f Identify the sharecropping and debt peonage system that was practiced in the United States.</p> <p>SS.912.A.2.In.g Identify the Native American experience during the westward expansion, such as being forced to leave their native lands to go to reservations and give up tribal identity and culture.</p>	<p>SS.912.A.2.Su.d Recognize freedoms guaranteed to African American males in the amendments to the Constitution, such as the abolition of slavery and the right to vote.</p> <p>SS.912.A.2.Su.e Recognize examples of laws of segregation, often called Jim Crow Laws.</p> <p>SS.912.A.2.Su.f Recognize that sharecropping was a common way of life for freed people.</p> <p>SS.912.A.2.Su.g Recognize the Native American experience during the westward expansion, such as being forced to leave their native lands to go to reservations and give up tribal identity and culture.</p>	<p>SS.912.A.2.Pa.f Recognize the social issue of segregation.</p> <p>SS.912.A.2.Pa.g Recognize the social issue of forced integration.</p>
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Standard 3: Analyze the transformation of the American economy and the changing social and political conditions in response to the Industrial Revolution.

BENCHMARK CODE	BENCHMARK
SS.912.A.3.1	Analyze the economic challenges to American farmers and farmers' responses to these challenges in the mid to late 1800s.
SS.912.A.3.10	Review different economic and philosophic ideologies.
SS.912.A.3.11	Analyze the impact of political machines in United States cities in the late 19th and early 20th centuries.
SS.912.A.3.12	Compare how different nongovernmental organizations and progressives worked to shape public policy, restore economic opportunities, and correct injustices in American life.
SS.912.A.3.13	Examine key events and peoples in Florida history as they relate to United States history.
SS.912.A.3.2	Examine the social, political, and economic causes, course, and consequences of the second Industrial Revolution that began in the late 19th century.
SS.912.A.3.3	Compare the first and second Industrial Revolutions in the United States.
SS.912.A.3.4	Determine how the development of steel, oil, transportation, communication, and business practices affected the United States economy.
SS.912.A.3.5	Identify significant inventors of the Industrial Revolution including African Americans and women.

SS.912.A.3.6	Analyze changes that occurred as the United States shifted from agrarian to an industrial society.
SS.912.A.3.7	Compare the experience of European immigrants in the east to that of Asian immigrants in the west (the Chinese Exclusion Act, Gentlemen's Agreement with Japan).
SS.912.A.3.8	Examine the importance of social change and reform in the late 19th and early 20th centuries (class system, migration from farms to cities, Social Gospel movement, role of settlement houses and churches in providing services to the poor).
SS.912.A.3.9	Examine causes, course, and consequences of the labor movement in the late 19th and early 20th centuries.

Access Point for Students with Significant Cognitive Disabilities

<i>Independent</i>	<i>Supported</i>	<i>Participatory</i>
<p>SS.912.A.3.In.a Identify responses to economic challenges faced by farmers, such as shifting from hand labor to machine farming, the creation of colleges to support agricultural development, and increasing the use of commercial agriculture.</p> <p>SS.912.A.3.In.j Identify major differences in economic systems, such as capitalism and communism.</p> <p>SS.912.A.3.In.k Identify ways powerful groups (political machines) in United States cities controlled the government, such as having enough votes to maintain control of the city and giving jobs or contracts only to people who supported them.</p> <p>SS.912.A.3.In.l Identify ways organizations and people have shaped public policy and corrected injustices in American life, such as the NAACP, the YMCA, Theodore Roosevelt, and Booker T. Washington.</p> <p>SS.912.A.3.In.m Identify key events and people in Florida history related to United States history, such as the railroad industry, the cattle industry, and the influence of immigrants.</p> <p>SS.912.A.3.In.b Identify economic developments in the second Industrial Revolution, such as mass production of consumer goods, including</p>	<p>SS.912.A.3.Su.a Recognize responses to economic challenges faced by farmers, such as shifting from hand labor to machine farming, the creation of colleges to support agricultural development, and increasing the use of commercial agriculture.</p> <p>SS.912.A.3.Su.j Recognize an example of an economic system, such as capitalism.</p> <p>SS.912.A.3.Su.k Recognize that powerful groups in United States cities controlled the government and gave favors to people who supported them.</p> <p>SS.912.A.3.Su.l Recognize a way an organization or person has shaped public policy and corrected injustices in American life, such as the NAACP, the YMCA, Theodore Roosevelt, or Booker T. Washington.</p> <p>SS.912.A.3.Su.m Recognize a key event or person in Florida history related to United States history, such as the railroad industry, the cattle industry, or the influence of immigrants.</p> <p>SS.912.A.3.Su.b Recognize that mass production of transportation, food, and clothing was developed during the second Industrial Revolution.</p> <p>SS.912.A.3.Su.c Recognize technological developments and inventions in the Industrial Revolutions in the United States.</p>	<p>SS.912.A.3.Pa.a Recognize employment options in America.</p> <p>SS.912.A.3.Pa.j Recognize that people buy and sell goods and services.</p> <p>SS.912.A.3.Pa.k Recognize that powerful groups have a strong influence on government.</p> <p>SS.912.A.3.Pa.l Recognize an organization in the community that helps people.</p> <p>SS.912.A.3.Pa.m Recognize a key event or person in Florida history.</p> <p>SS.912.A.3.Pa.b Recognize goods that are manufactured, such as clothing.</p> <p>SS.912.A.3.Pa.c Recognize that inventions changed life in the United States.</p> <p>SS.912.A.3.Pa.d Recognize transportation and communication systems.</p> <p>SS.912.A.3.Pa.e Recognize that inventions help people.</p> <p>SS.912.A.3.Pa.f Recognize that</p>

<p>transportation, food and drink, clothing, and entertainment (cinema, radio, the gramophone).</p> <p>SS.912.A.3.In.c Identify technological developments and inventions in the Industrial Revolutions in the United States.</p> <p>SS.912.A.3.In.d Identify how developments in industry affected the United States economy, such as railroads, forms of communication, and corporations.</p> <p>SS.912.A.3.In.e Identify a significant inventor of the Industrial Revolution, including an African American or a woman.</p> <p>SS.912.A.3.In.f Identify changes that occurred as the United States shifted from an agrarian to an industrial society, such as laissez-faire policies and government regulations of food and drugs.</p> <p>SS.912.A.3.In.g Identify similarities in the way European immigrants in the east and Asian immigrants in the west were treated, such as discrimination in housing and employment.</p> <p>SS.912.A.3.In.h Identify the importance of social change and reform, such as settlement houses and churches that helped the poor during the early 1900s.</p> <p>SS.912.A.3.In.i Identify a cause and consequence of the labor movement in the late 1800s and early 1900s, such as the need to improve working conditions and the resulting child labor laws and work regulations.</p>	<p>SS.912.A.3.Su.d Recognize how a development in industry affected the United States economy, such as railroads or forms of communication.</p> <p>SS.912.A.3.Su.e Recognize a significant inventor of the Industrial Revolution, including an African American or a woman.</p> <p>SS.912.A.3.Su.f Recognize changes that occurred as the United States shifted from an agrarian to an industrial society, such as laissez-faire policies and government regulations of food and drugs.</p> <p>SS.912.A.3.Su.g Recognize similarities in the way European immigrants in the east and Asian immigrants in the west were treated, such as discrimination in housing and employment.</p> <p>SS.912.A.3.Su.h Recognize the importance of social change and reform, such as settlement houses and churches that helped the poor during the early 1900s.</p> <p>SS.912.A.3.Su.i Recognize a cause and consequence of the labor movement in the late 1800s and early 1900s, such as the need to improve working conditions and the resulting child labor laws and work regulations.</p>	<p>government can control business.</p> <p>SS.912.A.3.Pa.g Recognize the social issue of inequality.</p> <p>SS.912.A.3.Pa.h Recognize types of assistance for personal and social needs.</p> <p>SS.912.A.3.Pa.i Recognize that workers have rights.</p>
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Standard 4: Demonstrate an understanding of the changing role of the United States in world affairs

through the end of World War I.

BENCHMARK CODE	BENCHMARK
SS.912.A.4.1	Analyze the major factors that drove United States imperialism.
SS.912.A.4.10	Examine the provisions of the Treaty of Versailles and the failure of the United States to support the League of Nations.
SS.912.A.4.11	Examine key events and peoples in Florida history as they relate to United States history.
SS.912.A.4.2	Explain the motives of the United States acquisition of the territories.
SS.912.A.4.3	Examine causes, course, and consequences of the Spanish American War.
SS.912.A.4.4	Analyze the economic, military, and security motivations of the United States to complete the Panama Canal as well as major obstacles involved in its construction.
SS.912.A.4.5	Examine causes, course, and consequences of United States involvement in World War I.
SS.912.A.4.6	Examine how the United States government prepared the nation for war with war measures (Selective Service Act, War Industries Board, war bonds, Espionage Act, Sedition Act, Committee of Public Information).
SS.912.A.4.7	Examine the impact of airplanes, battleships, new weaponry and chemical warfare in creating new war strategies (trench warfare, convoys).
SS.912.A.4.8	Compare the experiences Americans (African Americans, Hispanics, Asians, women, conscientious objectors) had while serving in Europe.
SS.912.A.4.9	Compare how the war impacted German Americans, Asian Americans, African Americans, Hispanic Americans, Jewish Americans, Native Americans, women and dissenters in the United States.

Access Point for Students with Significant Cognitive Disabilities

<i>Independent</i>	<i>Supported</i>	<i>Participatory</i>
<p>SS.912.A.4.In.a Identify major factors that drove the United States to expand its influence to other territories, such as forced trade with China and Japan, policies that restricted access to the Western Hemisphere, and the construction of the Panama Canal.</p>	<p>SS.912.A.4.Su.a Recognize a factor that drove the United States to expand its influence to other territories, such as forced trade with China and Japan, policies that restricted access to the Western Hemisphere, or the construction of the Panama Canal.</p>	<p>SS.912.A.4.Pa.a Recognize the continuing growth over time of the United States.</p> <p>SS.912.A.4.Pa.j Recognize an unintended effect of an agreement (treaty).</p>
<p>SS.912.A.4.In.j Identify that the Treaty of Versailles held Germany responsible for the damages of World War I and established the League of Nations.</p>	<p>SS.912.A.4.Su.j Recognize that the Treaty of Versailles held Germany responsible for the damages of World War I and established the League of Nations.</p>	<p>SS.912.A.4.Pa.k Recognize a contribution of Florida as it relates to American history.</p>
<p>SS.912.A.4.In.k Identify key events and people in Florida history, such as the participation of Florida troops and the</p>	<p>SS.912.A.4.Su.k Recognize key events and people in Florida history, such as the participation of Florida troops in the Spanish</p>	<p>SS.912.A.4.Pa.b Recognize the continuing growth over time of the United States.</p>

<p>role of Tampa during the Spanish-American War.</p> <p>SS.912.A.4.In.b Identify the benefits of expanding into other territories by the United States, such as Alaska and Hawaii, Puerto Rico, and other islands.</p> <p>SS.912.A.4.In.c Identify consequences of the Spanish American War, such as ending the Spanish control over Cuba and gaining control of islands in the Caribbean and Pacific.</p> <p>SS.912.A.4.In.d Identify reasons why the United States completed the Panama Canal, such as improving trade and decreasing travel time; and identify challenges that were faced during its construction, such as disease and environmental impact.</p> <p>SS.912.A.4.In.e Identify causes and consequences of United States involvement in World War I, such as conflicts among European nations, sinking of the Lusitania, threats by Germany, the arms race, and the Allies' plan for peace.</p> <p>SS.912.A.4.In.f Identify ways the United States government prepared the nation for World War I, such as initiating the draft, issuing war bonds, and using propaganda.</p> <p>SS.912.A.4.In.g Identify impacts of the development of airplanes, battleships, and new weapons during World War I.</p> <p>SS.912.A.4.In.h Identify experiences Americans had while serving in Europe, including groups such as African Americans and women.</p> <p>SS.912.A.4.In.i Identify impacts of the war on diverse groups of people in the United States, including dissenters.</p>	<p>American War.</p> <p>SS.912.A.4.Su.b Recognize a benefit of expanding into other territories by the United States, such as Alaska and Hawaii, Puerto Rico, and other islands.</p> <p>SS.912.A.4.Su.c Recognize a consequence of the Spanish American War, such as ending the Spanish control over Cuba or gaining control of islands in the Caribbean and Pacific.</p> <p>SS.912.A.4.Su.d Recognize why the United States completed the Panama Canal, such as improving trade and decreasing travel time; and recognize challenges that were faced during its construction, such as disease and environmental impact.</p> <p>SS.912.A.4.Su.e Recognize a cause and consequence of United States involvement in World War I, such as conflicts among European nations, sinking of the Lusitania, threats by Germany, the arms race, and the Allies' plan for peace.</p> <p>SS.912.A.4.Su.f Recognize a way the United States government prepared the nation for World War I, such as initiating the draft, issuing war bonds, or using propaganda.</p> <p>SS.912.A.4.Su.g Recognize an impact of the development of airplanes, battleships, or new weapons during World War I.</p> <p>SS.912.A.4.Su.h Recognize experiences Americans had while serving in Europe, including groups such as African Americans and women.</p> <p>SS.912.A.4.Su.i Recognize an impact of the war on diverse groups of people in the United States, including dissenters.</p>	<p>SS.912.A.4.Pa.c Recognize the continuing growth over time of the United States.</p> <p>SS.912.A.4.Pa.d Recognize that a canal is a man-made waterway for travel.</p> <p>SS.912.A.4.Pa.e Recognize how countries help each other in a war.</p> <p>SS.912.A.4.Pa.f Recognize that citizens support their country during a war.</p> <p>SS.912.A.4.Pa.g Recognize types of transportation used in wars.</p> <p>SS.912.A.4.Pa.h Recognize people in the armed services.</p> <p>SS.912.A.4.Pa.i Recognize that some people do not support war.</p>
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Standard 5: Analyze the effects of the changing social, political, and economic conditions of the Roaring Twenties and the Great Depression.

BENCHMARK CODE	BENCHMARK
SS.912.A.5.1	Discuss the economic outcomes of demobilization.
SS.912.A.5.10	Analyze support for and resistance to civil rights for women, African Americans, Native Americans, and other minorities.
SS.912.A.5.11	Examine causes, course, and consequences of the Great Depression and the New Deal.
SS.912.A.5.12	Examine key events and people in Florida history as they relate to United States history.
SS.912.A.5.2	Explain the causes of the public reaction (Sacco and Vanzetti, labor, racial unrest) associated with the Red Scare.
SS.912.A.5.3	Examine the impact of United States foreign economic policy during the 1920s.
SS.912.A.5.4	Evaluate how the economic boom during the Roaring Twenties changed consumers, businesses, manufacturing, and marketing practices.
SS.912.A.5.5	Describe efforts by the United States and other world powers to avoid future wars.
SS.912.A.5.6	Analyze the influence that Hollywood, the Harlem Renaissance, the Fundamentalist movement, and prohibition had in changing American society in the 1920s.
SS.912.A.5.7	Examine the freedom movements that advocated civil rights for African Americans, Latinos, Asians, and women.
SS.912.A.5.8	Compare the views of Booker T. Washington, W.E.B. DuBois, and Marcus Garvey relating to the African American experience.
SS.912.A.5.9	Explain why support for the Ku Klux Klan varied in the 1920s with respect to issues such as anti-immigration, anti-African American, anti-Catholic, anti-Jewish, anti-women, and anti-union ideas.

Access Point for Students with Significant Cognitive Disabilities

<i>Independent</i>	<i>Supported</i>	<i>Participatory</i>
SS.912.A.5.In.a Identify an economic result of demobilization, such as reintegration of soldiers into civilian life or reconstruction.	SS.912.A.5.Su.a Recognize a result of demobilization, such as the reintegration of soldiers into civilian life.	SS.912.A.5.Pa.a Recognize that soldiers return home after a war.
SS.912.A.5.In.j Identify reasons why there was support for and resistance to civil rights for women, African Americans, Native Americans, and other minorities.	SS.912.A.5.Su.j Recognize a reason why there was support for and resistance to civil rights for women, African Americans, Native Americans, and other minorities.	SS.912.A.5.Pa.j Recognize that groups may fear people who are different.
SS.912.A.5.In.k Identify a cause of the Great Depression, such as	SS.912.A.5.Su.k Recognize a cause of the Great Depression, such as drought, inflation, or the stock market crash, and a consequence, such as the New Deal plan	SS.912.A.5.Pa.k Recognize that people struggle to meet their needs when they don't have enough money.
		SS.912.A.5.Pa.l Recognize an

<p>drought, inflation, or the stock market crash, and a consequence, such as the New Deal plan for relief, recovery, and reform.</p> <p>SS.912.A.5.In.l Identify key events and people in Florida, such as the Florida land boom, air conditioning, New Deal programs, and Marjorie Kinnan Rawlings.</p> <p>SS.912.A.5.In.b Identify the causes and reactions associated with the Red Scare, such as fear of a communist revolution, strikes by workers, laws limiting immigration, and racial unrest.</p> <p>SS.912.A.5.In.c Identify impacts of United States government economic policies during the 1920s, such as tax cuts, a reduction in federal spending, and high tariffs.</p> <p>SS.912.A.5.In.d Identify results of the economic boom of the Roaring Twenties, such as the rise of automobile ownership, the mass production of goods, and the use of marketing.</p> <p>SS.912.A.5.In.e Identify actions of the United States and world powers to avoid future wars, such as forming the League of Nations.</p> <p>SS.912.A.5.In.f Identify the influences of Hollywood, the Harlem Renaissance, and prohibition on American society in the 1920s.</p> <p>SS.912.A.5.In.g Identify the effects of freedom movements that advocated for civil rights for African Americans, Latinos, Asians, and women, such as a feeling of unity and a sense of community.</p> <p>SS.912.A.5.In.h Identify the major view of a leader relating to the African American experience, such as Booker T. Washington, W.E.B. DuBois, or Marcus Garvey.</p>	<p>for relief, recovery, and reform.</p> <p>SS.912.A.5.Su.l Recognize key events in Florida, such as the Florida land boom and the development of air conditioning.</p> <p>SS.912.A.5.Su.b Recognize a cause and a reaction of the Red Scare, such as fear of a communist revolution, strikes by workers, laws limiting immigration, or racial unrest.</p> <p>SS.912.A.5.Su.c Recognize an impact of United States government economic policies during the 1920s, such as tax cuts, a reduction in federal spending, and high tariffs.</p> <p>SS.912.A.5.Su.d Recognize a result of the economic boom of the Roaring Twenties, such as the rise of automobile ownership, the mass production of goods, or the use of marketing.</p> <p>SS.912.A.5.Su.e Recognize that the League of Nations was formed to prevent wars.</p> <p>SS.912.A.5.Su.f Recognize an influence of Hollywood, the Harlem Renaissance, or prohibition on American society in the 1920s.</p> <p>SS.912.A.5.Su.g Recognize the effects of freedom movements that advocated for civil rights for African Americans, Latinos, Asians, and women, such as a feeling of unity and a sense of community.</p> <p>SS.912.A.5.Su.h Recognize the view of a leader relating to the African American experience, such as the way African Americans should go about obtaining their rights.</p> <p>SS.912.A.5.Su.i Recognize that support of the Ku Klux Klan changed during the 1920s with respect to groups, such as immigrants, African Americans, Catholics, Jews, women, and unions.</p>	<p>important development in Florida, such as air conditioning.</p> <p>SS.912.A.5.Pa.b Recognize behaviors that result from fears.</p> <p>SS.912.A.5.Pa.c Recognize that the government makes rules about taxes and spending.</p> <p>SS.912.A.5.Pa.d Recognize that when people have more money, they can buy more goods.</p> <p>SS.912.A.5.Pa.e Recognize that countries want to prevent wars.</p> <p>SS.912.A.5.Pa.f Recognize the influences of groups with different beliefs.</p> <p>SS.912.A.5.Pa.g Recognize that people in the same ethnic group may feel a sense of community.</p> <p>SS.912.A.5.Pa.h Recognize that people in the same ethnic group may feel a sense of community.</p> <p>SS.912.A.5.Pa.i Recognize that groups may fear people who are different.</p>
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SS.912.A.5.In.i Identify that support of the Ku Klux Klan changed during the 1920s with respect to groups, such as immigrants, African Americans, Catholics, Jews, women, and unions.		
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Standard 6: Understand the causes and course of World War II, the character of the war at home and abroad, and its reshaping of the United States role in the post-war world.

BENCHMARK CODE	BENCHMARK
SS.912.A.6.1	Examine causes, course, and consequences of World War II on the United States and the world.
SS.912.A.6.10	Examine causes, course, and consequences of the early years of the Cold War (Truman Doctrine, Marshall Plan, NATO, Warsaw Pact).
SS.912.A.6.11	Examine the controversy surrounding the proliferation of nuclear technology in the United States and the world.
SS.912.A.6.12	Examine causes, course, and consequences of the Korean War.
SS.912.A.6.13	Analyze significant foreign policy events during the Truman, Eisenhower, Kennedy, Johnson, and Nixon administrations.
SS.912.A.6.14	Analyze causes, course, and consequences of the Vietnam War.
SS.912.A.6.15	Examine key events and peoples in Florida history as they relate to United States history.
SS.912.A.6.2	Describe the United States response in the early years of World War II (Neutrality Acts, Cash and Carry, Lend Lease Act).
SS.912.A.6.3	Analyze the impact of the Holocaust during World War II on Jews as well as other groups.
SS.912.A.6.4	Examine efforts to expand or contract rights for various populations during World War II.
SS.912.A.6.5	Explain the 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.
SS.912.A.6.7	Describe the attempts to promote international justice through the Nuremberg Trials.
SS.912.A.6.8	Analyze the effects of the Red Scare on domestic United States policy.
SS.912.A.6.9	Describe the rationale for the formation of the United Nations, including the contribution of Mary McLeod Bethune.

Access Point for Students with Significant Cognitive Disabilities

<i>Independent</i>	<i>Supported</i>	<i>Participatory</i>
<p>SS.912.A.6.In.a Identify major causes and consequences of World War II on the United States and the world.</p>	<p>SS.912.A.6.Su.a Recognize a major cause and result of World War II on the United States and the world.</p>	<p>SS.912.A.6.Pa.a Recognize that the United States fought in a war.</p>
<p>SS.912.A.6.In.j Identify the consequences of the early years of the Cold War, such as the establishment of the Truman Doctrine, the Marshall Plan, NATO, and the Warsaw Pact.</p>	<p>SS.912.A.6.Su.j Recognize a consequence of the Cold War, such as the arms race, fear of the spread of communism, plans to help countries rebuild after World War II, or that countries in communist and western nations formed separate alliances.</p>	<p>SS.912.A.6.Pa.j Recognize that countries help each other to prevent wars.</p>
<p>SS.912.A.6.In.k Identify concerns about the spread of nuclear technology in the United States and the world.</p>	<p>SS.912.A.6.Su.k Recognize a concern about the spread of nuclear technology in the United States and the world.</p>	<p>SS.912.A.6.Pa.k Recognize that countries make agreements to prevent war.</p>
<p>SS.912.A.6.In.l Identify a cause and consequence of the Korean War.</p>	<p>SS.912.A.6.Su.l Recognize a cause and consequence of the Korean War.</p>	<p>SS.912.A.6.Pa.l Recognize that countries help other countries in war.</p>
<p>SS.912.A.6.In.m Identify results of significant foreign policy events, such as the Cuban missile crisis, the Gulf of Tonkin Resolution—Vietnam, and relations with China.</p>	<p>SS.912.A.6.Su.m Recognize the results of a significant foreign policy event, such as the Cuban missile crisis, the Gulf of Tonkin Resolution—Vietnam, or relations with China.</p>	<p>SS.912.A.6.Pa.m Recognize that the United States is involved with other nations.</p>
<p>SS.912.A.6.In.n Identify causes and results of the Vietnam War.</p>	<p>SS.912.A.6.Su.n Recognize a cause and result of the Vietnam War.</p>	<p>SS.912.A.6.Pa.n Recognize that countries help other countries in war.</p>
<p>SS.912.A.6.In.o Identify key events in Florida, such as the construction of military bases and World War II training centers and the development of the space program and NASA.</p>	<p>SS.912.A.6.Su.o Recognize key events in Florida, such as the construction of military bases and the development of the space program.</p>	<p>SS.912.A.6.Pa.o Recognize a development in Florida, such as the space program.</p>
<p>SS.912.A.6.In.b Identify the United States response in the early years of World War II, such as the Neutrality Act, giving aid to Britain, and supplying war material to other countries.</p>	<p>SS.912.A.6.Su.b Recognize the United States response in the early years of World War II, such as trying to stay out of the war and providing aid and war material to other countries fighting in the war.</p>	<p>SS.912.A.6.Pa.b Recognize that a country can provide aid to other countries (allies) during a war.</p>
<p>SS.912.A.6.In.c Identify the impact of the Holocaust during World War II on Jews and other groups.</p>	<p>SS.912.A.6.Su.c Recognize the United States response in the early years of World War II, such as trying to stay out of the war and providing aid and war material to other countries fighting in the war.</p>	<p>SS.912.A.6.Pa.c Recognize that groups may be treated badly because they are different.</p>
<p>SS.912.A.6.In.d Identify actions related to rights for groups during World War II, such as women, African Americans, German Americans, Japanese Americans, Native Americans, Hispanic Americans, or Italian Americans.</p>	<p>SS.912.A.6.Su.d Recognize an impact of the Holocaust during World War II on Jews and other groups.</p>	<p>SS.912.A.6.Pa.d Recognize that groups may be treated differently during a war.</p>
<p>SS.912.A.6.In.d Identify actions related to rights for groups during World War II, such as women, African Americans, German Americans, Japanese Americans, Native Americans, Hispanic Americans, or Italian Americans.</p>	<p>SS.912.A.6.Su.d Recognize an action related to rights for groups during World War II, such as women, African Americans, German Americans, Japanese Americans, Native Americans, Hispanic Americans, or Italian Americans.</p>	<p>SS.912.A.6.Pa.e Recognize that war causes changes in home life.</p>
	<p>SS.912.A.6.Su.e Recognize an impact of</p>	<p>SS.912.A.6.Pa.f Recognize that countries may take drastic measures to end a war.</p>
		<p>SS.912.A.6.Pa.g Recognize that people who commit war crimes may have a trial.</p>

<p>SS.912.A.6.In.e Identify an impact of World War II on domestic government policy, such as rationing, national security, civil rights, and increased job opportunities.</p> <p>SS.912.A.6.In.f Identify a reason why the United States decided to use atomic weapons against Japan and identify the aftermath, such as destruction and the ending of World War II.</p> <p>SS.912.A.6.In.g Identify attempts to promote international justice by trying Nazi war crimes after World War II (Nuremberg Trials).</p> <p>SS.912.A.6.In.h Identify the effects of the Red Scare on the United States, such as the loyalty review program and the House Un-American Activities Committee.</p> <p>SS.912.A.6.In.i Identify that the United Nations was formed as an international organization to keep world peace and Mary McLeod Bethune was involved in developing the charter.</p>	<p>World War II on domestic government policy, such as rationing, national security, civil rights, or increased job opportunities.</p> <p>SS.912.A.6.Su.f Recognize the aftermath of the use of atomic weapons against Japan, such as destruction and the ending of World War II.</p> <p>SS.912.A.6.Su.g Recognize attempts to promote international justice by trying Nazi war crimes after World War II (Nuremberg Trials).</p> <p>SS.912.A.6.Su.h Recognize an effect of the Red Scare on the United States, such as the loyalty review program.</p> <p>SS.912.A.6.Su.i Recognize a peacekeeping role of the United Nations.</p>	<p>SS.912.A.6.Pa.h Recognize loyalty to one's country.</p> <p>SS.912.A.6.Pa.i Recognize that countries work together in the United Nations.</p>
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Standard 7: Understand the rise and continuing international influence of the United States as a world leader and the impact of contemporary social and political movements on American life.

BENCHMARK CODE	BENCHMARK
SS.912.A.7.1	Identify causes for Post-World War II prosperity and its effects on American society.
SS.912.A.7.10	Analyze the significance of Vietnam and Watergate on the government and people of the United States.
SS.912.A.7.11	Analyze the foreign policy of the United States as it relates to Africa, Asia, the Caribbean, Latin America, and the Middle East.
SS.912.A.7.12	Analyze political, economic, and social concerns that emerged at the end of the 20th century and into the 21st century.
SS.912.A.7.13	Analyze the attempts to extend New Deal legislation through the Great Society and the

	successes and failures of these programs to promote social and economic stability.
SS.912.A.7.14	Review the role of the United States as a participant in the global economy (trade agreements, international competition, impact on American labor, environmental concerns).
SS.912.A.7.15	Analyze the effects of foreign and domestic terrorism on the American people.
SS.912.A.7.16	Examine changes in immigration policy and attitudes toward immigration since 1950.
SS.912.A.7.17	Examine key events and key people in Florida history as they relate to United States history.
SS.912.A.7.2	Compare the relative prosperity between different ethnic groups and social classes in the post-World War II period.
SS.912.A.7.3	Examine the changing status of women in the United States from post-World War II to present.
SS.912.A.7.4	Evaluate the success of 1960s era presidents' foreign and domestic policies.
SS.912.A.7.5	Compare nonviolent and violent approaches utilized by groups (African Americans, women, Native Americans, Hispanics) to achieve civil rights.
SS.912.A.7.6	Assess key figures and organizations in shaping the Civil Rights Movement and Black Power Movement.
SS.912.A.7.7	Assess the building of coalitions between African Americans, whites, and other groups in achieving integration and equal rights.
SS.912.A.7.8	Analyze significant Supreme Court decisions relating to integration, busing, affirmative action, the rights of the accused, and reproductive rights.
SS.912.A.7.9	Examine the similarities of social movements (Native Americans, Hispanics, women, anti-war protesters) of the 1960s and 1970s.

Access Point for Students with Significant Cognitive Disabilities

<i>Independent</i>	<i>Supported</i>	<i>Participatory</i>
SS.912.A.7.In.a Identify effects of post-World War II prosperity on American society, such as the Baby Boom and the growth of suburbs.	SS.912.A.7.Su.a Recognize an effect of post-World War II prosperity on American society, such as the Baby Boom or the growth of suburbs.	SS.912.A.7.Pa.a Recognize a characteristic of post-World War II, such as suburbs and modern appliances.
SS.912.A.7.In.j Identify the impact of the Vietnam War and Watergate on the United States.	SS.912.A.7.Su.j Recognize an impact of the Vietnam War and Watergate on the United States.	SS.912.A.7.Pa.j Recognize an impact of war on people.
SS.912.A.7.In.k Identify aspects of United States foreign policy as it relates to Africa, Asia, the Caribbean, Latin America, and the Middle East.	SS.912.A.7.Su.k Recognize an aspect of United States foreign policy as it relates to Africa, Asia, the Caribbean, Latin America, and the Middle East.	SS.912.A.7.Pa.k Recognize that the United States has interests in other countries.
SS.912.A.7.In.l Identify political, economic, and social concerns that	SS.912.A.7.Su.l Recognize political, economic, and social concerns that	SS.912.A.7.Pa.l Recognize a social or economic concern of people.

<p>emerged from the late 1900s to early 2000s.</p> <p>SS.912.A.7.In.m Identify components of the Great Society program, such as Medicare and Medicaid, urban development, housing, and transit.</p> <p>SS.912.A.7.In.n Identify ways the United States participates in the global economy, such as by trading with other countries and making trade agreements.</p> <p>SS.912.A.7.In.o Identify effects of terrorism in the United States, such as the attacks on September 11, 2001, which led to the wars in Afghanistan and Iraq.</p> <p>SS.912.A.7.In.p Identify ways that immigration policy and attitudes have changed since 1950.</p> <p>SS.912.A.7.In.q Identify key events in Florida, such as the construction of Disney World, the growth of the citrus industry, changes in the space program, and immigration.</p> <p>SS.912.A.7.In.b Identify the prosperity of different ethnic groups and social classes in the post-World War II period.</p> <p>SS.912.A.7.In.c Identify ways that the role of women in the United States has changed since World War II, such as having more women in the workforce and politics and the use of birth control.</p> <p>SS.912.A.7.In.d Examine government policies and programs in the 1960s, such as civil rights legislation, the Space Race, and the Great Society.</p> <p>SS.912.A.7.In.e Identify violent and nonviolent approaches used by groups, such as African Americans, women, Native Americans, and Hispanics, to achieve civil rights.</p> <p>SS.912.A.7.In.f Identify important acts of key persons and organizations in the</p>	<p>emerged from the late 1900s to early 2000s.</p> <p>SS.912.A.7.Su.m Recognize a component of the Great Society program, such as Medicare and Medicaid, or housing.</p> <p>SS.912.A.7.Su.n Recognize a way the United States participates in the global economy, such as by trading with other countries or making trade agreements.</p> <p>SS.912.A.7.Su.o Recognize that the United States has been affected by acts of terrorism, such as the attacks on September 11, 2001.</p> <p>SS.912.A.7.Su.p Recognize that immigration policy and attitudes have changed since 1950.</p> <p>SS.912.A.7.Su.q Identify a key event in Florida, such as the construction of Disney World, the growth of the citrus industry, changes in the space program, or immigration.</p> <p>SS.912.A.7.Su.b Recognize the prosperity of different ethnic groups and social classes in the post-World War II period.</p> <p>SS.912.A.7.Su.c Recognize a way that the role of women in the United States has changed since World War II, such as having more women in the workforce and politics or the use of birth control.</p> <p>SS.912.A.7.Su.d Identify a government policy or program in the 1960s, such as civil rights legislation, the Space Race, or the Great Society.</p> <p>SS.912.A.7.Su.e Recognize violent and nonviolent approaches used by groups, such as African Americans, women, Native Americans, and Hispanics, to achieve civil rights.</p> <p>SS.912.A.7.Su.f Recognize important acts of key persons and organizations in the Civil Rights Movement and Black Power Movement, such as Martin Luther King,</p>	<p>SS.912.A.7.Pa.m Recognize a social program of the government.</p> <p>SS.912.A.7.Pa.n Recognize a product produced in another country.</p> <p>SS.912.A.7.Pa.o Recognize an act of terrorism, such as September 11, 2001.</p> <p>SS.912.A.7.Pa.p Recognize that people immigrate to this country.</p> <p>SS.912.A.7.Pa.q Recognize a key event in Florida, such as construction of Disney World.</p> <p>SS.912.A.7.Pa.b Recognize that different groups of people may be rich or poor.</p> <p>SS.912.A.7.Pa.c Recognize a role of women, such as working outside the home.</p> <p>SS.912.A.7.Pa.d Recognize a government program that helps people.</p> <p>SS.912.A.7.Pa.e Recognize that people act in violent and nonviolent ways to bring about change.</p> <p>SS.912.A.7.Pa.f Recognize that people act in violent and nonviolent ways to bring about change.</p> <p>SS.912.A.7.Pa.g Recognize that people act in violent and nonviolent ways to bring about change.</p> <p>SS.912.A.7.Pa.h Recognize that Supreme Court cases have important outcomes that affect all citizens.</p> <p>SS.912.A.7.Pa.i Recognize that</p>
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<p>Civil Rights Movement and Black Power Movement, such as Martin Luther King, Rosa Parks, the NAACP, and Malcolm X.</p> <p>SS.912.A.7.In.g Identify ways African Americans, whites, and other groups joined together to bring about changes in integration and equal rights, such as the Freedom Rides and the March on Washington.</p> <p>SS.912.A.7.In.h Identify the importance of landmark Supreme Court cases, such as integration—Brown v. Board of Education (1954), affirmative action—Regents of the University of California v. Bakke (1978), rights of the accused—Gideon v. Wainright (1963), and reproductive rights—Roe v. Wade (1973).</p> <p>SS.912.A.7.In.i Identify social movements of the 1960s and 1970s, such as reimbursement for Native American lands, working conditions of Hispanics and bilingual and bicultural education, and women’s rights.</p>	<p>Rosa Parks, the NAACP, and Malcolm X.</p> <p>SS.912.A.7.Su.g Recognize ways African Americans, whites, and other groups joined together to bring about changes in integration and equal rights, such as the Freedom Rides and the March on Washington.</p> <p>SS.912.A.7.Su.h Recognize the importance of landmark Supreme Court cases, such as integration—Brown v. Board of Education (1954), affirmative action—Regents of the University of California v. Bakke (1978), rights of the accused—Gideon v. Wainright (1963), and reproductive rights—Roe v. Wade (1973).</p> <p>SS.912.A.7.Su.i Recognize social movements of the 1960s and 1970s, such as reimbursement for Native American lands, working conditions of Hispanics and bilingual and bicultural education, and women’s rights.</p>	<p>people work together for positive change.</p>
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Strand: GEOGRAPHY

Standard 1: Understand how to use maps and other geographic representations, tools, and technology to report information.

BENCHMARK CODE	BENCHMARK
SS.912.G.1.1	Design maps using a variety of technologies based on descriptive data to explain physical and cultural attributes of major world regions.
SS.912.G.1.2	Use spatial perspective and appropriate geographic terms and tools, including the Six Essential Elements, as organizational schema to describe any given place.
SS.912.G.1.3	Employ applicable units of measurement and scale to solve simple locational problems using maps and globes.
SS.912.G.1.4	Analyze geographic information from a variety of sources including primary sources, atlases, computer, and digital sources, Geographic Information Systems (GIS), and a broad variety of maps.

Access Point for Students with Significant Cognitive Disabilities

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

Standard 2: Understand physical and cultural characteristics of places.

BENCHMARK CODE	BENCHMARK
SS.912.G.2.1	Identify the physical characteristics and the human characteristics that define and differentiate regions.
SS.912.G.2.2	Describe the factors and processes that contribute to the differences between developing and developed regions of the world.
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.
SS.912.G.2.4	Use geographic terms and tools to analyze case studies of how selected regions change over time.
SS.912.G.2.5	Use geographic terms and tools to analyze case studies of debates over how human actions modify a selected region.

Access Point for Students with Significant Cognitive Disabilities

<i>Independent</i>	<i>Supported</i>	<i>Participatory</i>
SS.912.G.2.In.a Identify physical characteristics—such as climate and terrain, and human elements—such as	SS.912.G.2.Su.a Recognize physical characteristics—such as climate and terrain, and human elements—such as	SS.912.G.2.Pa.a Recognize the effect of a physical characteristic of a place on people.

<p>religion and economy, that explain settlement patterns in the United States regions over time.</p> <p>SS.912.G.2.In.b Recognize factors and processes that contribute to differences between developing and developed regions of the world.</p> <p>SS.912.G.2.In.c Use geographic terms and tools to describe areas of the world that have experienced critical economic or physical changes, such as desertification, global warming, or natural disasters.</p> <p>SS.912.G.2.In.d Use geographic terms and tools to describe how regions of the world have changed over time.</p> <p>SS.912.G.2.In.e Use geographic terms and tools to describe how human actions modify selected regions, such as mining, drilling, farming, and housing.</p>	<p>religion and economy, that affected where people settled in the United States.</p> <p>SS.912.G.2.Su.b Recognize a factor that contributes to differences between developing and developed regions of the world.</p> <p>SS.912.G.2.Su.c Use geographic tools to identify areas in the world that have experienced a critical economic or physical change, such as desertification, global warming, or natural disasters.</p> <p>SS.912.G.2.Su.d Use geographic terms and tools to identify how regions of the world have changed over time.</p> <p>SS.912.G.2.Su.e Use geographic terms and tools to identify how human actions modify selected regions, such as mining, drilling, farming, and housing.</p>	<p>SS.912.G.2.Pa.b Recognize a characteristic of development.</p> <p>SS.912.G.2.Pa.c Recognize a change in a place due to a natural disaster or other event in the world.</p> <p>SS.912.G.2.Pa.d Recognize a change in a place due to a natural disaster or other event in the world.</p> <p>SS.912.G.2.Pa.e Recognize how human actions change a location.</p>
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Standard 3: Understand the relationships between the Earth's ecosystems and the populations that dwell within them.

BENCHMARK CODE		BENCHMARK
SS.912.G.3.1		Use geographic terms to locate and describe major ecosystems of Earth.
SS.912.G.3.2		Use geographic terms and tools to explain how weather and climate influence the natural character of a place.
SS.912.G.3.3		Use geographic terms and tools to explain differing perspectives on the use of renewable and non-renewable resources in Florida, the United States, and the world.
SS.912.G.3.4		Use geographic terms and tools to explain how the Earth's internal changes and external changes influence the character of places.
SS.912.G.3.5		Use geographic terms and tools to explain how hydrology influences the physical character of a place.
Access Point for Students with Significant Cognitive Disabilities		
<i>Independent</i>	<i>Supported</i>	<i>Participatory</i>

<p>SS.912.G.3.In.a Using geographic terms, identify characteristics of major ecosystems of Earth, such as location, climate, landforms, and resources.</p>	<p>SS.912.G.3.Su.a Using geographic terms, recognize characteristics of selected major ecosystems of Earth, such as location, climate, and landforms.</p>	<p>SS.912.G.3.Pa.a Recognize characteristics of a major ecosystem.</p>
<p>SS.912.G.3.In.b Use geographic terms and tools to describe how weather and climate influence a location.</p>	<p>SS.912.G.3.Su.b Use geographic terms and tools to identify how weather and climate influence a location.</p>	<p>SS.912.G.3.Pa.b Use a geographic tool to recognize weather conditions.</p>
<p>SS.912.G.3.In.c 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.</p>	<p>SS.912.G.3.Su.c Use geographic terms and tools to recognize ways that people have used renewable and non-renewable resources in Florida, the United States, or the world.</p>	<p>SS.912.G.3.Pa.c Recognize a way to recycle resources.</p> <p>SS.912.G.3.Pa.d Recognize that natural forces can change the characteristics of a location.</p>
<p>SS.912.G.3.In.d 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.</p>	<p>SS.912.G.3.Su.d Use geographic terms and tools to identify how Earth's external changes—such as volcanoes and earthquakes—and internal changes—such as floods and erosion—impact the characteristics of locations.</p>	<p>SS.912.G.3.Pa.e Recognize the influence of water flow on a place.</p>
<p>SS.912.G.3.In.e Use geographic terms and tools to describe how changes in the distribution or use of water (hydrology), such as damming a river or building an irrigation system, impact locations.</p>	<p>SS.912.G.3.Su.e Use geographic terms and tools to identify how changes in the distribution or use of water (hydrology), such as building a dam, can impact a location.</p>	

Standard 4: Understand the characteristics, distribution, and migration of human populations.

BENCHMARK CODE	BENCHMARK
SS.912.G.4.1	Interpret population growth and other demographic data for any given place.
SS.912.G.4.2	Use geographic terms and tools to analyze the push/pull factors contributing to human migration within and among places.
SS.912.G.4.3	Use geographic terms and tools to analyze the effects of migration both on the place of origin and destination, including border areas.
SS.912.G.4.4	Use geographic terms and tools to analyze case studies of issues in globalization.
SS.912.G.4.5	Use geographic terms and tools to analyze case studies of the development, growth, and changing nature of cities and urban centers.
SS.912.G.4.6	Use geographic terms and tools to predict the effect of a change in a specific characteristic of a place on the human population of that place.
SS.912.G.4.7	Use geographic terms and tools to explain cultural diffusion throughout places, regions, and

	the world.
SS.912.G.4.8	Use geographic concepts to analyze spatial phenomena and to discuss economic, political, and social factors that define and interpret space.
SS.912.G.4.9	Use political maps to describe the change in boundaries and governments within continents over time.

Access Point for Students with Significant Cognitive Disabilities

<i>Independent</i>	<i>Supported</i>	<i>Participatory</i>
SS.912.G.4.In.a Identify changes in population for selected places.	SS.912.G.4.Su.a Recognize changes in population for selected places.	SS.912.G.4.Pa.a Recognize that change is a characteristic of population.
SS.912.G.4.In.b Use geographic terms and tools to describe the push/pull factors contributing to human migration.	SS.912.G.4.Su.b Use geographic terms and tools to identify the push/pull factors contributing to human migration.	SS.912.G.4.Pa.b Recognize a cause of migration.
SS.912.G.4.In.c Use geographic terms and tools to examine effects of migration on the place of origin and destination.	SS.912.G.4.Su.c Use geographic terms and tools to identify an effect of migration on the place of origin and destination.	SS.912.G.4.Pa.c Recognize an effect of migration.
SS.912.G.4.In.d Use geographic terms and tools to identify issues in globalization, such as outsourcing and unfair treatment of certain population groups.	SS.912.G.4.Su.d Use geographic terms and tools to recognize an issue in globalization, such as outsourcing or unfair treatment of certain population groups.	SS.912.G.4.Pa.d Recognize an effect of globalization.
SS.912.G.4.In.e Use geographic terms and tools to identify changes in cities and urban centers.	SS.912.G.4.Su.e Use geographic terms and tools to recognize changes in cities and urban centers.	SS.912.G.4.Pa.e Recognize changes in the characteristics of a city.
SS.912.G.4.In.f Use geographic terms and tools to identify an effect of a change in a specific characteristic of a place on the human population of that place.	SS.912.G.4.Su.f Use geographic terms and tools to recognize an effect of a change in a specific characteristic of a place on the human population of that place.	SS.912.G.4.Pa.f Use a geographic term, such as movement, to recognize a change in the population of a place.
SS.912.G.4.In.g Use geographic terms and tools to identify characteristics of cultural diffusion throughout selected places, regions, and the world.	SS.912.G.4.Su.g Use geographic terms and tools to recognize characteristics of cultural diffusion throughout selected places, regions, and the world.	SS.912.G.4.Pa.g Use a geographic term, such as movement, to recognize a change in the population of a place.
SS.912.G.4.In.h Use geographic concepts to describe factors that define space, such as patterns of land use and availability of transportation systems.	SS.912.G.4.Su.h Use geographic concepts to identify factors that define space, such as patterns of land use.	SS.912.G.4.Pa.h Recognize uses of land.
	SS.912.G.4.Su.i Use political maps to recognize changes in boundaries or governments within a continent.	SS.912.G.4.Pa.i Use maps to recognize changes in boundaries.

SS.912.G.4.In.i Use political maps to identify changes in boundaries or governments within a continent.		
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Standard 5: Understand how human actions can impact the environment.

BENCHMARK CODE	BENCHMARK
SS.912.G.5.1	Analyze case studies of how the Earth's physical systems affect humans.
SS.912.G.5.2	Analyze case studies of how changes in the physical environment of a place can increase or diminish its capacity to support human activity.
SS.912.G.5.3	Analyze case studies of the effects of human use of technology on the environment of places.
SS.912.G.5.4	Analyze case studies of how humans impact the diversity and productivity of ecosystems.
SS.912.G.5.5	Use geographic terms and tools to analyze case studies of policies and programs for resource use and management.
SS.912.G.5.6	Analyze case studies to predict how a change to an environmental factor can affect an ecosystem.

Access Point for Students with Significant Cognitive Disabilities

<i>Independent</i>	<i>Supported</i>	<i>Participatory</i>
SS.912.G.5.In.a Identify examples of how the Earth's physical systems, such as landforms, locations, resources, and climate affect humans.	SS.912.G.5.Su.a Recognize examples of how the Earth's physical systems, such as landforms, locations, resources, and climate affect humans.	SS.912.G.5.Pa.a Recognize an effect of a physical system on humans.
SS.912.G.5.In.b Identify how changes in the physical environment of a place can impact its capacity to support human activity.	SS.912.G.5.Su.b Recognize how changes in the physical environment of a place can impact its capacity to support human activity.	SS.912.G.5.Pa.b Recognize an effect of the physical environment on human activity.
SS.912.G.5.In.c Identify how human use of technology affects the environment of places.	SS.912.G.5.Su.c Recognize how human use of technology affects the environment of places.	SS.912.G.5.Pa.c Recognize an effect of technology on the environment.
SS.912.G.5.In.d Identify how humans impact the diversity and productivity of an ecosystem.	SS.912.G.5.Su.d Recognize how humans impact the diversity and productivity of an ecosystem.	SS.912.G.5.Pa.d Recognize an impact of humans on an ecosystem.
SS.912.G.5.In.e Use geographic terms and tools to identify effects of government policies or programs for	SS.912.G.5.Su.e Use geographic terms and tools to recognize effects of government policies or programs for	SS.912.G.5.Pa.e Recognize an impact of humans on an ecosystem.
		SS.912.G.5.Pa.f Recognize an impact of humans on an ecosystem.

resource use and management. SS.912.G.5.In.f Identify how change to an environmental factor can affect an ecosystem.	resource use and management. SS.912.G.5.Su.f Recognize how change to an environmental factor can affect an ecosystem.	
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Standard 6: Understand how to apply geography to interpret the past and present and plan for the future.

BENCHMARK CODE	BENCHMARK
SS.912.G.6.1	Use appropriate maps and other graphic representations to analyze geographic problems and changes over time.
SS.912.G.6.2	Develop databases about specific places and provide a simple analysis about their importance.
SS.912.G.6.3	Formulate hypotheses and test geographic models that demonstrate complex relationships between physical and cultural phenomena.
SS.912.G.6.4	Translate narratives about places and events into graphic representations.
SS.912.G.6.5	Develop criteria for assessing issues relating to human spatial organization and environmental stability to identify solutions.

Access Point for Students with Significant Cognitive Disabilities

<i>Independent</i>	<i>Supported</i>	<i>Participatory</i>
SS.912.G.6.In.a Use appropriate maps and other graphic representations to examine geographic problems and changes over time.	SS.912.G.6.Su.a Use an appropriate map or other graphic representation to identify a geographic problem or change over time.	SS.912.G.6.Pa.a Use an appropriate map or other graphic representation to recognize a geographic problem or change.
SS.912.G.6.In.b Identify, organize, and determine the importance of information about a specific place.	SS.912.G.6.Su.b Identify and organize information about a specific place.	SS.912.G.6.Pa.b Recognize information about a specific place.
SS.912.G.6.In.c Identify the relationship between physical and cultural phenomena in specific places.	SS.912.G.6.Su.c Recognize the relationship between physical and cultural phenomena of a specific place.	SS.912.G.6.Pa.c Recognize information about a specific place.
SS.912.G.6.In.d Use narratives about places and events to create graphic representations, such as maps, tables, or graphs.	SS.912.G.6.Su.d Create graphic representations, such as maps, tables, or graphs, about places and events.	SS.912.G.6.Pa.d Create a simple representation about a place or event.
	SS.912.G.6.Su.e Recognize the relationship between physical and	SS.912.G.6.Pa.e Recognize information about a specific place.

SS.912.G.6.In.e Identify the relationship between physical and cultural phenomena in specific places.	cultural phenomena of a specific place.	
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Strand: ECONOMICS

Standard 1: Understand the fundamental concepts relevant to the development of a market economy.

BENCHMARK CODE	BENCHMARK
SS.912.E.1.1	Identify the factors of production and why they are necessary for the production of goods and services.
SS.912.E.1.10	Explain the use of fiscal policy (taxation, spending) to promote price stability, full employment, and economic growth.
SS.912.E.1.11	Explain how the Federal Reserve uses the tools of monetary policy (discount rate, reserve requirement, open market operations) to promote price stability, full employment, and economic growth.
SS.912.E.1.12	Examine the four phases of the business cycle (peak, contraction - unemployment, trough, 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.
SS.912.E.1.14	Compare credit, savings, and investment services available to the consumer from financial institutions.
SS.912.E.1.15	Describe the risk and return profiles of various investment vehicles and the importance of diversification.
SS.912.E.1.16	Construct a one-year budget plan for a specific career path including expenses and construction of a credit plan for purchasing a major item.
SS.912.E.1.2	Analyze production possibilities curves to explain choice, scarcity, and opportunity costs.
SS.912.E.1.3	Compare how the various economic systems (traditional, market, command, mixed) answer the questions: (1) What to produce?; (2) How to produce?; and (3) For whom to produce?
SS.912.E.1.4	Define supply, demand, quantity supplied, and quantity demanded; graphically illustrate situations that would cause changes in each, and demonstrate how the equilibrium price of a product is determined by the interaction of supply and demand in the market place.
SS.912.E.1.5	Compare different forms of business organizations.

SS.912.E.1.6	Compare the basic characteristics of the four market structures (monopoly, oligopoly, monopolistic competition, pure competition).
SS.912.E.1.7	Graph and explain how firms determine price and output through marginal cost analysis.
SS.912.E.1.8	Explain ways firms engage in price and nonprice competition.
SS.912.E.1.9	Describe how the earnings of workers are determined.

Access Point for Students with Significant Cognitive Disabilities

<i>Independent</i>	<i>Supported</i>	<i>Participatory</i>
SS.912.E.1.In.a Identify examples of factors of production, such as land, labor, and capital.	SS.912.E.1.Su.a Recognize examples of factors of production, such as land, labor, and capital.	SS.912.E.1.Pa.a Recognize that products are made from resources.
SS.912.E.1.In.j Identify that the government uses taxation and oversight of government spending to support the economy.	SS.912.E.1.Su.j Recognize that the government uses tax money to support the economy.	SS.912.E.1.Pa.j Recognize that the government makes rules about money.
SS.912.E.1.In.k Identify that the Federal Reserve controls interest rates to affect economic growth.	SS.912.E.1.Su.k Recognize that the bank of the federal government (Federal Reserve) controls some interest rates.	SS.912.E.1.Pa.k Recognize that the government makes rules about money.
SS.912.E.1.In.l Identify changes in the business cycle, such as peak, contraction-unemployment, trough, and expansion-inflation.	SS.912.E.1.Su.l Recognize changes in the business cycle, such as peak, contraction-unemployment, trough, and expansion-inflation.	SS.912.E.1.Pa.l Recognize a change in the business cycle, such as growth (peak).
SS.912.E.1.In.m Describe the basic functions of money in the United States.	SS.912.E.1.Su.m Identify the basic functions of money in the United States.	SS.912.E.1.Pa.m Recognize a use for money in the United States.
SS.912.E.1.In.n Identify major differences between credit, savings, and investment services.	SS.912.E.1.Su.n Recognize a credit and savings service.	SS.912.E.1.Pa.o Recognize the purpose of saving money.
SS.912.E.1.In.o Identify sources of information on investments, such as stocks, bonds, and mutual funds.	SS.912.E.1.Su.o Recognize the purpose of saving and investing money.	SS.912.E.1.Pa.p Recognize a plan (budget) to save and spend money.
SS.912.E.1.In.p Identify a budget plan that includes wages for a specific career, ongoing expenses, and a plan for purchasing a major item.	SS.912.E.1.Su.p Recognize a budget plan that includes wages and essential expenses, such as food and housing.	SS.912.E.1.Pa.b Recognize examples of scarcity and choice.
SS.912.E.1.In.b Identify the impact of scarcity, choice, and opportunity costs on the production of goods and services.	SS.912.E.1.Su.b Identify an example of scarcity, choice, and trade-offs in the production of goods.	SS.912.E.1.Pa.c Recognize that goods are produced because people want or need them (supply and demand).
	SS.912.E.1.Su.c Recognize a major characteristic of the market and the command economic systems.	SS.912.E.1.Pa.d Recognize that goods are produced because people want or need them (supply and demand).

<p>SS.912.E.1.In.c Identify differences in the major characteristics of the market, command, and mixed economic systems.</p> <p>SS.912.E.1.In.d Describe how the interaction between supply and demand affects the price of a product.</p> <p>SS.912.E.1.In.e Identify forms of business organization, such as sole proprietorship, partnership, and corporation.</p> <p>SS.912.E.1.In.f Identify differences between a monopoly and pure competition market structure.</p> <p>SS.912.E.1.In.g Identify factors that determine the price of a good or service, such as fixed and variable costs.</p> <p>SS.912.E.1.In.h Identify characteristics of price and non-price competition, such as discounts and rebates, and quality and extra service.</p> <p>SS.912.E.1.In.i Identify factors that determine the earnings of workers, such as minimum wage, the market value of the product, and worker productivity.</p>	<p>SS.912.E.1.Su.d Identify examples of the interaction between supply and demand.</p> <p>SS.912.E.1.Su.e Recognize forms of business organization, such as sole proprietorship, partnership, or corporation.</p> <p>SS.912.E.1.Su.f Recognize a difference between a monopoly and pure competition market structure.</p> <p>SS.912.E.1.Su.g Recognize factors that determine the price of a good or service, such as fixed costs.</p> <p>SS.912.E.1.Su.h Recognize an example of price and non-price competition, such as discounts or extra service.</p> <p>SS.912.E.1.Su.i Recognize that the earnings of workers reflect worker productivity.</p>	<p>SS.912.E.1.Pa.e Recognize that some businesses are owned by people.</p> <p>SS.912.E.1.Pa.f Recognize a basic characteristic of a market structure, such as buyers and sellers.</p> <p>SS.912.E.1.Pa.g Recognize that goods are produced because people want or need them (supply and demand).</p> <p>SS.912.E.1.Pa.h Recognize that products have different prices.</p> <p>SS.912.E.1.Pa.i Recognize that workers receive wages.</p>
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Standard 2: Understand the fundamental concepts relevant to the institutions, structure, and functions of a national economy.

BENCHMARK CODE	BENCHMARK
SS.912.E.2.1	Identify and explain broad economic goals.
SS.912.E.2.10	Describe the organization and functions of the Federal Reserve System.
SS.912.E.2.11	Assess the economic impact of negative and positive externalities on the local, state, and national environment.
SS.912.E.2.12	Construct a circular flow diagram for an open-market economy including elements of households, firms, government, financial institutions, product and factor markets, and international trade.

SS.912.E.2.2	Use a decision-making model to analyze a public policy issue affecting the student's community that incorporates defining a problem, analyzing the potential consequences, and considering the alternatives.
SS.912.E.2.3	Research contributions of entrepreneurs, inventors, and other key individuals from various gender, social, and ethnic backgrounds in the development of the United States.
SS.912.E.2.4	Diagram and explain the problems that occur when government institutes wage and price controls, and explain the rationale for these controls.
SS.912.E.2.5	Analyze how capital investments may impact productivity and economic growth.
SS.912.E.2.6	Examine the benefits of natural monopolies and the purposes of government regulation of these monopolies.
SS.912.E.2.7	Identify the impact of inflation on society.
SS.912.E.2.8	Differentiate between direct and indirect taxes, and describe the progressivity of taxes (progressive, proportional, regressive).
SS.912.E.2.9	Analyze how changes in federal spending and taxation affect budget deficits and surpluses and the national debt.

Access Point for Students with Significant Cognitive Disabilities

<i>Independent</i>	<i>Supported</i>	<i>Participatory</i>
SS.912.E.2.In.a Identify broad economic goals, such as freedom, security, and full employment.	SS.912.E.2.Su.a Recognize a broad economic goal, such as full employment.	SS.912.E.2.Pa.a Recognize a reason for employment.
SS.912.E.2.In.j Identify a function of the Federal Reserve System, such as to control interest rates and the money supply and supervise banking institutions.	SS.912.E.2.Su.j Recognize a function of the Federal Reserve System, such as to control interest rates.	SS.912.E.2.Pa.j Recognize that the government controls money.
SS.912.E.2.In.k Describe an example of the economic impact of positive and negative side effects (externalities) on the environment.	SS.912.E.2.Su.k Identify an example of the economic impact of a positive and negative side effect (externality) on the environment.	SS.912.E.2.Pa.k Recognize a positive or negative side effect (externality) of producing goods.
SS.912.E.2.In.l Identify the flow of money in a local economy, including the individual and household, businesses, banks, government, and international trade.	SS.912.E.2.Su.l Recognize the movement of money in a local economy, including the individual and household, businesses, banks, and government.	SS.912.E.2.Pa.l Recognize that money moves from buyer to seller.
SS.912.E.2.In.b Identify a public policy issue that affects the student's community and potential consequences, such as rezoning for housing and businesses or building new roads.	SS.912.E.2.Su.b Recognize a public policy issue that affects the student's community and a possible consequence, such as planning for new houses.	SS.912.E.2.Pa.b Recognize the value of a community project, such as recycling.
	SS.912.E.2.Su.c Identify contributions of an entrepreneur, inventor, and other key individual from various gender, social, and ethnic backgrounds in the development of the United States.	SS.912.E.2.Pa.c Recognize an individual who has contributed to the United States.
		SS.912.E.2.Pa.d Recognize that government sets the minimum wage.
		SS.912.E.2.Pa.e Recognize that

<p>SS.912.E.2.In.c Describe contributions of entrepreneurs, inventors, and other key individuals from various gender, social, and ethnic backgrounds in the development of the United States.</p> <p>SS.912.E.2.In.d Identify examples of government wage and price controls, such as minimum wage and rent control.</p> <p>SS.912.E.2.In.e Identify how investment in factories, machinery, technology, or people can impact productivity.</p> <p>SS.912.E.2.In.f Identify the purpose of natural monopolies regulated by the government, such as electricity and water.</p> <p>SS.912.E.2.In.g Identify a common impact of inflation on society.</p> <p>SS.912.E.2.In.h Identify different types of taxes, such as income, sales, and social security.</p> <p>SS.912.E.2.In.i Recognize the relationship between government spending and taxation and the economy.</p>	<p>SS.912.E.2.Su.d Recognize examples of government wage and price controls, such as minimum wage and rent control.</p> <p>SS.912.E.2.Su.e Recognize that investment in factories, machinery, technology, or people can impact productivity.</p> <p>SS.912.E.2.Su.f Recognize examples of a natural monopoly, such as electricity and water.</p> <p>SS.912.E.2.Su.g Recognize a common impact of inflation on society.</p> <p>SS.912.E.2.Su.h Recognize different types of taxes, such as income, sales, and social security.</p> <p>SS.912.E.2.Su.i Recognize that government spending and taxation affects the economy.</p>	<p>investment may increase productivity.</p> <p>SS.912.E.2.Pa.f Recognize an example of a natural monopoly, such as electricity or water.</p> <p>SS.912.E.2.Pa.g Recognize that the cost of items can increase.</p> <p>SS.912.E.2.Pa.h Recognize a tax, such as sales tax.</p> <p>SS.912.E.2.Pa.i Recognize that the government spends money.</p>
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Standard 3: Understand the fundamental concepts and interrelationships of the United States economy in the international marketplace.

BENCHMARK CODE	BENCHMARK
SS.912.E.3.1	Demonstrate the impact of inflation on world economies.
SS.912.E.3.2	Examine absolute and comparative advantage, and explain why most trade occurs because of comparative advantage.
SS.912.E.3.3	Discuss the effect of barriers to trade and why nations sometimes erect barriers to trade or establish free trade zones.
SS.912.E.3.4	Assess the economic impact of negative and positive externalities on the international environment.
SS.912.E.3.5	Compare the current United States economy with other developed and developing nations.

SS.912.E.3.6	Differentiate and draw conclusions about historical economic thought theorized by economists.	
Access Point for Students with Significant Cognitive Disabilities		
<i>Independent</i>	<i>Supported</i>	<i>Participatory</i>
<p>SS.912.E.3.In.a Identify the impact of inflation on world economies, such as oil prices and the Great Depression.</p> <p>SS.912.E.3.In.b Identify economic advantages a country may have when trading with another country, such as abundant natural resources and a cheap labor force.</p> <p>SS.912.E.3.In.c Identify examples of barriers to trade, such as quotas and tariffs.</p> <p>SS.912.E.3.In.d Identify an example of the economic impact of positive and negative side effects (externalities) on the international environment.</p> <p>SS.912.E.3.In.e Identify differences in the economies of the United States and another country, such as the standard of living and productivity.</p> <p>SS.912.E.3.In.f Identify that economics involves the study of how people and countries make decisions about the use of scarce resources in the most efficient way.</p>	<p>SS.912.E.3.Su.a Recognize an impact of inflation on the economy, such as oil prices.</p> <p>SS.912.E.3.Su.b Recognize examples of economic advantages a country may have when trading with another country, such as abundant natural resources.</p> <p>SS.912.E.3.Su.c Recognize a barrier to trade, such as quotas and tariffs.</p> <p>SS.912.E.3.Su.d Recognize an example of the economic impact of a positive and negative side effect (externality) on the international environment.</p> <p>SS.912.E.3.Su.e Recognize a characteristic of another country's economy, such as the standard of living.</p> <p>SS.912.E.3.Su.f Recognize that economics involves the study of how people and countries make decisions about the use of scarce resources in the most efficient way.</p>	<p>SS.912.E.3.Pa.a Recognize that costs of goods and services change over time.</p> <p>SS.912.E.3.Pa.b Recognize the advantage of a trade.</p> <p>SS.912.E.3.Pa.c Recognize a disadvantage (barrier) of a trade.</p> <p>SS.912.E.3.Pa.d Recognize a positive or negative side effect (externality) of producing goods in the international environment.</p> <p>SS.912.E.3.Pa.e Recognize an economic characteristic of daily living, such as the cost of housing.</p> <p>SS.912.E.3.Pa.f Recognize that people study the economy.</p>

Strand: WORLD HISTORY

Standard 1: Utilize historical inquiry skills and analytical processes.

BENCHMARK CODE	BENCHMARK
SS.912.W.1.1	Use timelines to establish cause and effect relationships of historical events.
SS.912.W.1.2	Compare time measurement systems used by different cultures.

SS.912.W.1.3	Interpret and evaluate primary and secondary sources.
SS.912.W.1.4	Explain how historians use historical inquiry and other sciences to understand the past.
SS.912.W.1.5	Compare conflicting interpretations or schools of thought about world events and individual contributions to history (historiography).
SS.912.W.1.6	Evaluate the role of history in shaping identity and character.

Access Point for Students with Significant Cognitive Disabilities

<i>Independent</i>	<i>Supported</i>	<i>Participatory</i>
SS.912.W.1.In.a Use a timeline to show the relationship of historical events.	SS.912.W.1.Su.a Use a simple timeline to identify the relationship of historical events.	SS.912.W.1.Pa.a Use a simple pictorial timeline to recognize a sequence of events.
SS.912.W.1.In.b Identify terms of time sequence, such as decade, century, and era.	SS.912.W.1.Su.b Recognize terms of time sequence, such as decade and century.	SS.912.W.1.Pa.b Recognize terms that relate to time, such as day, week, month, and year.
SS.912.W.1.In.c Examine and describe information in primary and secondary sources, such as artifacts, images, and auditory and written sources.	SS.912.W.1.Su.c Identify information in a primary and secondary source, such as artifacts, images, and auditory and written sources.	SS.912.W.1.Pa.c Recognize sources of information, such as artifacts, images, and auditory and written sources.
SS.912.W.1.In.d Identify basic uses of historical inquiry and the relation to geography, economics, and civics.	SS.912.W.1.Su.d Recognize a use of historical inquiry and the relation to geography, economics, and civics.	SS.912.W.1.Pa.d Recognize sources of information, such as artifacts, images, and auditory and written sources.
SS.912.W.1.In.e Recognize differences in interpretations of historians about events.	SS.912.W.1.Su.e Recognize that interpretations of historians may differ.	SS.912.W.1.Pa.e Recognize sources of information, such as artifacts, images, and auditory and written sources.
SS.912.W.1.In.f Identify the role of history in shaping the identity of culture and character.	SS.912.W.1.Su.f Recognize the role of history in shaping the identity of culture and character.	SS.912.W.1.Pa.f Recognize a characteristic of cultural identity.

Standard 2: Recognize significant events, figures, and contributions of medieval civilizations (Byzantine Empire, Western Europe, Japan).

BENCHMARK CODE	BENCHMARK
SS.912.W.2.1	Locate the extent of Byzantine territory at the height of the empire.
SS.912.W.2.10	Describe the orders of medieval social hierarchy, the changing role of the Church, the emergence of feudalism, and the development of private property as a distinguishing feature

	of Western Civilization.
SS.912.W.2.11	Describe the rise and achievements of significant rulers in medieval Europe.
SS.912.W.2.12	Recognize the importance of Christian monasteries and convents as centers of education, charitable and missionary activity, economic productivity, and political power.
SS.912.W.2.13	Explain how Western civilization arose from a synthesis of classical Greco-Roman civilization, Judeo-Christian influence, and the cultures of northern European peoples promoting a cultural unity in Europe.
SS.912.W.2.14	Describe the causes and effects of the Great Famine of 1315-1316, The Black Death, The Great Schism of 1378, and the Hundred Years War on Western Europe.
SS.912.W.2.15	Determine the factors that contributed to the growth of a modern economy.
SS.912.W.2.16	Trace the growth and development of a national identity in the countries of England, France, and Spain.
SS.912.W.2.17	Identify key figures, artistic, and intellectual achievements of the medieval period in Western Europe.
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.
SS.912.W.2.19	Describe the impact of Japan's physiography on its economic and political development.
SS.912.W.2.2	Describe the impact of Constantine the Great's establishment of "New Rome" (Constantinople) and his recognition of Christianity as a legal religion.
SS.912.W.2.20	Summarize the major cultural, economic, political, and religious developments in medieval Japan.
SS.912.W.2.21	Compare Japanese feudalism with Western European feudalism during the Middle Ages.
SS.912.W.2.22	Describe Japan's cultural and economic relationship to China and Korea.
SS.912.W.2.3	Analyze the extent to which the Byzantine Empire was a continuation of the old Roman Empire and in what ways it was a departure.
SS.912.W.2.4	Identify key figures associated with the Byzantine Empire.
SS.912.W.2.5	Explain the contributions of the Byzantine Empire.
SS.912.W.2.6	Describe the causes and effects of the Iconoclast controversy of the 8th and 9th centuries and the 11th century Christian schism between the churches of Constantinople and Rome.
SS.912.W.2.7	Analyze causes (Justinian's Plague, ongoing attacks from the "barbarians," the Crusades, and internal political turmoil) of the decline of the Byzantine Empire.
SS.912.W.2.8	Describe the rise of the Ottoman Turks, the conquest of Constantinople in 1453, and the subsequent growth of the Ottoman empire under the sultanate including Mehmet the Conquerer and Suleyman the Magnificent.
SS.912.W.2.9	Analyze the impact of the collapse of the Western Roman Empire on Europe.

Access Point for Students with Significant Cognitive Disabilities

<i>Independent</i>	<i>Supported</i>	<i>Participatory</i>
SS.912.W.2.In.a Identify the extent of Byzantine territory.	SS.912.W.2.Su.a Recognize the extent of Byzantine territory.	SS.912.W.2.Pa.a Recognize that there were civilizations in different parts of the world.
SS.912.W.2.In.j Identify the social rankings in medieval society and the role feudalism played in Western Civilization.	SS.912.W.2.Su.j Recognize a feature of Western Civilization that came from medieval times, such as a social class system or private property.	SS.912.W.2.Pa.j Recognize a contribution of medieval civilizations.
SS.912.W.2.In.k Identify the achievements under the leadership of Charlemagne, such as religious reform, establishment of courts, and cultural revival.	SS.912.W.2.Su.k Recognize an achievement under the leadership of Charlemagne, such as religious reform, establishment of courts, or cultural revival.	SS.912.W.2.Pa.k Recognize a positive consequence of change in civilization.
SS.912.W.2.In.l Recognize ways Christian monasteries and convents helped the people through education, charity, and agriculture.	SS.912.W.2.Su.l Recognize a way Christian monasteries and convents helped the people through education and charity.	SS.912.W.2.Pa.l Recognize a social support provided by religious organizations.
SS.912.W.2.In.m Identify the major influences in Western Civilization that fostered cultural unity.	SS.912.W.2.Su.m Recognize that Western Civilization was influenced by many cultures.	SS.912.W.2.Pa.m Recognize that people in different cultures can join together.
SS.912.W.2.In.n Recognize difficulties experienced by Western Europe in the 1300s, such as the Great Famine, Black Death, and the Hundred Years War.	SS.912.W.2.Su.n Recognize a difficulty experienced by Western Europe in the 1300s, such as the Great Famine or Black Death.	SS.912.W.2.Pa.n Recognize that disease or war can destroy a civilization.
SS.912.W.2.In.o Recognize how the modern economy developed, such as from the growth of the early banking system, advancements in agriculture, the rise of the merchant class, and the growth of towns and cities.	SS.912.W.2.Su.o Recognize a way the modern economy developed, such as from the growth of the early banking system, advancements in agriculture, the rise of the merchant class, or the growth of towns and cities.	SS.912.W.2.Pa.o Recognize that an economy involves buying and trading goods.
SS.912.W.2.In.p Identify characteristics of national identity in England, France, and Spain.	SS.912.W.2.Su.p Recognize a characteristic of national identity in England, France, and Spain.	SS.912.W.2.Pa.p Recognize a characteristic of national identity.
SS.912.W.2.In.q Identify figures, such as Thomas Aquinas and Roger Bacon, and achievements, such as the advancement of education and law, of the medieval period in Western Europe.	SS.912.W.2.Su.q Recognize an achievement of the medieval period in Western Europe, such as the advancement of education through the universities.	SS.912.W.2.Pa.q Recognize important components of culture, such as education.
SS.912.W.2.In.r Recognize that developments in medieval English history established important legal principles, such as English Common law, the Magna	SS.912.W.2.Su.r Recognize a development in medieval English history that established modern democratic government, such as English Common	SS.912.W.2.Pa.r Recognize that people are governed by laws. SS.912.W.2.Pa.s Recognize an impact of a physical feature on a location. SS.912.W.2.Pa.b Recognize Christianity as a religion. SS.912.W.2.Pa.t Recognize that civilizations change over time.

<p>Carta, habeas corpus, and the development of modern democratic institutions.</p> <p>SS.912.W.2.In.s Identify physical features of Japan that impacted its development.</p> <p>SS.912.W.2.In.b Identify the impact of the establishment of “New Rome” by Constantine the Great with Christianity as the official religion.</p> <p>SS.912.W.2.In.t Identify major developments in medieval Japan, such as the influence of the religions, feudal system, government, and military.</p> <p>SS.912.W.2.In.u Identify major developments in medieval Japan, such as the influence of the religions, feudal system, government, and military.</p> <p>SS.912.W.2.In.v Identify an example of Japan’s cultural and economic relationship to China and Korea.</p> <p>SS.912.W.2.In.c Identify similarities and differences of the Byzantine Empire and Roman Empire.</p> <p>SS.912.W.2.In.d Recognize a key figure from the Byzantine Empire, such as the emperor, Justinian the Great.</p> <p>SS.912.W.2.In.e Identify contributions of the Byzantine Empire, such as the development of Western Europe, Islamic civilization, and spread of Christianity in Eastern Europe (Slavic peoples).</p> <p>SS.912.W.2.In.f Identify contributions of the Byzantine Empire, such as the development of Western Europe, Islamic civilization, and spread of Christianity in Eastern Europe (Slavic peoples).</p> <p>SS.912.W.2.In.g Recognize causes of the decline of the Byzantine Empire, such as the plague, attacks from barbarian tribes, or the Crusades.</p>	<p>law or the Magna Carta.</p> <p>SS.912.W.2.Su.s Recognize selected physical features of Japan that impacted its development.</p> <p>SS.912.W.2.Su.b Recognize that Constantine the Great established Christianity as the official religion of Constantinople.</p> <p>SS.912.W.2.Su.t Recognize a major development in medieval Japan, such as the influence of the religions, feudal system, government, or military.</p> <p>SS.912.W.2.Su.u Recognize a major development in medieval Japan, such as the influence of the religions, feudal system, government, or military.</p> <p>SS.912.W.2.Su.v Recognize an example of Japan’s cultural and economic relationship to China and Korea.</p> <p>SS.912.W.2.Su.c Recognize a similarity and difference of the Byzantine Empire and Roman Empire.</p> <p>SS.912.W.2.Su.d Associate a key figure, such as Justinian the Great, with the Byzantine Empire.</p> <p>SS.912.W.2.Su.e Recognize a contribution of the Byzantine Empire, such as the development of Western Europe, Islamic civilization, or spread of Christianity in Eastern Europe (Slavic peoples).</p> <p>SS.912.W.2.Su.f Recognize a contribution of the Byzantine Empire, such as the development of Western Europe, Islamic civilization, or spread of Christianity in Eastern Europe (Slavic peoples).</p> <p>SS.912.W.2.Su.g Recognize a cause of the decline of the Byzantine Empire, such as the plague, attacks from barbarian tribes, or the Crusades.</p>	<p>SS.912.W.2.Pa.u Recognize that civilizations change over time.</p> <p>SS.912.W.2.Pa.v Recognize that people in different cultures share customs and practices.</p> <p>SS.912.W.2.Pa.c Recognize a characteristic of empires.</p> <p>SS.912.W.2.Pa.d Recognize a characteristic of empires.</p> <p>SS.912.W.2.Pa.e Recognize a contribution of medieval civilizations.</p> <p>SS.912.W.2.Pa.f Recognize a contribution of medieval civilizations.</p> <p>SS.912.W.2.Pa.g Recognize that disease or war can destroy a civilization.</p> <p>SS.912.W.2.Pa.h Recognize that countries fight to take control of other countries.</p> <p>SS.912.W.2.Pa.i Recognize a negative consequence of change in civilization.</p>
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SS.912.W.2.In.h Identify that the Ottoman Turks conquered the Byzantine Empire and the Ottoman Empire grew.	SS.912.W.2.Su.h Recognize that the Ottoman Turks conquered the Byzantine Empire.	
SS.912.W.2.In.i Identify the changes that occurred after the collapse of the Western Roman Empire, such as less trade, the loss of learning and knowledge, and the breakup into barbarian states.	SS.912.W.2.Su.i Recognize a change that occurred after the collapse of the Western Roman Empire, such as less trade, the loss of learning and knowledge, or the breakup into barbarian states.	

Standard 3: Recognize significant events, figures, and contributions of Islamic, Meso and South American, and Sub-Saharan African civilizations.

BENCHMARK CODE	BENCHMARK
SS.912.W.3.1	Discuss significant people and beliefs associated with Islam.
SS.912.W.3.10	Identify key significant economic, political, and social characteristics of Ghana.
SS.912.W.3.11	Identify key figures and significant economic, political, and social characteristics associated with Mali.
SS.912.W.3.12	Identify key figures and significant economic, political, and social characteristics associated with Songhai.
SS.912.W.3.13	Compare 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.
SS.912.W.3.15	Analyze the legacies of the Olmec, Zapotec, and Chavin on later Meso and South American civilizations.
SS.912.W.3.16	Locate major civilizations of Mesoamerica and Andean South America.
SS.912.W.3.17	Describe the roles of people in the 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.
SS.912.W.3.19	Determine the impact of significant Meso and South American rulers such as Pacal the Great, Moctezuma I, and Huayna Capac.
SS.912.W.3.2	Compare the major beliefs and principles of Judaism, Christianity, and Islam.
SS.912.W.3.3	Determine the causes, effects, and extent of Islamic military expansion through Central Asia, North Africa, and the Iberian Peninsula.
SS.912.W.3.4	Describe the expansion of Islam into India and the relationship between Muslims and Hindus.

SS.912.W.3.5	Describe the achievements, contributions, and key figures associated with the Islamic Golden Age.
SS.912.W.3.6	Describe key economic, political, and social developments in Islamic history.
SS.912.W.3.7	Analyze the causes, key events, and effects of the European response to Islamic expansion beginning in the 7th century.
SS.912.W.3.8	Identify important figures associated with the Crusades.
SS.912.W.3.9	Trace the growth of major sub-Saharan African kingdoms and empires.

Access Point for Students with Significant Cognitive Disabilities

<i>Independent</i>	<i>Supported</i>	<i>Participatory</i>
SS.912.W.3.In.a Identify significant people and beliefs associated with Islam, such as Muhammad, Islamic law, and the relationship between government and religion.	SS.912.W.3.Su.a Recognize a significant person or belief associated with Islam, such as Muhammad or Islamic law.	SS.912.W.3.Pa.a Recognize that religion influences culture.
SS.912.W.3.In.j Recognize significant characteristics of Ghana, such as salt and gold trade, matrilineal inheritance, rise of Islam, and slavery.	SS.912.W.3.Su.j Recognize a characteristic of Ghana, such as salt and gold trade, matrilineal inheritance, rise of Islam, or slavery.	SS.912.W.3.Pa.j Recognize an achievement or contribution of Asian, African, or Meso-American civilizations.
SS.912.W.3.In.k Recognize significant characteristics of Mali, such as gold mining, salt trade, and slavery.	SS.912.W.3.Su.k Recognize a characteristic of Mali, such as gold mining, salt trade, or slavery.	SS.912.W.3.Pa.k Recognize an achievement or contribution of Asian, African, or Meso-American civilizations.
SS.912.W.3.In.l Identify characteristics associated with Songhai, such as gold, salt trade, Sankore University, and provincial political structure.	SS.912.W.3.Su.l Recognize a characteristic associated with Songhai, such as gold, salt trade, Sankore University, or provincial political structure.	SS.912.W.3.Pa.l Recognize an achievement or contribution of Asian, African, or Meso-American civilizations.
SS.912.W.3.In.m Recognize major characteristics of developments in East, West, and South Africa.	SS.912.W.3.Su.m Recognize a major characteristic of developments in East, West, and South Africa.	SS.912.W.3.Pa.m Recognize an achievement or contribution of Asian, African, or Meso-American civilizations.
SS.912.W.3.In.n Recognize factors that led to the fall of the empires of Ghana, Mali, and Songhai, such as disruption of trade and internal political struggles.	SS.912.W.3.Su.n Recognize a factor that led to the fall of the empires of Ghana, Mali, and Songhai, such as disruption of trade or internal political struggles.	SS.912.W.3.Pa.n Recognize change of leadership over time.
SS.912.W.3.In.o Identify legacies—such as religion, astronomy, and architecture—of the Olmec, Zapotec, and Chavin on later civilizations.	SS.912.W.3.Su.o Recognize a legacy—such as religion, astronomy, or architecture—of the Olmec, Zapotec, or Chavin on later civilizations.	SS.912.W.3.Pa.o Recognize an achievement or contribution of Asian, African, or Meso-American civilizations.
SS.912.W.3.In.p Recognize major civilizations of Mesoamerica and Andean South America, such as Maya, Aztec,	SS.912.W.3.Su.p Recognize a major civilization of Mesoamerica and Andean South America.	SS.912.W.3.Pa.p Recognize that there were civilizations in different parts of the world.
		SS.912.W.3.Pa.q Recognize different roles of people.

<p>and Inca.</p> <p>SS.912.W.3.In.q Recognize the roles of people in Maya, Inca, and Aztec societies, such as class structures, family life, warfare, religious beliefs and practices, and slavery.</p> <p>SS.912.W.3.In.r Recognize common characteristics of the major civilizations of Meso and South America, such as agriculture, architecture, astronomy, mathematics, and government.</p> <p>SS.912.W.3.In.s Recognize common characteristics of the major civilizations of Meso and South America, such as agriculture, architecture, astronomy, mathematics, and government.</p> <p>SS.912.W.3.In.b Identify major differences in beliefs and principles of Judaism, Christianity, and Islam.</p> <p>SS.912.W.3.In.c Recognize effects of Islamic military expansion through Central Asia, North Africa, and the Iberian Peninsula, such as the Crusades, the capture of Jerusalem, and conversion of the Mongols to Islam.</p> <p>SS.912.W.3.In.d Identify factors that led to the expansion of Islam into India, such as traders, missionary activities, invasions, and the introduction of the Islamic faith to Hindus in India.</p> <p>SS.912.W.3.In.e Recognize achievements, contributions, and key figures associated with the Islamic Golden Age, such as in medicine (Avicenna), mathematics, and philosophy (Averroes).</p> <p>SS.912.W.3.In.f Recognize key developments in Islamic history, such as the form of government (caliphate), the formation of different religious groups—Sunni and Shi'a, and the importance of slave trade.</p> <p>SS.912.W.3.In.g Recognize effects of the European response to Islamic</p>	<p>SS.912.W.3.Su.q Recognize a role of people in Maya, Inca, and Aztec societies, such as class structures, family life, warfare, religious beliefs and practices, or slavery.</p> <p>SS.912.W.3.Su.r Recognize a common characteristic of the major civilizations of Meso and South America, such as agriculture, architecture, astronomy, mathematics, or government.</p> <p>SS.912.W.3.Su.s Recognize a common characteristic of the major civilizations of Meso and South America, such as agriculture, architecture, astronomy, mathematics, or government.</p> <p>SS.912.W.3.Su.b Recognize a difference in beliefs or principles of Judaism, Christianity, and Islam.</p> <p>SS.912.W.3.Su.c Recognize an effect of Islamic military expansion through Central Asia, North Africa, and the Iberian Peninsula, such as the spread of Islam.</p> <p>SS.912.W.3.Su.d Recognize a factor that led to the expansion of Islam into India, such as traders, missionary activities, invasions, or the introduction of Islamic faith to Hindus in India.</p> <p>SS.912.W.3.Su.e Recognize that achievements in the Islamic Golden Age included advancements in many areas of learning.</p> <p>SS.912.W.3.Su.f Recognize a key development in Islamic history, such as the form of government (caliphate), the formation of different religious groups—Sunni and Shi'a, or the importance of slave trade.</p> <p>SS.912.W.3.Su.g Recognize that the Crusades were a key European response to Islamic expansion.</p> <p>SS.912.W.3.Su.h Recognize that the</p>	<p>SS.912.W.3.Pa.r Recognize an achievement or contribution of Asian, African, or Meso-American civilizations.</p> <p>SS.912.W.3.Pa.s Recognize an achievement or contribution of Asian, African, or Meso-American civilizations.</p> <p>SS.912.W.3.Pa.b Recognize that there is more than one religion.</p> <p>SS.912.W.3.Pa.c Recognize that religion influences culture.</p> <p>SS.912.W.3.Pa.d Recognize that religion influences culture.</p> <p>SS.912.W.3.Pa.e Recognize an achievement or contribution of Asian, African, or Meso-American civilizations.</p> <p>SS.912.W.3.Pa.f Recognize an achievement or contribution of Asian, African, or Meso-American civilizations.</p> <p>SS.912.W.3.Pa.g Recognize people fight for their religious beliefs.</p> <p>SS.912.W.3.Pa.h Recognize people fight for their religious beliefs.</p> <p>SS.912.W.3.Pa.i Recognize change of leadership over time.</p>
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expansion, such as the Crusades and Reconquista.	Crusades were a key European response to Islamic expansion.	
SS.912.W.3.In.h Recognize effects of the European response to Islamic expansion, such as the Crusades and Reconquista.	SS.912.W.3.Su.i Recognize the growth of sub-Saharan African kingdoms and empires.	
SS.912.W.3.In.i Identify the growth of sub-Saharan African kingdoms and empires, such as Ghana, Mali, or Songhai.		

Standard 4: Analyze the causes, events, and effects of the Renaissance, Reformation, Scientific Revolution, and Age of Exploration.

BENCHMARK CODE	BENCHMARK
SS.912.W.4.1	Identify the economic and political causes for the rise of the Italian city-states (Florence, Milan, Naples, Rome, Venice).
SS.912.W.4.10	Identify the major contributions of individuals associated with the Scientific Revolution.
SS.912.W.4.11	Summarize the causes that led to the Age of Exploration, and identify major voyages and sponsors.
SS.912.W.4.12	Evaluate the scope and impact of the Columbian Exchange on Europe, Africa, Asia, and the Americas.
SS.912.W.4.13	Examine the various economic and political systems of Portugal, Spain, the Netherlands, France, and England in the Americas.
SS.912.W.4.14	Recognize the practice of slavery and other forms of forced labor experienced during the 13th through 17th centuries in East Africa, West Africa, Europe, Southwest Asia, and the Americas.
SS.912.W.4.15	Explain the origins, developments, and impact of the trans-Atlantic slave trade between West Africa and the Americas.
SS.912.W.4.2	Recognize major influences on the architectural, artistic, and literary developments of Renaissance Italy (Classical, Byzantine, Islamic, Western European).
SS.912.W.4.3	Identify the major artistic, literary, and technological contributions of individuals during the Renaissance.
SS.912.W.4.4	Identify characteristics of Renaissance humanism in works of art.
SS.912.W.4.5	Describe how ideas from the Middle Ages and Renaissance led to the Scientific Revolution.

SS.912.W.4.6	Describe how scientific theories and methods of the Scientific Revolution challenged those of the early classical and medieval periods.
SS.912.W.4.7	Identify criticisms of the Roman Catholic Church by individuals such as Wycliffe, Hus and Erasmus and their impact on later reformers.
SS.912.W.4.8	Summarize religious reforms associated with Luther, Calvin, Zwingli, Henry VIII, and John of Leyden and the effects of the Reformation on Europe.
SS.912.W.4.9	Analyze the Roman Catholic Church's response to the Protestant Reformation in the forms of the Counter and Catholic Reformation.

Access Point for Students with Significant Cognitive Disabilities

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

<p>SS.912.W.4.In.b Recognize an influence of architectural, artistic, and literary development of Renaissance Italy.</p> <p>SS.912.W.4.In.c Recognize the artistic, literary and technological contributions during the Renaissance of artists, such as da Vinci and Michelangelo; of writers, such as Petrarch and Shakespeare; and of inventors, such as Gutenberg.</p> <p>SS.912.W.4.In.d Recognize characteristics of Renaissance humanism in literature and the arts.</p> <p>SS.912.W.4.In.e Recognize new ideas developed during the Scientific Revolution, such as the discovery that the Earth and planets revolve around the Sun, the pendulum, the law of gravity, the scientific method, and the microscope.</p> <p>SS.912.W.4.In.f Recognize new ideas developed during the Scientific Revolution, such as the discovery that the Earth and planets revolve around the Sun, the pendulum, the law of gravity, the scientific method, and the microscope.</p> <p>SS.912.W.4.In.g Recognize the impact of the Roman Catholic reformers, such as Erasmus, Wycliffe, or Huss.</p> <p>SS.912.W.4.In.h Recognize characteristics of the Protestant religious reforms of Luther, Calvin, and Henry VIII.</p> <p>SS.912.W.4.In.i Recognize the reforms that were enacted by the Roman Catholic Church during the Catholic Counter Reformation.</p>	<p>characteristics of societies.</p> <p>SS.912.W.4.Su.c Recognize a development of the Renaissance, such as the work of artists, like Michelangelo and da Vinci; writers, like Shakespeare; or inventors, like Gutenberg.</p> <p>SS.912.W.4.Su.d Recognize that works of art reflect the culture and values of their society.</p> <p>SS.912.W.4.Su.e Recognize a new idea developed during the Scientific Revolution, such as the discovery that the Earth and planets revolve around the Sun, the pendulum, the law of gravity, or the microscope.</p> <p>SS.912.W.4.Su.f Recognize a new idea developed during the Scientific Revolution, such as the discovery that the Earth and planets revolve around the Sun, the pendulum, the law of gravity, or the microscope.</p> <p>SS.912.W.4.Su.g Recognize that reformers challenged the beliefs of the Roman Catholic Church.</p> <p>SS.912.W.4.Su.h Recognize that reformers challenged the beliefs of the Roman Catholic Church.</p> <p>SS.912.W.4.Su.i Recognize that reformers challenged the beliefs of the Roman Catholic Church.</p>	<p>the impact of science on civilization.</p> <p>SS.912.W.4.Pa.f Recognize the impact of science on civilization.</p> <p>SS.912.W.4.Pa.g Recognize that people may change their beliefs.</p> <p>SS.912.W.4.Pa.h Recognize that people may change their beliefs.</p> <p>SS.912.W.4.Pa.i Recognize that people may change their beliefs.</p>
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Standard 5: Analyze the causes, events, and effects of the Enlightenment and its impact on the American, French and other Revolutions.

BENCHMARK CODE	BENCHMARK
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SS.912.W.5.1	Compare the causes and effects of the development of constitutional monarchy in England with those of the development of absolute monarchy in France, Spain, and Russia.
SS.912.W.5.2	Identify major causes of the Enlightenment.
SS.912.W.5.3	Summarize the major ideas of Enlightenment philosophers.
SS.912.W.5.4	Evaluate the impact of Enlightenment ideals on the development of economic, political, and religious structures in the Western world.
SS.912.W.5.5	Analyze the extent to which the Enlightenment impacted the American and French Revolutions.
SS.912.W.5.6	Summarize the important causes, events, and effects of the French Revolution including the rise and rule of Napoleon.
SS.912.W.5.7	Describe the causes and effects of 19th Latin American and Caribbean independence movements led by people including Bolivar, de San Martin, and L' Ouverture.

Access Point for Students with Significant Cognitive Disabilities

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

SS.912.W.5.In.g Recognize effects of the Latin American and Caribbean independence movements.	American and Caribbean countries achieved independence.	
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Standard 6: Understand the development of Western and non-Western nationalism, industrialization and imperialism, and the significant processes and consequences of each.

BENCHMARK CODE	BENCHMARK
SS.912.W.6.1	Describe the agricultural and technological innovations that led to industrialization in Great Britain and its subsequent spread to continental Europe, the United States, and Japan.
SS.912.W.6.2	Summarize the social and economic effects of the Industrial Revolution.
SS.912.W.6.3	Compare the philosophies of capitalism, socialism, and communism as described by Adam Smith, Robert Owen, and Karl Marx.
SS.912.W.6.4	Describe the 19th and early 20th century social and political reforms and reform movements and their effects in Africa, Asia, Europe, the United States, the Caribbean, and Latin America.
SS.912.W.6.5	Summarize the causes, key events, and effects of the unification of Italy and Germany.
SS.912.W.6.6	Analyze the causes and effects of imperialism.
SS.912.W.6.7	Identify major events in China during the 19th and early 20th centuries related to imperialism.

Access Point for Students with Significant Cognitive Disabilities

<i>Independent</i>	<i>Supported</i>	<i>Participatory</i>
SS.912.W.6.In.a Recognize technological innovations that led to industrialization in Western Europe, the United States, and Japan.	SS.912.W.6.Su.a Recognize a technological innovation that led to industrialization in Western Europe, the United States, and Japan.	SS.912.W.6.Pa.a Recognize the impact of inventions.
SS.912.W.6.In.b Recognize effects of the Industrial Revolution, such as increased productivity, the rise of the middle class, and the conditions faced by workers.	SS.912.W.6.Su.b Recognize an effect of the Industrial Revolution, such as increased productivity, the rise of the middle class, or the conditions faced by workers.	SS.912.W.6.Pa.b Recognize a social or economic benefit of work.
SS.912.W.6.In.c Recognize the major differences between capitalism and communism.	SS.912.W.6.Su.c Recognize that private individuals or government can own businesses.	SS.912.W.6.Pa.c Recognize that businesses are owned by people.
SS.912.W.6.In.d Recognize effects of reform movements, such as abolition of	SS.912.W.6.Su.d Recognize an effect of reform movements, such as abolition of	SS.912.W.6.Pa.d Recognize a characteristic of equality and freedom.
		SS.912.W.6.Pa.e Recognize the benefit of people or countries working together to achieve a

<p>slavery in the British Empire, expansion of women's rights, and labor laws.</p> <p>SS.912.W.6.In.e Recognize the effect of the unification of both Italy and Germany, such as the establishment of two countries with strong senses of patriotism and national pride.</p> <p>SS.912.W.6.In.f Recognize effects of imperialism, such as social and religious impact on indigenous peoples, expansion of political and economic control of other countries, and perceived superiority of Western ways.</p> <p>SS.912.W.6.In.g Recognize major events in China, such as the Western incursions and the nationalist revolution and formation of the Republic of China.</p>	<p>slavery in the British Empire, expansion of women's rights, or labor laws.</p> <p>SS.912.W.6.Su.e Recognize a beneficial effect of the unification of separate nations or states into one country, such as national pride.</p> <p>SS.912.W.6.Su.f Recognize an effect of imperialism, such as social and religious impact on indigenous peoples, expansion of political and economic control of other countries, or perceived superiority of Western ways.</p> <p>SS.912.W.6.Su.g Recognize a major event in China, such as the nationalist revolution and formation of the Republic of China.</p>	<p>goal.</p> <p>SS.912.W.6.Pa.f Recognize a characteristic of domination of one group over another.</p> <p>SS.912.W.6.Pa.g Recognize a cause of change in government.</p>
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Standard 7: Recognize significant causes, events, figures, and consequences of the Great War period and the impact on worldwide balance of power.

BENCHMARK CODE	BENCHMARK
SS.912.W.7.1	Analyze the causes of World War I including the formation of European alliances and the roles of imperialism, nationalism, and militarism.
SS.912.W.7.10	Summarize the causes and effects of President Truman's decision to drop the atomic bombs on Japan.
SS.912.W.7.11	Describe the effects of World War II.
SS.912.W.7.2	Describe the changing nature of warfare during World War I.
SS.912.W.7.3	Summarize significant effects of World War I.
SS.912.W.7.4	Describe the causes and effects of the German economic crisis of the 1920s and the global depression of the 1930s, and analyze how governments responded to the Great Depression.
SS.912.W.7.5	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.
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.

SS.912.W.7.7	Trace the causes and key events related to World War II.
SS.912.W.7.8	Explain the causes, events, and effects of the Holocaust (1933-1945) including its roots in the long tradition of anti-Semitism, 19th century ideas about race and nation, and Nazi dehumanization of the Jews and other victims.
SS.912.W.7.9	Identify the wartime strategy and post-war plans of the Allied leaders.

Access Point for Students with Significant Cognitive Disabilities

<i>Independent</i>	<i>Supported</i>	<i>Participatory</i>
SS.912.W.7.In.a Recognize major causes of World War I, such as imperialism, nationalism, and militarism, and the formation of European alliances.	SS.912.W.7.Su.a Recognize a cause of World War I, such as imperialism, nationalism, militarism, or the formation of European alliances.	SS.912.W.7.Pa.a Recognize a reason for forming an alliance.
SS.912.W.7.In.j Recognize that President Truman's decision to drop the atomic bombs on Japan ended the war but led to the beginning of the nuclear arms race.	SS.912.W.7.Su.j Recognize that the United States dropped atomic bombs on Japan and ended the war.	SS.912.W.7.Pa.j Recognize a characteristic of warfare during World War II.
SS.912.W.7.In.k Recognize effects of World War II, such as death of soldiers and civilians, destruction of land and property, and creation of the United Nations.	SS.912.W.7.Su.k Recognize an effect of World War II, such as death of soldiers and civilians or the creation of the United Nations.	SS.912.W.7.Pa.k Recognize an effect of war.
SS.912.W.7.In.b Identify 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.Su.b Recognize 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.Pa.b Recognize a characteristic of warfare during World War I.
SS.912.W.7.In.c Recognize the important effects of World War I, such as the breakup of empires into separate countries and the Treaty of Versailles.	SS.912.W.7.Su.c Recognize an effect of World War I, such as the breakup of empires into separate countries.	SS.912.W.7.Pa.c Recognize an effect of war.
SS.912.W.7.In.d Identify effects of the German economic crisis and global depression, such as closing of businesses and banks, loss of jobs, poverty, and how governments responded.	SS.912.W.7.Su.d Recognize effects of the German economic crisis and global depression, such as closing of businesses and banks, loss of jobs, and poverty.	SS.912.W.7.Pa.d Recognize an effect of economic depression.
SS.912.W.7.In.e Recognize why authoritarian governments came to power in the Soviet Union, Italy, Germany, and Spain.	SS.912.W.7.Su.e Recognize a reason that authoritarian governments came to power in Europe after the depression.	SS.912.W.7.Pa.e Recognize an effect of economic depression.
SS.912.W.7.In.f Recognize that the Soviet Union and Nazi Germany used mass terror and restriction of individual rights in order to control their people.	SS.912.W.7.Su.f Recognize that some governments used mass terror and restriction of individual rights in order to control their people.	SS.912.W.7.Pa.f Recognize an individual right.
	SS.912.W.7.Su.g Recognize a major cause and event of World War II, such	SS.912.W.7.Pa.g Recognize a characteristic of world wars.
		SS.912.W.7.Pa.h Recognize a characteristic of discrimination.
		SS.912.W.7.Pa.i Recognize that leaders work together during and after war.

<p>SS.912.W.7.In.g Recognize the causes of World War II and the major events in the war, such as rise of totalitarian governments, conquest of countries in Europe, and Japanese invasion of China; and the bombing of Pearl Harbor, Battle of Midway, and D-Day invasion.</p> <p>SS.912.W.7.In.h Recognize major effects of the Holocaust, including the Nazi dehumanization of Jews and other victims.</p> <p>SS.912.W.7.In.i Recognize the wartime strategies and post-war plans that were developed by the Allied leaders, such as Churchill, Roosevelt, and Stalin.</p>	<p>as expansion of control of dictators and bombing of Pearl Harbor.</p> <p>SS.912.W.7.Su.h Recognize an effect of the Holocaust, including the Nazi dehumanization of Jews and other victims.</p> <p>SS.912.W.7.Su.i Recognize that Allied leaders worked together to plan wartime strategies and create plans after World War II.</p>	
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Standard 8: Recognize significant events and people from the post World War II and Cold War eras.

BENCHMARK CODE	BENCHMARK
SS.912.W.8.1	Identify the United States and Soviet aligned states of Europe, and contrast their political and economic characteristics.
SS.912.W.8.10	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.
SS.912.W.8.2	Describe characteristics of the early Cold War.
SS.912.W.8.3	Summarize key developments in post-war China.
SS.912.W.8.4	Summarize the causes and effects of the arms race and proxy wars in Africa, Asia, Latin America, and the Middle East.
SS.912.W.8.5	Identify the factors that led to the decline and fall of communism in the Soviet Union and Eastern Europe.
SS.912.W.8.6	Explain the 20th century background for the establishment of the modern state of Israel in 1948 and the ongoing military and political conflicts between Israel and the Arab-Muslim world.
SS.912.W.8.7	Compare post-war independence movements in African, Asian, and Caribbean countries.
SS.912.W.8.8	Describe the rise and goals of nationalist leaders in the post-war era and the impact of their rule on their societies.
SS.912.W.8.9	Analyze the successes and failures of democratic reform movements in Africa, Asia, the Caribbean, and Latin America.

Access Point for Students with Significant Cognitive Disabilities

<i>Independent</i>	<i>Supported</i>	<i>Participatory</i>
<p>SS.912.W.8.In.a Recognize that the countries of NATO aligned with the United States and countries in the Warsaw Pact aligned with the Soviet Union after World War II.</p>	<p>SS.912.W.8.Su.a Recognize that countries aligned with the United States or the Soviet Union after World War II.</p>	<p>SS.912.W.8.Pa.a Recognize a characteristic of an alliance.</p>
<p>SS.912.W.8.In.j Recognize impacts of religious fundamentalism and other factors in the Middle East, such as the Iranian Revolution, armed warriors (Mujahideen) in Afghanistan, and the Persian Gulf War.</p>	<p>SS.912.W.8.Su.j Recognize an impact of religious fundamentalism or other factors in the Middle East, such as the Iranian Revolution, armed warriors (Mujahideen) in Afghanistan, or the Persian Gulf War.</p>	<p>SS.912.W.8.Pa.j Recognize a cause of conflict.</p>
<p>SS.912.W.8.In.b Identify characteristics of the early Cold War, such as the Truman Doctrine, Marshall Plan, NATO, and the Iron Curtain.</p>	<p>SS.912.W.8.Su.b Recognize characteristics of the early Cold War, such as fear of communism, formation of alliances, and division of the free world from the communists.</p>	<p>SS.912.W.8.Pa.b Recognize a characteristic of an alliance.</p>
<p>SS.912.W.8.In.c Identify that China became a world power after the communists defeated the nationalists in the Chinese Civil War.</p>	<p>SS.912.W.8.Su.c Recognize that China became a world power after the communists took over the government.</p>	<p>SS.912.W.8.Pa.c Recognize a result of change in government.</p>
<p>SS.912.W.8.In.d Identify effects of the arms race, such as increased weapons and armies.</p>	<p>SS.912.W.8.Su.d Recognize effects of the arms race, such as increased weapons and armies.</p>	<p>SS.912.W.8.Pa.d Recognize a characteristic of national defense.</p>
<p>SS.912.W.8.In.e Recognize factors that led to the fall of communism in the Soviet Union and Eastern Europe, such as the arms race and resistance by the citizens within the countries.</p>	<p>SS.912.W.8.Su.e Recognize a factor that led to the fall of communism in the Soviet Union and Eastern Europe was the resistance by the citizens within the countries.</p>	<p>SS.912.W.8.Pa.e Recognize that government can change.</p>
<p>SS.912.W.8.In.f Recognize a reason why Israel became a country and characteristics of conflicts between Israel and the Arab world.</p>	<p>SS.912.W.8.Su.f Recognize a reason why Israel became a country.</p>	<p>SS.912.W.8.Pa.f Recognize a characteristic of national independence.</p>
<p>SS.912.W.8.In.g Identify post-war independence movements in African, Asian, or Caribbean colonies.</p>	<p>SS.912.W.8.Su.g Recognize that African, Asian, and Caribbean colonies moved toward independence after World War II.</p>	<p>SS.912.W.8.Pa.g Recognize a characteristic of national independence.</p>
<p>SS.912.W.8.In.h Recognize the goals of nationalist leaders, such as Mahatma Ghandi, Fidel Castro, and Gamal Abdel Nasser, in the post-war era.</p>	<p>SS.912.W.8.Su.h Recognize a goal of selected nationalist leaders, such as Mahatma Ghandi, Fidel Castro, and Gamal Abdel Nasser, in the post-war era.</p>	<p>SS.912.W.8.Pa.h Recognize a characteristic of leadership.</p>
<p>SS.912.W.8.In.i Identify post-war</p>	<p>SS.912.W.8.Su.i Recognize that African, Asian, and Caribbean colonies moved toward independence after World War II.</p>	<p>SS.912.W.8.Pa.i Recognize a characteristic of national independence.</p>

independence movements in African, Asian, or Caribbean colonies.		
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Standard 9: Identify major economic, political, social, and technological trends beginning in the 20th century.

BENCHMARK CODE	BENCHMARK
SS.912.W.9.1	Identify major scientific figures and breakthroughs of the 20th century, and assess their impact on contemporary life.
SS.912.W.9.2	Describe the causes and effects of post-World War II economic and demographic changes.
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.
SS.912.W.9.4	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.
SS.912.W.9.6	Analyze the rise of regional trade blocs such as the European Union and NAFTA, and predict the impact of increased globalization in the 20th and 21st centuries.
SS.912.W.9.7	Describe the impact of and global response to international terrorism.

Access Point for Students with Significant Cognitive Disabilities

<i>Independent</i>	<i>Supported</i>	<i>Participatory</i>
SS.912.W.9.In.a Recognize selected major scientists, their important discoveries, and their impact on everyday life.	SS.912.W.9.Su.a Recognize a selected major scientist, the important discovery, and the impact on everyday life.	SS.912.W.9.Pa.a Recognize an effect of scientific discovery.
SS.912.W.9.In.b Recognize effects of post-World War II economic changes, such as medical and technological advances, increased consumption, and rise in expectations for standards of living.	SS.912.W.9.Su.b Recognize an effect of post-World War II economic changes, such as medical and technological advances, increased consumption, or rise in expectations for standards of living.	SS.912.W.9.Pa.b Recognize an effect of economic growth.
SS.912.W.9.In.c Recognize that governmental policies and economic, religious, and other cultural factors have contributed to acts of discrimination and ethnic cleansing (genocide) in some countries.	SS.912.W.9.Su.c Recognize that different factors have contributed to acts of discrimination and ethnic cleansing (genocide) in some countries.	SS.912.W.9.Pa.c Recognize an effect of discrimination.
	SS.912.W.9.Su.d Recognize that different factors have contributed to acts of discrimination and ethnic cleansing	SS.912.W.9.Pa.d Recognize an effect of discrimination.
		SS.912.W.9.Pa.e Recognize that diseases can spread.
		SS.912.W.9.Pa.f Recognize a characteristic of global trade.

<p>SS.912.W.9.In.d Recognize that governmental policies and economic, religious, and other cultural factors have contributed to acts of discrimination and ethnic cleansing (genocide) in some countries.</p> <p>SS.912.W.9.In.e Identify the impacts of the spread of diseases on groups in developing countries.</p> <p>SS.912.W.9.In.f Recognize ways nations participate in global trade and trade agreements with other countries.</p> <p>SS.912.W.9.In.g Recognize selected impacts and responses to threats of international terrorism.</p>	<p>(genocide) in some countries.</p> <p>SS.912.W.9.Su.e Recognize the impacts of the spread of diseases on groups in developing countries.</p> <p>SS.912.W.9.Su.f Recognize a way a nation participates in global trade and trade agreements with other countries.</p> <p>SS.912.W.9.Su.g Recognize an impact and response to threats of international terrorism.</p>	<p>SS.912.W.9.Pa.g Recognize a characteristic of terrorism.</p>
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Strand: HUMANITIES

Standard 1: Identify and analyze the historical, social, and cultural contexts of the arts.

BENCHMARK CODE	BENCHMARK
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.
SS.912.H.1.2	Describe how historical events, social context, and culture impact forms, techniques, and purposes of works in the arts, including the relationship between a government and its citizens.
SS.912.H.1.3	Relate works in the arts to various cultures.
SS.912.H.1.4	Explain philosophical beliefs as they relate to works in the arts.
SS.912.H.1.5	Examine artistic response to social issues and new ideas in various cultures.
SS.912.H.1.6	Analyze how current events are explained by artistic and cultural trends of the past.
SS.912.H.1.7	Know terminology of art forms (narthex, apse, triforium of Gothic cathedral) within cultures and use appropriately in oral and written references.

Access Point for Students with Significant Cognitive Disabilities

<i>Independent</i>	<i>Supported</i>	<i>Participatory</i>
SS.912.H.1.In.a Identify works in the arts, including architecture, music, and visual	SS.912.H.1.Su.a Recognize works in the arts, including music and visual arts,	SS.912.H.1.Pa.a Recognize a characteristic of a work in the arts

<p>arts, from time periods, such as Classical, Renaissance, Modern, and Contemporary.</p> <p>SS.912.H.1.In.b Identify ways historical events, social context, culture, and government are reflected in works of art, such as imperial Roman sculpture, the Palace of Versailles, and the layout of Washington, DC.</p> <p>SS.912.H.1.In.c Identify works in the arts from various cultures, such as African, Asian, European, the Americas, and Middle Eastern.</p> <p>SS.912.H.1.In.d Identify works of art that reflect the artist's beliefs, such as protest music and Native American dance.</p> <p>SS.912.H.1.In.e Identify ways historical events, social context, culture, and government are reflected in works of art, such as imperial Roman sculpture, the Palace of Versailles, and the layout of Washington, DC.</p> <p>SS.912.H.1.In.f Identify ways historical events, social context, culture, and government are reflected in works of art, such as imperial Roman sculpture, the Palace of Versailles, and the layout of Washington, DC.</p> <p>SS.912.H.1.In.g Identify common terms used to describe art forms within cultures.</p>	<p>from a time period, such as Classical, Renaissance, or Contemporary.</p> <p>SS.912.H.1.Su.b Recognize that works of art reflect events, cultures, or government.</p> <p>SS.912.H.1.Su.c Recognize works in the arts from various cultures, such as African, Asian, the Americas, and Middle Eastern.</p> <p>SS.912.H.1.Su.d Recognize works of art that reflect the artist's beliefs, such as Native American dance.</p> <p>SS.912.H.1.Su.e Recognize that works of art reflect events, cultures, or government.</p> <p>SS.912.H.1.Su.f Recognize that works of art reflect events, cultures, or government.</p> <p>SS.912.H.1.Su.g Recognize common terms used to describe art forms within a culture.</p>	<p>from a time period.</p> <p>SS.912.H.1.Pa.b Recognize a characteristic of a work in the arts from a time period.</p> <p>SS.912.H.1.Pa.c Recognize a characteristic of a work in the arts from a time period.</p> <p>SS.912.H.1.Pa.d Recognize a characteristic of a work in the arts from a time period.</p> <p>SS.912.H.1.Pa.e Recognize a characteristic of a work in the arts from a time period.</p> <p>SS.912.H.1.Pa.f Recognize a characteristic of a work in the arts from a time period.</p> <p>SS.912.H.1.Pa.g Recognize a characteristic of a work in the arts from a time period.</p>
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Standard 2: Respond critically and aesthetically to various works in the arts.	
BENCHMARK CODE	BENCHMARK
SS.912.H.2.1	Identify specific characteristics of works within various art forms (architecture, dance, film, literature, music, theatre, and visual arts).
SS.912.H.2.2	Classify styles, forms, types, and genres within art forms.
SS.912.H.2.3	Apply various types of critical analysis (contextual, formal, and intuitive criticism) to works in the arts, including the types and use of symbolism within art forms and their philosophical implications.

SS.912.H.2.4	Examine the effects that works in the arts have on groups, individuals, and cultures.
SS.912.H.2.5	Describe how historical, social, cultural, and physical settings influence an audience's aesthetic response.

Access Point for Students with Significant Cognitive Disabilities

<i>Independent</i>	<i>Supported</i>	<i>Participatory</i>
SS.912.H.2.In.a Recognize characteristics of specific works within various art forms, such as architecture, dance, film, literature, music, theatre, and visual arts.	SS.912.H.2.Su.a Recognize a characteristic of specific works in selected art forms, such as architecture, dance, film, literature, music, theatre, and visual arts.	SS.912.H.2.Pa.a Recognize characteristics of an art form.
SS.912.H.2.In.b Identify the genre and form of works within art forms, such as modern and ethnic dance, and ballads and nationalistic music.	SS.912.H.2.Su.b Recognize a genre or form of works within art forms, such as modern and ethnic dance, and ballads and nationalistic music.	SS.912.H.2.Pa.b Recognize differences in art forms.
SS.912.H.2.In.c Identify ways of evaluating art, such as by examining the elements of the art form (formal), deciding one's own feelings about the art (intuitive), and recognizing the use of symbolism.	SS.912.H.2.Su.c Recognize a way of evaluating art, such by identifying the elements of the art form (formal) and deciding one's own feelings about the art (intuitive).	SS.912.H.2.Pa.c Recognize one's own feelings about a work of art.
SS.912.H.2.In.d Identify an effect of works of art on an individual or group, such as changing their mood or leading groups to protest.	SS.912.H.2.Su.d Recognize an effect of works of art on an individual or group, such as changing their mood or leading groups to protest.	SS.912.H.2.Pa.d Recognize one's own feelings about a work of art.
SS.912.H.2.In.e Identify influences on an audience's response to art, such as the historical, social, cultural, or physical setting.	SS.912.H.2.Su.e Recognize an influence on an audience's response to art, such as the cultural or physical setting.	SS.912.H.2.Pa.e Recognize that people have different feelings about works of art.

Standard 3: Understand how transportation, trade, communication, science, and technology influence the progression and regression of cultures.

BENCHMARK CODE	BENCHMARK
SS.912.H.3.1	Analyze the effects of transportation, trade, communication, science, and technology on the preservation and diffusion of culture.
SS.912.H.3.2	Identify social, moral, ethical, religious, and legal issues arising from technological and scientific developments, and examine their influence on works of arts within a culture.
SS.912.H.3.3	Identify contributions made by various world cultures through trade and communication, and

	form a hypothesis on future contributions and changes.	
Access Point for Students with Significant Cognitive Disabilities		
<i>Independent</i>	<i>Supported</i>	<i>Participatory</i>
<p>SS.912.H.3.In.a Identify effects of transportation, trade, communication, science, and technology on the preservation of a culture and its diffusion to other locations.</p> <p>SS.912.H.3.In.b Recognize selected social, ethical, moral, religious, and legal issues related to technological or scientific developments and their influence on works of arts.</p> <p>SS.912.H.3.In.c Identify effects of transportation, trade, communication, and technology on the preservation of a culture and its diffusion to other locations.</p>	<p>SS.912.H.3.Su.a Recognize an effect of transportation, trade, communication, science, or technology on the diffusion of a culture to another location.</p> <p>SS.912.H.3.Su.b Recognize a selected social, ethical, moral, religious, or legal issue related to technological or scientific developments and their influence on works of arts.</p> <p>SS.912.H.3.Su.c Recognize an effect of transportation, trade, communication, or technology on the diffusion of a culture to another location.</p>	<p>SS.912.H.3.Pa.a Recognize that communication helps spread ideas to other cultures.</p> <p>SS.912.H.3.Pa.b Recognize that communication helps spread ideas to other cultures.</p> <p>SS.912.H.3.Pa.c Recognize that communication helps spread ideas to other cultures.</p>

Strand: CIVICS AND GOVERNMENT

Standard 1: Demonstrate an understanding of the origins and purposes of government, law, and the American political system.

BENCHMARK CODE	BENCHMARK
SS.912.C.1.1	Evaluate, take, and defend positions on the founding ideals and principles in American Constitutional government.
SS.912.C.1.2	Explain how the Declaration of Independence reflected the political principles of popular sovereignty, social contract, natural rights, and individual rights.
SS.912.C.1.3	Evaluate the ideals and principles of the founding documents (Declaration of Independence, Articles of Confederation, Federalist Papers) that shaped American Democracy.
SS.912.C.1.4	Analyze and categorize the diverse viewpoints presented by the Federalists and the Anti-Federalists concerning ratification of the Constitution and inclusion of a bill of rights.
SS.912.C.1.5	Evaluate how the Constitution and its amendments reflect the political principles of rule of law, checks and balances, separation of powers, republicanism, democracy, and federalism.

Access Point for Students with Significant Cognitive Disabilities

<i>Independent</i>	<i>Supported</i>	<i>Participatory</i>
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<p>SS.912.C.1.In.a Identify the influence of founding principles in American government, such as civic participation and voting, representative legislative bodies, and rule of law.</p>	<p>SS.912.C.1.Su.a Recognize the influence of founding principles in American government, such as civic participation and voting, representative legislative bodies, or rule of law.</p>	<p>SS.912.C.1.Pa.a Recognize civic participation as a founding principle of American government.</p>
<p>SS.912.C.1.In.b Identify principles of natural rights, individual rights, and government of the people (popular sovereignty) reflected in the Declaration of Independence.</p>	<p>SS.912.C.1.Su.b Recognize principles of natural rights and government of the people reflected in the Declaration of Independence.</p>	<p>SS.912.C.1.Pa.b Recognize government of the people as a principle of the Declaration of Independence.</p>
<p>SS.912.C.1.In.c Identify principles of natural rights, individual rights, and government of the people (popular sovereignty) reflected in the Declaration of Independence.</p>	<p>SS.912.C.1.Su.c Recognize principles of natural rights and government of the people reflected in the Declaration of Independence.</p>	<p>SS.912.C.1.Pa.c Recognize government of the people as a principle of the Declaration of Independence.</p>
<p>SS.912.C.1.In.d Identify major debates and compromises in the process of writing and adopting the Constitution, such as plans developed by various states, the Great Compromise—the formation of the House and Senate, and the promise of the Bill of Rights.</p>	<p>SS.912.C.1.Su.d Recognize that there were compromises in developing the Constitution, such as the Great Compromise—the formation of the House and Senate—and the promise of the Bill of Rights.</p>	<p>SS.912.C.1.Pa.d Recognize that forming the American government involved a compromise.</p>
<p>SS.912.C.1.In.e Identify the importance of the political principles reflected in the Constitution, such as rule of law, separation of powers, checks and balances, and representative government (republicanism).</p>	<p>SS.912.C.1.Su.e Recognize examples of practices that reflect political principles in the Constitution, such as representative government, respecting the law, and functions of the three branches of government.</p>	<p>SS.912.C.1.Pa.e Recognize a practice that reflects government by the people (democracy) in the Constitution.</p>

<p>Standard 2: Evaluate the roles, rights, and responsibilities of United States citizens and determine methods of active participation in society, government, and the political system.</p>	
<p>BENCHMARK CODE</p>	<p>BENCHMARK</p>
<p>SS.912.C.2.1</p>	<p>Evaluate the constitutional provisions establishing citizenship, and assess the criteria among citizens by birth, naturalized citizens, and non-citizens.</p>
<p>SS.912.C.2.10</p>	<p>Monitor current public issues in Florida.</p>
<p>SS.912.C.2.11</p>	<p>Analyze public policy solutions or courses of action to resolve a local, state, or federal issue.</p>
<p>SS.912.C.2.12</p>	<p>Explain the changing roles of television, radio, press, and Internet in political communication.</p>

SS.912.C.2.13	Analyze various forms of political communication and evaluate for bias, factual accuracy, omission, and emotional appeal.
SS.912.C.2.14	Evaluate the processes and results of an election at the state or federal level.
SS.912.C.2.15	Evaluate the origins and roles of political parties, interest groups, media, and individuals in determining and shaping public policy.
SS.912.C.2.16	Analyze trends in voter turnout.
SS.912.C.2.2	Evaluate the importance of political participation and civic participation.
SS.912.C.2.3	Experience the responsibilities of citizens at the local, state, or federal levels.
SS.912.C.2.4	Evaluate, take, and defend positions on issues that cause the government to balance the interests of individuals with the public good.
SS.912.C.2.5	Conduct a service project to further the public good.
SS.912.C.2.6	Evaluate, take, and defend positions about rights protected by the Constitution and Bill of Rights.
SS.912.C.2.7	Explain why rights have limits and are not absolute.
SS.912.C.2.8	Analyze the impact of citizen participation as a means of achieving political and social change.
SS.912.C.2.9	Identify the expansion of civil rights and liberties by examining the principles contained in primary documents.

Access Point for Students with Significant Cognitive Disabilities

<i>Independent</i>	<i>Supported</i>	<i>Participatory</i>
SS.912.C.2.In.a Describe the differences between a citizen and a noncitizen and ways people can become citizens of a country, such as by birth or naturalization.	SS.912.C.2.Su.a Identify the differences between a citizen and a noncitizen.	SS.912.C.2.Pa.a Recognize a difference between a citizen and a noncitizen.
SS.912.C.2.In.j Identify current public issues in Florida.	SS.912.C.2.Su.j Recognize current public issues in Florida.	SS.912.C.2.Pa.j Recognize a current public issue in Florida.
SS.912.C.2.In.k Describe a solution to resolve a public issue.	SS.912.C.2.Su.k Identify a solution to resolve a public issue.	SS.912.C.2.Pa.k Recognize a solution to a public issue.
SS.912.C.2.In.l Identify the role of television, radio, the press, and the Internet in political communications.	SS.912.C.2.Su.l Recognize the role of television, radio, and the press in political communications.	SS.912.C.2.Pa.l Recognize forms of political communication, such as television, magazines, or newspapers.
SS.912.C.2.In.m Identify various forms of political communication, such as campaign advertisements, political speech, and political cartoons, and	SS.912.C.2.Su.m Recognize a form of political communication, such as a campaign advertisement, political speech, or political cartoon, and identify its emotional appeal.	SS.912.C.2.Pa.m Recognize forms of political communications, such as television, magazines, or newspapers.
	SS.912.C.2.Su.n Recognize the	

<p>identify their accuracy or emotional appeal.</p> <p>SS.912.C.2.In.n Identify the process and results of an election.</p> <p>SS.912.C.2.In.o Identify the role of political parties, special interest groups, and media in shaping public policy.</p> <p>SS.912.C.2.In.p Identify the process and results of an election.</p> <p>SS.912.C.2.In.b Identify examples of political participation and civic participation, such as registering to vote, keeping informed, communicating with elected officials, and participating in political campaigns.</p> <p>SS.912.C.2.In.c Identify examples of political participation and civic participation, such as registering to vote, keeping informed, communicating with elected officials, and participating in political campaigns.</p> <p>SS.912.C.2.In.d Identify a position on issues that cause the government to balance the interests of individuals with the public good, such as for or against recycling, curfews, and building regulations.</p> <p>SS.912.C.2.In.e Engage in a service project to further the public good, such as at school, community, state, and national levels.</p> <p>SS.912.C.2.In.f Defend a position about individual rights protected by the Constitution and Bill of Rights.</p> <p>SS.912.C.2.In.g Identify a reason why rights have limits and are not absolute, such as speech and gun possession.</p> <p>SS.912.C.2.In.h Identify examples of</p>	<p>campaign, voting, and results of an election.</p> <p>SS.912.C.2.Su.o Identify the role of political parties and media in shaping public policy.</p> <p>SS.912.C.2.Su.p Recognize the campaign, voting, and results of an election.</p> <p>SS.912.C.2.Su.b Recognize examples of political participation and civic participation, such as registering to vote, keeping informed, communicating with elected officials, and participating in political campaigns.</p> <p>SS.912.C.2.Su.c Recognize examples of political participation and civic participation, such as registering to vote, keeping informed, communicating with elected officials, and participating in political campaigns.</p> <p>SS.912.C.2.Su.d Recognize a position on issues that cause the government to balance the interests of individuals with the public good, such as for or against recycling and curfews.</p> <p>SS.912.C.2.Su.e Assist with a service project to further the public good, such as at school, community, state, and national levels.</p> <p>SS.912.C.2.Su.f Identify a position about individual rights protected by the Constitution and Bill of Rights.</p> <p>SS.912.C.2.Su.g Recognize that some rights are limited, such as speech or gun possession.</p> <p>SS.912.C.2.Su.h Recognize examples of citizen participation, such as demonstrations, protests, and letters to the editor, to achieve change.</p> <p>SS.912.C.2.Su.i Recognize the expansion of civil rights as reflected in the</p>	<p>SS.912.C.2.Pa.n Recognize voting and results of an election.</p> <p>SS.912.C.2.Pa.o Recognize that media influences government.</p> <p>SS.912.C.2.Pa.p Recognize voting and results of an election.</p> <p>SS.912.C.2.Pa.b Recognize ways to participate in the political process.</p> <p>SS.912.C.2.Pa.c Recognize ways to participate in the political process.</p> <p>SS.912.C.2.Pa.d Recognize an issue that causes the government to balance the interests of individuals with the public good, such as recycling.</p> <p>SS.912.C.2.Pa.e Participate in a service project to further the public good, such as at school, community, state, and national levels.</p> <p>SS.912.C.2.Pa.f Recognize an individual right protected by the Constitution.</p> <p>SS.912.C.2.Pa.g Recognize that rights have limits.</p> <p>SS.912.C.2.Pa.h Recognize a demonstration or protest to achieve change.</p> <p>SS.912.C.2.Pa.i Recognize examples of civil rights.</p>
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<p>citizen participation, such as email, protests, demonstrations, and letters to the editor, to achieve change.</p> <p>SS.912.C.2.In.i Identify the expansion of civil rights as reflected in the Declaration of Independence, the Constitution and its amendments, and the Voting Rights Act of 1965.</p>	<p>Constitution and its amendments.</p>	
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Standard 3: Demonstrate an understanding of the principles, functions, and organization of government.

BENCHMARK CODE	BENCHMARK
SS.912.C.3.1	Examine the constitutional principles of representative government, limited government, consent of the governed, rule of law, and individual rights.
SS.912.C.3.10	Evaluate the significance and outcomes of landmark Supreme Court cases.
SS.912.C.3.11	Contrast how the Constitution safeguards and limits individual rights.
SS.912.C.3.12	Simulate the judicial decision-making process in interpreting law at the state and federal level.
SS.912.C.3.13	Illustrate examples of how government affects the daily lives of citizens at the local, state, and national levels.
SS.912.C.3.14	Examine constitutional powers (expressed, implied, concurrent, reserved).
SS.912.C.3.15	Examine how power and responsibility are distributed, shared, and limited by the Constitution.
SS.912.C.3.2	Define federalism, and identify examples of the powers granted and denied to states and the national government in the American federal system of government.
SS.912.C.3.3	Analyze the structures, functions, and processes of the legislative branch as described in Article I of the Constitution.
SS.912.C.3.4	Analyze the structures, functions, and processes of the executive branch as described in Article II of the Constitution.
SS.912.C.3.5	Identify the impact of independent regulatory agencies in the federal bureaucracy.
SS.912.C.3.6	Analyze the structures, functions, and processes of the judicial branch as described in Article III of the Constitution.
SS.912.C.3.7	Describe the role of judicial review in American constitutional government.
SS.912.C.3.8	Compare the role of judges on the state and federal level with other elected officials.

SS.912.C.3.9	Analyze the various levels and responsibilities of courts in the federal and state judicial system and the relationships among them.
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Access Point for Students with Significant Cognitive Disabilities

<i>Independent</i>	<i>Supported</i>	<i>Participatory</i>
<p>SS.912.C.3.In.a Identify principles of the Constitution that limit the power of the government, such as rule of law, individual rights, and consent of the governed.</p>	<p>SS.912.C.3.Su.a Recognize principles of the Constitution that limit the power of the government, such as rule of law, individual rights, or consent of the governed.</p>	<p>SS.912.C.3.Pa.a Recognize that the government has limits on its power.</p>
<p>SS.912.C.3.In.j Identify the importance of landmark Supreme Court cases, such as Plessy v. Ferguson, United States v. Nixon, and Roe v. Wade.</p>	<p>SS.912.C.3.Su.j Recognize the importance of landmark Supreme Court cases, such as United States v. Nixon and Roe v. Wade.</p>	<p>SS.912.C.3.Pa.j Recognize that Supreme Court cases have important outcomes that affect all citizens.</p>
<p>SS.912.C.3.In.k Identify that the Constitution safeguards and limits rights.</p>	<p>SS.912.C.3.Su.k Recognize that the Constitution safeguards and limits rights.</p>	<p>SS.912.C.3.Pa.k Recognize that the government protects rights.</p>
<p>SS.912.C.3.In.l Identify the structure and function of the judicial branch of the government as identified in the Constitution.</p>	<p>SS.912.C.3.Su.l Identify the function of the judicial branch of the government as identified in the Constitution.</p>	<p>SS.912.C.3.Pa.l Recognize that the judicial branch of government interprets laws.</p>
<p>SS.912.C.3.In.m Identify the effects of government on the daily lives of citizens at the local, state, and national level.</p>	<p>SS.912.C.3.Su.m Recognize an effect of government on the daily lives of citizens at the local, state, and national level.</p>	<p>SS.912.C.3.Pa.m Recognize an effect of government on the daily lives of citizens.</p>
<p>SS.912.C.3.In.n Identify examples of the use of constitutional powers, such as being limited to the federal government, shared by both federal and state government, or limited to state governments.</p>	<p>SS.912.C.3.Su.n Recognize examples of the use of constitutional powers, such as specifying powers of the federal and state governments.</p>	<p>SS.912.C.3.Pa.n Recognize an example of a power granted to the national government and not the state government, such as printing money.</p>
<p>SS.912.C.3.In.o Identify examples of the use of constitutional powers, such as being limited to the federal government, shared by both federal and state government, or limited to state governments.</p>	<p>SS.912.C.3.Su.o Recognize examples of the use of constitutional powers, such as specifying powers of the federal and state governments.</p>	<p>SS.912.C.3.Pa.o Recognize an example of a power granted to the national government and not the state government, such as printing money.</p>
<p>SS.912.C.3.In.b Identify examples of the powers granted and denied states and the national government, such as the national government may not change state boundaries or violate the Bill of Rights and state governments may not print money or suspend a person's rights without due process.</p>	<p>SS.912.C.3.Su.b Recognize examples of the powers granted and denied states and the national government, such as the national government may not change state boundaries and state governments may not print money.</p>	<p>SS.912.C.3.Pa.b Recognize an example of a power granted to the national government and not the state government, such as printing money.</p>
	<p>SS.912.C.3.Su.c Identify the function of the legislative branch of the government identified in the Constitution.</p>	<p>SS.912.C.3.Pa.c Recognize that the legislative branch of government creates laws.</p>
	<p>SS.912.C.3.Su.d Identify the function of</p>	<p>SS.912.C.3.Pa.d Recognize that the executive branch of government enforces laws.</p>

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

Standard 4: Demonstrate an understanding of contemporary issues in world affairs, and evaluate the role and impact of United States foreign policy.

BENCHMARK CODE	BENCHMARK
SS.912.C.4.1	Explain how the world's nations are governed differently.
SS.912.C.4.2	Evaluate the influence of American foreign policy on other nations and the influences of other nations on American policies and society.

SS.912.C.4.3	Assess human rights policies of the United States and other countries.	
SS.912.C.4.4	Compare indicators of democratization in multiple countries.	
Access Point for Students with Significant Cognitive Disabilities		
<i>Independent</i>	<i>Supported</i>	<i>Participatory</i>
SS.912.C.4.In.a Identify different forms of governments in other countries in the world.	SS.912.C.4.Su.a Recognize a different form of government in another country in the world.	SS.912.C.4.Pa.a Recognize that not all countries are governed like the United States.
SS.912.C.4.In.b Identify the influence of American foreign policy on other nations.	SS.912.C.4.Su.b Recognize an influence of American foreign policy on other nations.	SS.912.C.4.Pa.b Recognize that the United States works with other nations.
SS.912.C.4.In.c Identify examples of human rights policies of the United States, such as the Bill of Rights.	SS.912.C.4.Su.c Recognize examples of human rights policies of the United States, such as the Bill of Rights.	SS.912.C.4.Pa.c Recognize a human right.
SS.912.C.4.In.d Identify common indicators of democratization, such as civil and political rights.	SS.912.C.4.Su.d Recognize common indicators of democratization, such as civil or political rights.	SS.912.C.4.Pa.d Recognize an example of democratization, such as human rights.

Strand: PSYCHOLOGY

Standard 1: Scientific Inquiry Domain/Perspectives in Psychological Science

BENCHMARK CODE	BENCHMARK
SS.912.P.1.1	Define psychology as a discipline and identify its goals as a science.
SS.912.P.1.2	Describe the emergence of psychology as a scientific discipline.
SS.912.P.1.3	Describe perspectives employed to understand behavior and mental processes.
SS.912.P.1.4	Discuss the value of both basic and applied psychological research with human and non-human animals.
SS.912.P.1.5	Describe the major subfields of psychology.
SS.912.P.1.6	Identify the important role psychology plays in benefiting society and improving people's lives.

Standard 10: Sociocultural Context Domain/Sociocultural Diversity

BENCHMARK CODE	BENCHMARK
SS.912.P.10.1	Define culture and diversity.
SS.912.P.10.10	Discuss psychological research examining gender similarities and differences and the impact of gender discrimination.
SS.912.P.10.11	Discuss the psychological research on gender and how the roles of women and men in societies are perceived.
SS.912.P.10.12	Examine how perspectives affect stereotypes and treatment of minority and majority groups in society.
SS.912.P.10.13	Discuss psychological research examining differences in individual cognitive and physical abilities.
SS.912.P.10.14	Examine societal treatment of people with disabilities and the effect of treatment by others on individual identity/status.
SS.912.P.10.2	Identify how cultures change over time and vary within nations and internationally.
SS.912.P.10.3	Discuss the relationship between culture and conceptions of self and identity.
SS.912.P.10.4	Discuss psychological research examining race and ethnicity.
SS.912.P.10.5	Discuss psychological research examining socioeconomic status.
SS.912.P.10.6	Discuss how privilege and social power structures relate to stereotypes, prejudice, and discrimination.
SS.912.P.10.7	Discuss psychological research examining gender identity.
SS.912.P.10.8	Discuss psychological research examining diversity in sexual orientation.
SS.912.P.10.9	Compare and contrast gender identity and sexual orientation.

Standard 11: Cognition Domain/Memory

BENCHMARK CODE	BENCHMARK
SS.912.P.11.1	Identify factors that influence encoding.
SS.912.P.11.10	Discuss the factors influencing how memories are retrieved.
SS.912.P.11.11	Explain how memories can be malleable.
SS.912.P.11.12	Discuss strategies for improving the retrieval of memories.
SS.912.P.11.2	Characterize the difference between shallow (surface) and deep (elaborate) processing.
SS.912.P.11.3	Discuss strategies for improving the encoding of memory.
SS.912.P.11.4	Describe the differences between working memory and long-term memory.

SS.912.P.11.5	Identify and explain biological processes related to how memory is stored.
SS.912.P.11.6	Discuss types of memory and memory disorders (e.g., amnesias, dementias).
SS.912.P.11.7	Discuss strategies for improving the storage of memories.
SS.912.P.11.8	Analyze the importance of retrieval cues in memory.
SS.912.P.11.9	Explain the role that interference plays in retrieval.

Standard 12: Cognition Domain/Thinking

BENCHMARK CODE	BENCHMARK
SS.912.P.12.1	Define cognitive processes involved in understanding information.
SS.912.P.12.2	Define processes involved in problem solving and decision making.
SS.912.P.12.3	Discuss non-human problem-solving abilities.
SS.912.P.12.4	Describe obstacles to problem solving.
SS.912.P.12.5	Describe obstacles to decision making.
SS.912.P.12.6	Describe obstacles to making good judgments.

Standard 13: Cognition Domain/Intelligence

BENCHMARK CODE	BENCHMARK
SS.912.P.13.1	Discuss intelligence as a general factor.
SS.912.P.13.2	Discuss alternative conceptualizations of intelligence.
SS.912.P.13.3	Describe the extremes of intelligence.
SS.912.P.13.4	Discuss the history of intelligence testing, including historical use and misuse in the context of fairness.
SS.912.P.13.5	Identify current methods of assessing human abilities.
SS.912.P.13.6	Identify measures of and data on reliability and validity for intelligence test scores.
SS.912.P.13.7	Discuss issues related to the consequences of intelligence testing.
SS.912.P.13.8	Discuss the influences of biological, cultural, and environmental factors on intelligence.

Standard 14: Individual Variations Domain/Motivation

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BENCHMARK CODE	BENCHMARK
SS.912.P.14.1	Explain biologically based theories of motivation.
SS.912.P.14.2	Explain cognitively based theories of motivation.
SS.912.P.14.3	Explain humanistic theories of motivation.
SS.912.P.14.4	Explain the role of culture in human motivation.
SS.912.P.14.5	Discuss eating behavior.
SS.912.P.14.6	Discuss sexual behavior and orientation.
SS.912.P.14.7	Discuss achievement motivation.
SS.912.P.14.8	Discuss other ways in which humans and non-human animals are motivated.

Standard 15: Individual Variations Domain/Emotion

BENCHMARK CODE	BENCHMARK
SS.912.P.15.1	Explain the biological and cognitive components of emotion.
SS.912.P.15.2	Discuss psychological research on basic human emotions.
SS.912.P.15.3	Differentiate among theories of emotional experience.
SS.912.P.15.4	Explain how biological factors influence emotional interpretation and expression.
SS.912.P.15.5	Explain how culture and gender influence emotional interpretation and expression.
SS.912.P.15.6	Explain how other environmental factors influence emotional interpretation and expression.
SS.912.P.15.7	Identify biological and environmental influences on the expression experience of negative emotions, such as fear.
SS.912.P.15.8	Identify biological and environmental influences on the expression and experience of positive emotions, such as happiness.

Standard 16: Individual Variations Domain/Personality

BENCHMARK CODE	BENCHMARK
SS.912.P.16.1	Evaluate psychodynamic theories.
SS.912.P.16.10	Discuss self-concept.
SS.912.P.16.11	Analyze how individualistic and collectivistic cultural perspectives relate to personality.
SS.912.P.16.2	Evaluate trait theories.

SS.912.P.16.3	Evaluate humanistic theories.
SS.912.P.16.4	Evaluate social-cognitive theories.
SS.912.P.16.5	Differentiate personality assessment techniques.
SS.912.P.16.6	Discuss the reliability and validity of personality assessment techniques.
SS.912.P.16.7	Discuss biological and situational influences.
SS.912.P.16.8	Discuss stability and change.
SS.912.P.16.9	Discuss connection to health and work on personality.

Standard 17: Individual Variations Domain/Psychological Disorders

BENCHMARK CODE	BENCHMARK
SS.912.P.17.1	Define psychologically abnormal behavior.
SS.912.P.17.2	Describe historical and cross-cultural views of abnormality.
SS.912.P.17.3	Describe major models of abnormality.
SS.912.P.17.4	Discuss how stigma relates to abnormal behavior.
SS.912.P.17.5	Discuss the impact of psychological disorders on the individual, family, and society.
SS.912.P.17.6	Describe the classification of psychological disorders.
SS.912.P.17.7	Discuss the challenges associated with diagnosis.
SS.912.P.17.8	Describe symptoms and causes of major categories of psychological disorders (including schizophrenic, mood, anxiety, and personality disorders).
SS.912.P.17.9	Evaluate how different factors influence an individual's experience of psychological disorders.

Standard 18: Applications of Psychological Science Domain/Treatment of Psychological Disorders

BENCHMARK CODE	BENCHMARK
SS.912.P.18.1	Explain how psychological treatments have changed over time and among cultures.
SS.912.P.18.10	Identify ethical challenges involved in delivery of treatment.
SS.912.P.18.11	Identify national and local resources available to support individuals with psychological disorders and their families (e.g., NAMI and support groups).
SS.912.P.18.2	Match methods of treatment to psychological perspectives.

SS.912.P.18.3	Explain why psychologists use a variety of treatment options.
SS.912.P.18.4	Identify biomedical treatments.
SS.912.P.18.5	Identify psychological treatments.
SS.912.P.18.6	Describe appropriate treatments for different age groups.
SS.912.P.18.7	Evaluate the efficacy of treatments for particular disorders.
SS.912.P.18.8	Identify other factors that improve the efficacy of treatment.
SS.912.P.18.9	Identify treatment providers for psychological disorders and the training required for each.

Standard 19: Applications of Psychological Science Domain/ Health

BENCHMARK CODE	BENCHMARK
SS.912.P.19.1	Define stress as a psychophysiological reaction.
SS.912.P.19.2	Identify and explain potential sources of stress.
SS.912.P.19.3	Explain physiological and psychological consequences of stress for health.
SS.912.P.19.4	Identify and explain physiological, cognitive, and behavioral strategies to deal with stress.
SS.912.P.19.5	Identify ways to promote mental health and physical fitness.
SS.912.P.19.6	Describe the characteristics of and factors that promote resilience and optimism.
SS.912.P.19.7	Distinguish between effective and ineffective means of dealing with stressors and other health issues.

Standard 2: Scientific Inquiry Domain/Research Methods, Measurement, and Statistics

BENCHMARK CODE	BENCHMARK
SS.912.P.2.1	Describe the scientific method and its role in psychology.
SS.912.P.2.10	Interpret graphical representations of data as used in both quantitative and qualitative methods.
SS.912.P.2.11	Explain other statistical concepts, such as statistical significance and effect size.
SS.912.P.2.12	Explain how validity and reliability of observations and measurements relate to data analysis.
SS.912.P.2.2	Describe and compare a variety of quantitative (e.g., surveys, correlations, experiments) and qualitative (e.g., interviews, narratives, focus groups) research methods.
SS.912.P.2.3	Define systematic procedures used to improve the validity of research findings, such as

	external validity.
SS.912.P.2.4	Discuss how and why psychologists use non-human animals in research.
SS.912.P.2.5	Identify ethical standards psychologists must address regarding research with human participants.
SS.912.P.2.6	Identify ethical guidelines psychologists must address regarding research with non-human animals.
SS.912.P.2.7	Define descriptive statistics and explain how they are used by psychological scientists.
SS.912.P.2.8	Define forms of qualitative data and explain how they are used by psychological scientists.
SS.912.P.2.9	Define correlation coefficients and explain their appropriate interpretation.

Standard 20: Applications of Psychological Science Domain/Vocational Applications

BENCHMARK CODE	BENCHMARK
SS.912.P.20.1	Identify careers in psychological science and practice.
SS.912.P.20.2	Identify resources to help select psychology programs for further study.
SS.912.P.20.3	Identify degree requirements for psychologists and psychology-related careers.
SS.912.P.20.4	Identify resources to help select psychology programs for further study.
SS.912.P.20.5	Discuss ways in which psychological science addresses domestic and global issues.
SS.912.P.20.6	Identify careers in psychological science that have evolved as a result of domestic and global issues.

Standard 3: Biopsychology Domain/Biological Bases of Behavior

BENCHMARK CODE	BENCHMARK
SS.912.P.3.1	Identify the major divisions and subdivisions of the human nervous system.
SS.912.P.3.10	Describe the interactive effects of heredity and environment.
SS.912.P.3.11	Explain how evolved tendencies influence behavior.
SS.912.P.3.12	Identify tools used to study the nervous system.
SS.912.P.3.13	Describe advances made in neuroscience.
SS.912.P.3.14	Discuss issues related to scientific advances in neuroscience and genetics.
SS.912.P.3.2	Identify the parts of the neuron and describe the basic process of neural transmission.

SS.912.P.3.3	Differentiate between the structures and functions of the various parts of the central nervous system.
SS.912.P.3.4	Describe lateralization of brain functions.
SS.912.P.3.5	Discuss the mechanisms and the importance of plasticity of the nervous system.
SS.912.P.3.6	Describe how the endocrine glands are linked to the nervous system.
SS.912.P.3.7	Describe the effects of hormones on behavior and mental processes.
SS.912.P.3.8	Describe hormone effects on the immune system.
SS.912.P.3.9	Describe concepts in genetic transmission.

Standard 4: Biopsychology Domain/Sensation and Perception

BENCHMARK CODE	BENCHMARK
SS.912.P.4.1	Discuss processes of sensation and perception and how they interact
SS.912.P.4.10	Describe perceptual illusions.
SS.912.P.4.11	Describe the nature of attention.
SS.912.P.4.12	Explain how experiences and expectations influence perception.
SS.912.P.4.2	Explain the concepts of threshold and adaptation.
SS.912.P.4.3	List forms of physical energy for which humans and non-human animals do and do not have sensory receptors.
SS.912.P.4.4	Describe the visual sensory system.
SS.912.P.4.5	Describe the auditory sensory system.
SS.912.P.4.6	Describe other sensory systems, such as olfaction, gustation, and somesthesia (e.g., skin senses, kinesthesia, and vestibular sense).
SS.912.P.4.7	Explain Gestalt principles of perception.
SS.912.P.4.8	Describe binocular and monocular depth cues.
SS.912.P.4.9	Describe the importance of perceptual constancies.

Standard 5: Biopsychology Domain/Consciousness

BENCHMARK CODE	BENCHMARK
SS.912.P.5.1	Identify states of consciousness.

SS.912.P.5.10	Evaluate the biological and psychological effects of psychoactive drugs.
SS.912.P.5.11	Explain how culture and expectations influence the use and experience of drugs.
SS.912.P.5.12	Describe meditation and relaxation and their effects.
SS.912.P.5.13	Describe hypnosis and controversies surrounding its nature and use.
SS.912.P.5.14	Describe flow states.
SS.912.P.5.2	Distinguish between processing that is conscious (i.e., explicit) and other processing that happens without conscious awareness (i.e., implicit).
SS.912.P.5.3	Describe the circadian rhythm and its relation to sleep.
SS.912.P.5.4	Describe the sleep cycle.
SS.912.P.5.5	Compare theories about the functions of sleep.
SS.912.P.5.6	Describe types of sleep disorders.
SS.912.P.5.7	Compare theories about the functions of dreams.
SS.912.P.5.8	Characterize the major categories of psychoactive drugs and their effects.
SS.912.P.5.9	Describe how psychoactive drugs act at the synaptic level.

Standard 6: Development and Learning Domain/Life Span Development

BENCHMARK CODE	BENCHMARK
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.
SS.912.P.6.10	Describe newborns' reflexes, temperament, and abilities.
SS.912.P.6.11	Describe physical and motor development in infancy.
SS.912.P.6.12	Describe how infant perceptual abilities and intelligence develop.
SS.912.P.6.13	Describe the development of attachment and the role of the caregiver.
SS.912.P.6.14	Describe the development of communication and language in infancy.
SS.912.P.6.15	Describe physical and motor development in childhood.
SS.912.P.6.16	Describe how memory and thinking ability develops in childhood.
SS.912.P.6.17	Describe social, cultural, and emotional development through childhood.
SS.912.P.6.18	Identify major physical changes in adolescence.
SS.912.P.6.19	Describe the development of reasoning and morality in adolescence.

SS.912.P.6.2	Explain issues of continuity/discontinuity and stability/change.
SS.912.P.6.20	Describe identity formation in adolescence.
SS.912.P.6.21	Discuss the role of family and peers in adolescent development.
SS.912.P.6.22	Identify major physical changes associated with adulthood and aging.
SS.912.P.6.23	Describe cognitive changes in adulthood and aging.
SS.912.P.6.24	Discuss social, cultural, and emotional issues in aging.
SS.912.P.6.3	Distinguish methods used to study development.
SS.912.P.6.4	Describe the role of sensitive and critical periods in development.
SS.912.P.6.5	Discuss issues related to the end of life.
SS.912.P.6.6	Discuss theories of cognitive development.
SS.912.P.6.7	Discuss theories of moral development.
SS.912.P.6.8	Discuss theories of social development.
SS.912.P.6.9	Describe physical development from conception through birth and identify influences on prenatal development.

Standard 7: Development and Learning Domain/Learning

BENCHMARK CODE	BENCHMARK
SS.912.P.7.1	Describe the principles of classical conditioning.
SS.912.P.7.2	Describe clinical and experimental examples of classical conditioning.
SS.912.P.7.3	Apply classical conditioning to everyday life.
SS.912.P.7.4	Describe the Law of Effect.
SS.912.P.7.5	Describe the principles of operant conditioning.
SS.912.P.7.6	Describe clinical and experimental examples of operant conditioning.
SS.912.P.7.7	Apply operant conditioning to everyday life.
SS.912.P.7.8	Describe the principles of observational and cognitive learning.
SS.912.P.7.9	Apply observational and cognitive learning to everyday life.

Standard 8: Development and Learning Domain/Language Development

BENCHMARK CODE	BENCHMARK
SS.912.P.8.1	Describe the structure and function of language.
SS.912.P.8.2	Discuss the relationship between language and thought.
SS.912.P.8.3	Explain the process of language acquisition.
SS.912.P.8.4	Discuss how acquisition of a second language can affect language development and possibly other cognitive processes.
SS.912.P.8.5	Evaluate the theories of language acquisition.
SS.912.P.8.6	Identify the brain structures associated with language.
SS.912.P.8.7	Discuss how damage to the brain may affect language.

Standard 9: Sociocultural Context Domain/Social Interactions

BENCHMARK CODE	BENCHMARK
SS.912.P.9.1	Describe attributional explanations of behavior.
SS.912.P.9.10	Discuss influences upon aggression and conflict.
SS.912.P.9.11	Discuss factors influencing attraction and relationships.
SS.912.P.9.2	Describe the relationship between attitudes (implicit and explicit) and behavior.
SS.912.P.9.3	Identify persuasive methods used to change attitudes.
SS.912.P.9.4	Describe the power of the situation.
SS.912.P.9.5	Describe effects of others' presence on individuals' behavior.
SS.912.P.9.6	Describe how group dynamics influence behavior.
SS.912.P.9.7	Discuss how an individual influences group behavior.
SS.912.P.9.8	Discuss the nature and effects of stereotyping, prejudice, and discrimination.
SS.912.P.9.9	Describe determinants of prosocial behavior.

Strand: SOCIOLOGY

Standard 1: Foundations of Sociology as a Social Science/Identify methods and strategies of research and examine the contributions of sociology to the understanding of social issues.

BENCHMARK CODE	BENCHMARK
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SS.912.S.1.1	Discuss the development of the field of sociology as a social science.
SS.912.S.1.2	Identify early leading theorists within social science.
SS.912.S.1.3	Compare sociology with other social science disciplines.
SS.912.S.1.4	Examine changing points of view of social issues, such as poverty, crime and discrimination.
SS.912.S.1.5	Evaluate various types of sociologic research methods.
SS.912.S.1.6	Distinguish fact from opinion in data sources to analyze various points of view about a social issue.
SS.912.S.1.7	Determine cause-and-effect relationship issues among events as they relate to sociology.
SS.912.S.1.8	Identify, evaluate and use appropriate reference materials and technology to interpret information about cultural life in the United States and other world cultures, both in the past and today.
SS.912.S.1.9	Develop a working definition of sociology that has personal application.

Standard 2: Culture/Examine the influence on the individual and the way cultural transmission is accomplished.

BENCHMARK CODE	BENCHMARK
SS.912.S.2.1	Define the key components of a culture, such as knowledge, language and communication, customs, values, norms, and physical objects.
SS.912.S.2.10	Demonstrate democratic approaches to managing disagreements and resolving conflicts within a culture.
SS.912.S.2.11	Compare and contrast ideas about citizenship and cultural participation from the past with those of the present community.
SS.912.S.2.2	Explain the differences between a culture and a society.
SS.912.S.2.3	Recognize the influences of genetic inheritance and culture on human behavior.
SS.912.S.2.4	Give examples of subcultures and describe what makes them unique.
SS.912.S.2.5	Compare social norms among various subcultures.
SS.912.S.2.6	Identify the factors that promote cultural diversity within the United States.
SS.912.S.2.7	Explain how various practices of the culture create differences within group behavior.
SS.912.S.2.8	Compare and contrast different types of societies, such as hunting and gathering, agrarian, industrial, and post-industrial.
SS.912.S.2.9	Identify both rights and responsibilities the individual has to the group.

Standard 3: Social Status/Identify how social status influences individual and group behaviors and how that status relates to the position a person occupies within a social group.

BENCHMARK CODE	BENCHMARK
SS.912.S.3.1	Describe how social status affects social order.
SS.912.S.3.2	Explain how roles and role expectations can lead to role conflict.
SS.912.S.3.3	Examine and analyze various points of view relating to historical and current events.

Standard 4: Social Groups/Explore the impacts of social groups on individual and group behavior.

BENCHMARK CODE	BENCHMARK
SS.912.S.4.1	Describe how individuals are affected by the different social groups to which they belong.
SS.912.S.4.10	Distinguish the degree of assimilation that ethnic, cultural, and social groups achieve with the United States culture.
SS.912.S.4.11	Discuss how humans interact in a variety of social settings.
SS.912.S.4.12	Determine the cultural patterns of behavior within such social groups as rural/urban or rich/poor.
SS.912.S.4.13	Investigate and compare the ideas about citizenship and cultural participation of social groups from the past with those of the present community.
SS.912.S.4.2	Identify major characteristics of social groups familiar to the students.
SS.912.S.4.3	Examine the ways that groups function, such as roles, interactions and leadership.
SS.912.S.4.4	Discuss the social norms of at least two groups to which the student belongs.
SS.912.S.4.5	Analyze what can occur when the rules of behavior are broken and analyze the possible consequences for unacceptable behavior.
SS.912.S.4.6	Identify the various types of norms (folkways, mores, laws, and taboos) and explain why these rules of behavior are considered important to society.
SS.912.S.4.7	Discuss the concept of deviance and how society discourages deviant behavior using social control.
SS.912.S.4.8	Explain how students are members of primary and secondary groups and how those group memberships influence students' behavior.
SS.912.S.4.9	Discuss how formal organizations influence behavior of their members.

Standard 5: Social Institutions/Identify the effects of social institutions on individual and group behavior.

BENCHMARK CODE	BENCHMARK
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.
SS.912.S.5.10	Demonstrate democratic approaches to managing disagreements and solving conflicts within a social institution.
SS.912.S.5.11	Explain how roles and role expectations can lead to role conflict.
SS.912.S.5.2	Discuss the concept of political power and factors that influence political power.
SS.912.S.5.3	Discuss how societies recognize rites of passage.
SS.912.S.5.4	Investigate stereotypes of the various United States subcultures, such as "American Indian," "American cowboys," teenagers, "Americans," "gangs," and "hippies," from a world perspective.
SS.912.S.5.5	Define ethnocentrism and explain how it can be beneficial or destructive to a culture.
SS.912.S.5.6	Identify the factors that influence change in social norms over time.
SS.912.S.5.7	Use various resources to interpret information about cultural life in the United States and other world cultures, both in the past and today.
SS.912.S.5.8	Analyze the primary and secondary groups common to different age groups in society.
SS.912.S.5.9	Identify both rights and responsibilities the individual has to primary and secondary groups.

Standard 6: Social Change/Examine the changing nature of society.

BENCHMARK CODE	BENCHMARK
SS.912.S.6.1	Describe how and why societies change over time.
SS.912.S.6.10	Cite examples of the use of technology in social research.
SS.912.S.6.11	Evaluate a current issue that has resulted from scientific discoveries and/or technological innovations.
SS.912.S.6.2	Examine various social influences that can lead to immediate and long-term changes.
SS.912.S.6.3	Describe how collective behavior can influence and change society.
SS.912.S.6.4	Examine how technological innovations and scientific discoveries have influenced major social institutions.
SS.912.S.6.5	Discuss how social interactions and culture could be affected in the future due to innovations in science and technological change.
SS.912.S.6.6	Describe how the role of the mass media has changed over time and project what changes might occur in the future.

SS.912.S.6.7	Distinguish major differences between social movements and collective behavior with examples from history and the contemporary world.
SS.912.S.6.8	Investigate the consequences in society as result of changes.
SS.912.S.6.9	Trace the development of the use of a specific type of technology in the community.

Standard 7: Social Problems/Analyze a range of social problems in today's world.

BENCHMARK CODE	BENCHMARK
SS.912.S.7.1	Identify characteristics of a "social" problem, as opposed to an "individual" problem.
SS.912.S.7.2	Describe how social problems have changed over time.
SS.912.S.7.3	Explain how patterns of behavior are found with certain social problems.
SS.912.S.7.4	Discuss the implications of social problems for society.
SS.912.S.7.5	Examine how individual and group responses are often associated with social problems.
SS.912.S.7.6	Evaluate possible solutions to resolving social problems and the consequences that might result from those solutions.

Standard 8: Individual and Community/Examine the role of the individual as a member of the community; explore both individual and collective behavior.

BENCHMARK CODE	BENCHMARK
SS.912.S.8.1	Describe traditions, roles, and expectations necessary for a community to continue.
SS.912.S.8.2	Describe how collective behavior (working in groups) can influence and change society. Use historical and contemporary examples to define collective behavior.
SS.912.S.8.3	Discuss theories that attempt to explain collective behavior.
SS.912.S.8.4	Define a social issue to be analyzed.
SS.912.S.8.5	Examine factors that could lead to the breakdown and disruption of an existing community.
SS.912.S.8.6	Discuss the impact of leaders of different social movements.
SS.912.S.8.7	Define propaganda and discuss the methods of propaganda and discuss the methods of propaganda used to influence social behavior.
SS.912.S.8.8	Discuss both the benefits and social costs of collective behavior in society.
SS.912.S.8.9	Investigate ways that incorrect communications, such as rumors or gossip, can influence group behavior.

