

Next Generation Sunshine State Standards – Social Studies, 2021

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. The 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 strands were adopted in 2013 and a Financial Literacy strand was adopted in 2014. The revised Civics and Government standards and new Holocaust Education standards were driven by legislative action and presented for adoption to the State Board of Education in July 2021.

Revised Civics and Government Standards

House Bill 807 (2019) required the Florida Department of Education (FDOE) to complete a review of the statewide civics education course standards.

An online review system was used to specifically review Civics and Government standards. This system utilized the same rubric originally employed for the highly successful Executive Order 19-32 English Language Arts and Mathematics standards review in 2019. The K-5, 6-8 and 9-12 standards review forms enabled reviewers to thoroughly evaluate and comment on each standard, as well as the option to provide an overall comment for each grade cluster of standards. The review opened to the public on June 5, 2020 and closed on August 5, 2020.

Data from the online reviews were collected and analyzed after the review closed on August 5, 2020. The data included quantitative and qualitative ratings for each individual benchmark and overall comments for the K-5, 6-8 and 9-12 review forms. The FDOE convened a workgroup of Florida experts to propose revised standards that reflect the themes from the review of the statewide civics education standards review.

The revised Civics and Government (CG) standards reflect the following priorities for K-12 Civics and Government teaching and learning in Florida schools.

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

New Holocaust Education Standards

House Bill 1213 (2020) directed the FDOE to prepare and offer standards for Holocaust Education. A new strand of content standards was added to social studies for Holocaust Education.

To develop content-rich and developmentally appropriate Holocaust Education standards for Florida's students, the FDOE worked closely with the Commissioner of Education's Task Force on Holocaust Education and Florida teachers. Additionally, the FDOE received and considered comments from state and nationally recognized Holocaust educational organizations, Florida educators, school administrators, representatives of the Florida College System and state universities, business and industry leaders and the public.

Benchmark Coding Scheme

The Standards are associated by Strands. The coding provided below directs the user to which strand each benchmark is associated.

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| SS. | 5. | CG. | 1. | 1 |
| Subject | Grade Level | Strand | Standard | Benchmark |

Strands

CG = Civics and Government (2021)

C = Civics and Government (2008)

HE = Holocaust Education

FL = Financial Literacy

A = American History

W = World History

H = Humanities

P = Psychology

G = Geography

E = Economics

S = Sociology

Next Generation Sunshine State Standards for Social Studies 2021 Revised Civics and Government (CG) Strand

| Kindergarten |
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| Standard 1: SS.K.CG.1 Foundations of Government, Law and the American Political System |
| <p>SS.K.CG.1.1 Identify the purpose of rules and laws in the home and school.</p> <ul style="list-style-type: none"> • Students will define rules as standards of responsible behavior (e.g., rules for home and school). • Students will define laws as a system of rules intended to protect people and property that are created and enforced by government (e.g., speed limit). • Students will identify what can happen without rules and laws. |
| <p>SS.K.CG.1.2 Identify people who have the authority and power to make and enforce rules and laws.</p> <ul style="list-style-type: none"> • Students will identify authority figures in their school and community including, but not limited to, parents, teachers and law enforcement officers. |
| Standard 2: SS.K.CG.2 Civic and Political Participation |
| <p>SS.K.CG.2.1 Describe and demonstrate the characteristics of being a responsible citizen.</p> <ul style="list-style-type: none"> • Students will identify examples of responsible citizenship. • Students will demonstrate that conflicts can be resolved in ways that are consistent with being a responsible citizen. • Students will explain why it is important to take responsibility for one’s actions. |
| <p>SS.K.CG.2.2 Describe ways for groups to make decisions.</p> <ul style="list-style-type: none"> • Students will practice decision-making in small and large groups through voting, taking turns, class meetings and discussion. • Students will identify examples of responsible decisions. |
| <p>SS.K.CG.2.3 Define patriotism as the allegiance to one’s country.</p> <ul style="list-style-type: none"> • Students will identify patriotic holidays and observances (e.g., American Founders Month, Celebrate Freedom Week, Constitution Day, Independence Day, Martin Luther King Jr. Day, Medal of Honor Day, Memorial Day, Patriot Day, Veterans Day). • Students will recognize that the Pledge of Allegiance is an oath that affirms American values and freedom. • Students will identify “I pledge allegiance to the flag of the United States of America and to the republic for which it stands, one nation under God, indivisible, with liberty and justice for all” as the Pledge of Allegiance. |
| <p>SS.K.CG.2.4 Recognize symbols that represent the United States.</p> <ul style="list-style-type: none"> • Students will recognize the American flag, the bald eagle and the U.S. President as symbols that represent the United States. |
| <p>SS.K.CG.2.5 Recognize symbols that represent Florida.</p> <ul style="list-style-type: none"> • Students will recognize Florida’s state flag and state nickname (“The Sunshine State”) as symbols that represent the state. |
| Grade 1 |
| Standard 1: SS.1.CG.1 Foundations of Government, Law and the American Political System |
| <p>SS.1.CG.1.1 Explain the purpose of rules and laws in the home, school and community.</p> <ul style="list-style-type: none"> • Students will explain the role that rules and laws play in their daily life. • Students will explain the difference between rules and laws. |
| <p>SS.1.CG.1.2 Describe how the absence of rules and laws impacts individuals and the community.</p> <ul style="list-style-type: none"> • Students will provide examples of rules and laws in their lives and in the community. • Students will recognize that disorder, injustice and harm to people can occur when there is an absence of rules and laws. |
| Standard 2: SS.1.CG.2 Civic and Political Participation |
| <p>SS.1.CG.2.1 Explain the rights and responsibilities students have in the school community.</p> <ul style="list-style-type: none"> • Students will identify the rights (e.g., treated with respect, physically safe learning environment) and responsibilities (e.g., come to school on time, do not damage school property) students have as members of their school community. • Students will define rights as freedoms protected by laws in society and protected by rules in the school community. • Students will define responsibilities as things citizens should do to benefit the community. |
| <p>SS.1.CG.2.2 Describe the characteristics of citizenship in the school community.</p> <ul style="list-style-type: none"> • Students will identify characteristics of responsible citizenship (e.g., respect others’ property, treat people with dignity, care for environment, treat animals with kindness). |

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| <ul style="list-style-type: none"> Students will identify characteristics of irresponsible citizenship (e.g., damaging school property, bullying). |
| <p>SS.1.CG.2.3 Recognize ways citizens can demonstrate patriotism.</p> <ul style="list-style-type: none"> Students will discuss appropriate ways to show respect during the Pledge of Allegiance and National Anthem (e.g., stand at attention, face the flag, pause conversations). Students will discuss how to show respect for the American flag (e.g., how to properly display and dispose of the American flag). Students will discuss how to demonstrate patriotism during patriotic holidays and observances (e.g., American Founders Month, Celebrate Freedom Week, Constitution Day, Independence Day, Martin Luther King Jr. Day, Medal of Honor Day, Memorial Day, Patriot Day, Veterans Day). |
| <p>SS.1.CG.2.4 Recognize symbols and individuals that represent the United States.</p> <ul style="list-style-type: none"> Students will recognize the national motto (“In God We Trust”) and “We the People” as symbols that represent the United States. Students will recognize Benjamin Franklin, George Washington, Daniel Webster and Martin Luther King Jr. as individuals who represent the United States. |
| <p>SS.1.CG.2.5 Recognize symbols and individuals that represent Florida.</p> <ul style="list-style-type: none"> Students will recognize that the state motto (“In God We Trust”) and the state day (Pascua Florida Day) are symbols that represent Florida. Students will identify the current Florida governor and recognize the governor as an individual who represents the state. |
| <p>Standard 3: SS.1.CG.3 Structure and Functions of Government</p> |
| <p>SS.1.CG.3.1 Recognize that the United States and Florida have Constitutions.</p> <ul style="list-style-type: none"> Students will define a constitution as an agreed-upon set of rules or laws. Students will recognize that the U.S. Constitution starts with “We the People.” |
| <p>SS.1.CG.3.2 Explain responsible ways for individuals and groups to make decisions.</p> <ul style="list-style-type: none"> Students will demonstrate characteristics of responsible decision-making. Students will explain how multiple perspectives contribute to the unity of the United States. |
| <p>Grade 2</p> |
| <p>Standard 1: SS.2.CG.1 Foundations of Government, Law and the American Political System</p> |
| <p>SS.2.CG.1.1 Explain why people form governments.</p> <ul style="list-style-type: none"> Students will explain the role of laws in government. Students will define and provide examples of laws at the state and national levels. Students will use scenarios to identify the impact of government on daily life. |
| <p>SS.2.CG.1.2 Explain how the U.S. government protects the liberty and rights of American citizens.</p> <ul style="list-style-type: none"> Students will recognize that the equal rights of citizens are protected by the U.S. Constitution. |
| <p>Standard 2: SS.2.CG.2 Civic and Political Participation</p> |
| <p>SS.2.CG.2.1 Explain what it means to be a U.S. citizen.</p> <ul style="list-style-type: none"> Students will recognize that there are multiple ways to obtain citizenship. |
| <p>SS.2.CG.2.2 Describe the characteristics of responsible citizenship at the local and state levels.</p> <ul style="list-style-type: none"> Students will identify characteristics of responsible citizenship (e.g., peaceable assembly, obeying the law, community involvement). Students will identify characteristics of irresponsible citizenship (e.g., disorderly assembly, breaking the law). Students will describe the contributions of the diverse individuals and groups that contribute to civic life in the United States and Florida. |
| <p>SS.2.CG.2.3 Explain how citizens demonstrate patriotism.</p> <ul style="list-style-type: none"> Students will explain why reciting the Pledge of Allegiance daily is an act of patriotism. Students will explain the importance of recognizing patriotic holidays or observances (e.g., American Founders Month, Celebrate Freedom Week, Constitution Day, Independence Day, Martin Luther King Jr. Day, Medal of Honor Day, Memorial Day, Patriot Day, Veterans Day). |
| <p>SS.2.CG.2.4 Recognize symbols, individuals and documents that represent the United States.</p> <ul style="list-style-type: none"> Students will recognize the U.S. Capitol, the White House, the U.S. Supreme Court building and the Statue of Liberty as symbols that represent the United States. Students will recognize Rosa Parks and Thomas Jefferson as individuals who represent the United States. Students will recognize the Declaration of Independence as a document that represents the United States. |

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| <p>SS.2.CG.2.5 Recognize symbols, individuals and documents that represent Florida.</p> <ul style="list-style-type: none"> • Students will recognize the Florida State Capitol and the Everglades National Park as symbols of Florida. • Students will recognize Andrew Jackson and Marjory Stoneman Douglas as individuals who represent Florida. • Students will recognize the Florida Constitution as a document that represents Florida. |
| <p>Standard 3: SS.2.CG.3 Structure and Functions of Government</p> |
| <p>SS.2.CG.3.1 Identify the Constitution of the United States as the supreme law of the land.</p> <ul style="list-style-type: none"> • Students will recognize that the United States has a written constitution. • Students will identify the United States as a constitutional republic. |
| <p>Grade 3</p> |
| <p>Standard 1: SS.3.CG.1 Foundations of Government, Law and the American Political System</p> |
| <p>SS.3.CG.1.1 Explain how the U.S. Constitution establishes the purpose and fulfills the need for government.</p> <ul style="list-style-type: none"> • Students will explain the purpose of and need for government in terms of protection of rights, organization, security and services. |
| <p>SS.3.CG.1.2 Describe how the U.S. government gains its power from the people.</p> <ul style="list-style-type: none"> • Students will recognize what is meant by “We the People” and “consent of the governed.” • Students will identify sources of consent (e.g., voting and elections). • Students will recognize that the U.S. republic is governed by the “consent of the governed” and government power is exercised through representatives of the people. |
| <p>Standard 2: SS.3.CG.2 Civic and Political Participation</p> |
| <p>SS.3.CG.2.1 Describe how citizens demonstrate civility, cooperation, volunteerism and other civic virtues.</p> <ul style="list-style-type: none"> • Students will identify examples including, but not limited to, food drives, book drives, community clean-ups, voting, blood donation drives, volunteer fire departments and neighborhood watch programs. |
| <p>SS.3.CG.2.2 Describe the importance of voting in elections.</p> <ul style="list-style-type: none"> • Students will recognize that it is every citizen’s responsibility to vote. • Students will explain the importance of voting in a republic. |
| <p>SS.3.CG.2.3 Explain the history and meaning behind patriotic holidays and observances.</p> <ul style="list-style-type: none"> • Students will identify patriotic holidays and observances to include, but not limited to, American Founders Month, Celebrate Freedom Week, Constitution Day, Independence Day, Martin Luther King Jr. Day, Medal of Honor Day, Memorial Day, Patriot Day, Veterans Day. |
| <p>SS.3.CG.2.4 Recognize symbols, individuals, documents and events that represent the United States.</p> <ul style="list-style-type: none"> • Students will recognize Mount Rushmore, Uncle Sam and the Washington Monument as symbols that represent the United States. • Students will recognize James Madison, Alexander Hamilton, Booker T. Washington and Susan B. Anthony as individuals who represent the United States. • Students will recognize the U.S. Constitution as a document that represents the United States. • Students will recognize the Constitutional Convention (May 1787 – September 1787) and the signing of the U.S. Constitution (September 17, 1787) as events that represent the United States. |
| <p>SS.3.CG.2.5 Recognize symbols, individuals, documents and events that represent the State of Florida.</p> <ul style="list-style-type: none"> • Students will recognize the Great Seal of the State of Florida as a symbol that represents the state. • Students will recognize William Pope Duval, William Dunn Moseley and Josiah T. Walls as individuals who represent Florida. • Students will identify the Declaration of Rights in the Florida Constitution as a document that represents Florida. • Students will recognize that Florida became the 27th state of the United States on March 3, 1845. |
| <p>Standard 3: SS.3.CG.3 Structure and Functions of Government</p> |
| <p>SS.3.CG.3.1 Explain how the U.S. and Florida Constitutions establish the structure, function, powers and limits of government.</p> <ul style="list-style-type: none"> • Students will recognize that the U.S. Constitution and the Florida Constitution establish the framework for national and state government. • Students will recognize how government is organized at the national level (e.g., three branches of government). • Students will provide examples of people who make and enforce rules and laws in the United States (e.g., congress and president) and Florida (e.g., state legislature and governor). |
| <p>SS.3.CG.3.2 Recognize that government has local, state and national levels.</p> <ul style="list-style-type: none"> • Students will recognize that each level of government has its own unique structure and responsibilities. |

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

Grade 4

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

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

- Students will recognize that every state has a state constitution.
- Students will explain the relationship between a written constitution, the government established and the citizens.

Standard 2: SS.4.CG.2 Civic and Political Participation

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

- Students will explain how public issues, such as taxation, roads, zoning and schools, impact citizens' daily lives.
- Students will describe how citizens can help solve community and state problems (e.g., attending government meetings, communicating with their elected representatives).

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

- Students will explain how voting, public service and volunteerism contribute to the preservation of the republic.
- Students will discuss different types of public service and volunteerism.

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

- Students will identify their local state senator and state representative.
- Students will identify appropriate methods for communicating with elected officials.
- Students will recognize that Florida has a representative government.

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

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

- Students will compare the powers of Florida's three branches of government.
- Students will explain how the Declaration of Rights in the Florida Constitution protects the rights of citizens.

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

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

Grade 5

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

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

- Students will identify the grievances detailed in the Declaration of Independence.
- Students will describe the idea of "unalienable rights" in the Declaration of Independence as it relates to each citizen.
- Students will discuss the consequences of governments not recognizing that citizens have certain unalienable rights.

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

- Students will identify the strengths and weaknesses of the Articles of Confederation.
- Students will explain the goals of the 1787 Constitutional Convention.
- Students will describe why compromises were made during the writing of the Constitution and identify compromises (e.g., Great Compromise, the Three-Fifths Compromise, the Electoral College).
- Students will identify Federalist and Anti-Federalist arguments supporting and opposing the ratification of the U.S. Constitution.

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

- Students will explain what is meant by a representative government.

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

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

Standard 2: SS.5.CG.2 Civic and Political Participation

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

- Students will describe the political philosophy of American Patriots and why those ideas led them to declare independence from the British Empire.
- Students will explain why colonists would choose to side with the British during the American Revolution.
- Students will examine motivations for the decision to not take a side during the American Revolution.

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

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| <ul style="list-style-type: none"> • Students will describe forms of political participation in the colonial period (e.g., serving on juries, militia service, participation in elections for government). • Students will identify ways citizens participate in the political process today (e.g., serving on juries, participation in elections for government). |
| <p>SS.5.CG.2.3 Analyze how the U.S. Constitution expanded civic participation over time.</p> <ul style="list-style-type: none"> • Students will describe how the U.S. Constitution expanded voting rights through amendments and legislation including, but not limited to, the 15th, 19th, 24th and 26th Amendments, and the Voting Rights Act of 1965. |
| <p>SS.5.CG.2.4 Evaluate the importance of civic duties and responsibilities to the preservation of the United States' constitutional republic.</p> <ul style="list-style-type: none"> • Students will explain what it means for the United States to be a constitutional republic. • Students will identify duties (e.g., obeying the law, paying taxes, serving on a jury) and responsibilities (e.g., voting, keeping informed on public issues) that citizens are expected to fulfill. • Students will explain what could happen to the United States if citizens did not fulfill their civic duties and responsibilities. |
| <p>SS.5.CG.2.5 Identify individuals who represent the citizens of Florida at the national level.</p> <ul style="list-style-type: none"> • Students will identify Florida's U.S. senators and the U.S. representative for their district. • Students will discuss the constitutional qualifications for office, term length, authority, duties, activities and compensation. |
| <p>SS.5.CG.2.6 Explain symbols and documents that represent the United States.</p> <ul style="list-style-type: none"> • Students will recognize the Great Seal of the United States and the Star-Spangled Banner as symbols that represent the United States. • Students will recognize the U.S. Constitution (specifically the Bill of Rights) and the Emancipation Proclamation as documents that represent the United States. |
| <p>Standard 3: SS.5.CG.3 Structure and Functions of Government</p> |
| <p>SS.5.CG.3.1 Describe the organizational structure and powers of the national government as defined in Articles I, II and III of the U.S. Constitution.</p> <ul style="list-style-type: none"> • Students will identify legislative, executive and judicial branch functions of the U.S. government as defined in Articles I, II and III of the U.S. Constitution. • Students will explain why the Constitution divides the national government into three branches. |
| <p>SS.5.CG.3.2 Analyze how the U.S. Constitution and Bill of Rights limit the power of the national government and protect citizens from an oppressive government.</p> <ul style="list-style-type: none"> • Students will recognize examples of what to include, but not be limited to, popular sovereignty, rule of law, separation of powers, checks and balances, federalism, the amendment process, and the fundamental rights of citizens in the Bill of Rights. |
| <p>SS.5.CG.3.3 Explain the role of the court system in interpreting law and settling conflicts.</p> <ul style="list-style-type: none"> • Students will explain why the U.S. Supreme Court is the highest court in the system. • Students will explain why both the United States and Florida have a Supreme Court. |
| <p>SS.5.CG.3.4 Describe the process for amending the U.S. Constitution.</p> <ul style="list-style-type: none"> • Students will explain why the U.S. Constitution includes the amendment process. • Students will identify amendments to the U.S. Constitution. |
| <p>SS.5.CG.3.5 Explain how the U.S. Constitution influenced the Florida Constitution.</p> <ul style="list-style-type: none"> • Students will identify the purpose of a constitution (e.g., provides a framework for government, limits government authority, protects the rights of the people). • Students will recognize the basic outline of the U.S. and Florida Constitutions (both have articles, amendments and preambles). |
| <p>SS.5.CG.3.6 Explain the relationship between the state and national governments.</p> <ul style="list-style-type: none"> • Students will define federalism as it applies to the United States. • Students will provide examples of powers granted to the national government and those reserved to the states. • Students will provide examples of cooperation between the U.S. and Florida governments. |

Grade 6

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

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

- Students will identify and explain the democratic principles of government in ancient Greece.
- Students will compare and contrast the political systems of ancient Greece and modern-day United States.
- Students will recognize the influence of ancient Greece on the American political process.

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

- Students will compare and contrast the political systems in ancient Rome and modern-day United States.
- Students will recognize the influence of ancient Rome on the American political process.

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

- Students will recognize origins of what to include, but not be limited to, the contributions of ancient Greek and ancient Roman civilizations.
- Students will recognize that the rule of law is a foundational principle of the U.S. government.

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

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

Grade 7

Standard 1: SS.7.CG.1 Demonstrate an understanding of the origins and purposes of government, law and the American political system.

SS.7.CG.1.1 Analyze the influences of ancient Greece, ancient Rome and the Judeo-Christian tradition on America's constitutional republic.

- Students will explain the influence of ancient Greece on America's constitutional republic (e.g., civic participation, legislative bodies, polis, voting rights, written constitution).
- Students will explain the influence of ancient Rome on America's constitutional republic (e.g., civic participation, republicanism, representative government, rule of law, separation of powers).
- Students will compare and contrast the democratic principles of ancient Greece and ancient Rome with those of the United States.
- Students will explain how the Judeo-Christian ethical ideas of justice, individual worth, personal responsibility and the rule of law influenced America's constitutional republic.

SS.7.CG.1.2 Trace the principles underlying America's founding ideas on law and government.

- Students will recognize principles contained in the founding documents (e.g., due process of law, equality of mankind, limited government, natural rights, the rule of law).
- Students will explain why religious liberty is a protected right.

SS.7.CG.1.3 Trace the impact that the Magna Carta, Mayflower Compact, English Bill of Rights and Thomas Paine's *Common Sense* had on colonists' views of government.

- Students will identify the important ideas contained in the Magna Carta (e.g., due process of law, limitation of government power, right to justice, right to fair trial), Mayflower Compact (e.g., consent of the governed, self-government), English Bill of Rights (e.g., right to life, liberty and property; no taxation without representation; right to a speedy and fair jury trial; no excessive punishments; habeas corpus) and *Common Sense* (representative self-government).

SS.7.CG.1.4 Analyze how Enlightenment ideas, including Montesquieu's view of separation of powers and John Locke's theories related to natural law and Locke's social contract, influenced the Founding.

- Students will identify and describe the Enlightenment ideas of separation of powers, natural law and social contract.
- Students will examine how Enlightenment ideas influenced the Founders' beliefs about individual liberties and government.
- Students will evaluate the influence of Montesquieu's and Locke's ideas on the Founding Fathers.

SS.7.CG.1.5 Describe how British policies and responses to colonial concerns led to the writing of the Declaration of Independence.

- Students will trace the causal relationships between British policies, British responses to colonial grievances and the writing of the Declaration of Independence (e.g., Stamp Act, Quartering Act, Declaratory Act, Townshend Acts, Tea Act, Intolerable Acts).

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| <ul style="list-style-type: none"> Students will recognize the underlying themes of British colonial policies concerning taxation, representation and individual rights that formed the basis of the American colonists' desire for independence. |
| <p>SS.7.CG.1.6 Analyze the ideas and grievances set forth in the Declaration of Independence.</p> <ul style="list-style-type: none"> Students will identify the unalienable rights specifically expressed in the Preamble of the Declaration of Independence (e.g., life, liberty and the pursuit of happiness). Students will explain the concept of natural rights as expressed in the Declaration of Independence. Students will recognize natural rights, social contract, limited government and the right of resistance to tyrannical government. Students will analyze the relationship between natural rights and the role of government: 1. People are endowed by their Creator with certain unalienable rights; 2. Governments are instituted among men to secure these rights; 3. Governments derive their just powers from the consent of governed; and 4. Whenever any form of government becomes destructive of these ends, it is the right of the people to alter or abolish it and to institute new government. Students will recognize the connection between specific grievances in the Declaration of Independence and natural rights violations. Students will recognize colonial grievances identified in the Declaration of Independence (e.g., imposing taxes without the consent of the people, suspending trial by jury, limiting judicial powers, quartering soldiers and dissolving legislatures). |
| <p>SS.7.CG.1.7 Explain how the weaknesses of the Articles of Confederation led to the writing of the U.S. Constitution.</p> <ul style="list-style-type: none"> Students will identify the weaknesses of the government under the Articles of Confederation (i.e., Congress had no power to tax, to regulate trade or to enforce its laws; the national government lacked a national court system [judicial branch] and central leadership [executive branch]; no national armed forces; and changes to the Articles required unanimous consent of the 13 states). |
| <p>SS.7.CG.1.8 Explain the purpose of the Preamble to the U.S. Constitution.</p> <ul style="list-style-type: none"> Students will explain how the Preamble serves as an introduction to the U.S. Constitution (e.g., establishes the goals and purposes of government). Students will identify the goals and purposes of the national government as set forth in the Preamble to the U.S. Constitution (i.e., form a more perfect union, establish justice, ensure domestic tranquility, provide for the common defense, promote the general welfare, and secure the blessings of liberty to ourselves and our posterity). Students will recognize that the intention of the phrase "We the People" means that government depends on the people for its power and exists to serve them. |
| <p>SS.7.CG.1.9 Describe how the U.S. Constitution limits the powers of government through separation of powers, checks and balances, individual rights, rule of law and due process of law.</p> <ul style="list-style-type: none"> Students will explain the concept of limited government in the U.S. Constitution. Students will describe and distinguish between separation of powers and checks and balances. Students will analyze how government power is limited by separation of powers and/or checks and balances. Students will recognize examples of separation of powers and checks and balances. Students will recognize the influence of the U.S. Constitution on the development of other governments. |
| <p>SS.7.CG.1.10 Compare the viewpoints of the Federalists and the Anti-Federalists regarding ratification of the U.S. Constitution and including a bill of rights.</p> <ul style="list-style-type: none"> Students will identify the viewpoints of the Federalists and the Anti-Federalists about the ratification of the U.S. Constitution. Students will recognize the Anti-Federalists' reasons for the inclusion of a bill of rights in the U.S. Constitution. |
| <p>SS.7.CG.1.11 Define the rule of law and recognize its influence on the development of legal, political and governmental systems in the United States.</p> <ul style="list-style-type: none"> Students will compare and contrast the characteristics of a society that operates under the rule of law and one that does not. Students will assess the importance of the rule of law in protecting citizens from arbitrary and abusive uses of government power. Students will analyze the meaning and importance of due process in the United States legal system. Students will evaluate the impact of the rule of law on governmental officials and institutions (e.g., accountability to the law, consistent application and enforcement of the law, decisions based on the law, fair procedures, transparency of institutions). |
| <p>Standard 2: SS.7.CG.2 Evaluate the roles, rights and responsibilities of U.S. citizens, and determine methods of active participation in society, government and the political system.</p> |
| <p>SS.7.CG.2.1 Define the term "citizen," and explain the constitutional means of becoming a U.S. citizen.</p> |

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| <ul style="list-style-type: none"> • Students will define citizenship as stated in the 14th Amendment. • Students will explain the process of becoming a naturalized citizen. • Students will define permanent residency and explain its role in obtaining citizenship. • Students will examine the impact of the naturalization process on society, government and the political process. |
| <p>SS.7.CG.2.2 Differentiate between obligations and responsibilities of U.S. citizenship, and evaluate their impact on society.</p> <ul style="list-style-type: none"> • Students will distinguish between an obligation or duty and a responsibility as it relates to citizenship. Responsibilities may include, but are not limited to, voting, attending civic meetings, petitioning government and running for office. • Students will recognize the concept of the common good as a reason for fulfilling the obligations and responsibilities of citizenship. • Students will evaluate the obligations and responsibilities of citizens as they relate to active participation in society and government. • Students will use scenarios to assess specific obligations of citizens. • Students will identify the consequences or predict the outcome on society if citizens do not fulfill their obligations and responsibilities. |
| <p>SS.7.CG.2.3 Identify and apply the rights contained in the Bill of Rights and other amendments to the U.S. Constitution.</p> <ul style="list-style-type: none"> • Students will recognize that the Bill of Rights comprises the first ten amendments to the U.S. Constitution. • Students will recognize the five freedoms protected by the First Amendment. • Students will evaluate how the Bill of Rights and other amendments (e.g., 13th, 14th, 15th, 19th, 24th, 26th) influence individual actions and social interactions. • Students will use scenarios to identify rights protected by the Bill of Rights. • Students will use scenarios to recognize violations of the Bill of Rights or other constitutional amendments. |
| <p>SS.7.CG.2.4 Explain how the U.S. Constitution and the Bill of Rights safeguard individual rights.</p> <ul style="list-style-type: none"> • Students will recognize that rights are protected but some rights are limited (e.g., property rights, civil disobedience). • Students will examine rationales for government-imposed limitations on individual rights (e.g., forced internment in wartime, limitations on speech, rationing during wartime, suspension of habeas corpus). • Students will use scenarios to examine the impact of limiting individual rights. • Students will examine the role of the judicial branch of government in protecting individual rights and freedoms. |
| <p>SS.7.CG.2.5 Describe the trial process and the role of juries in the administration of justice at the state and federal levels.</p> <ul style="list-style-type: none"> • Students will examine the significance of juries in the American legal system. • Students will explain types of jury trials, how juries are selected and why jury trials are important. |
| <p>SS.7.CG.2.6 Examine the election and voting process at the local, state and national levels.</p> <ul style="list-style-type: none"> • Students will explain how elections and voting impact citizens at the local, state and national levels. • Students will explain the origins of the Republican and Democratic political parties and evaluate their roles in shaping public policy. • Students will explain how free and fair elections promote trust in democratic institutions and preserve the republic. |
| <p>SS.7.CG.2.7 Identify the constitutional qualifications required to hold state and national office.</p> <ul style="list-style-type: none"> • Students will recognize the qualifications to seek election to local and state political offices. |
| <p>SS.7.CG.2.8 Examine the impact of media, individuals, and interest groups on monitoring and influencing government.</p> <ul style="list-style-type: none"> • Students will identify methods used by the media to monitor and hold government accountable (e.g., acting as a watchdog, freedom of the press as contained in the 1st Amendment). • Students will identify methods used by individuals to monitor, hold accountable and influence the government (e.g., attending civic meetings, peacefully protesting, petitioning government, running for office, voting). • Students will identify methods used by interest groups to monitor and influence government. |
| <p>SS.7.CG.2.9 Analyze media and political communications and identify examples of bias, symbolism and propaganda.</p> <ul style="list-style-type: none"> • Students will use scenarios to identify bias, symbolism and propaganda. • Students will evaluate how bias, symbolism and propaganda can impact public opinion. |
| <p>SS.7.CG.2.10 Explain the process for citizens to address a state or local problem by researching public policy alternatives, identifying appropriate government agencies to address the issue and determining a course of action.</p> <ul style="list-style-type: none"> • Students will identify the appropriate level of government to resolve specific problems. • Students will identify appropriate government agencies to address local or state problems. • Students will analyze public policy alternatives to resolve local and state problems. |
| <p>Standard 3: SS.7.CG.3 Demonstrate an understanding of the principles, functions and organization of government.</p> |

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| <p>SS.7.CG.3.1 Analyze the advantages of the United States’ constitutional republic over other forms of government in safeguarding liberty, freedom and a representative government.</p> <ul style="list-style-type: none"> • Students will apply their understanding of various forms of government (e.g., republic, democracy, monarchy, oligarchy, theocracy, autocracy). • Students will identify different forms of government based on their political philosophy or organizational structure. • Students will analyze scenarios describing various forms of government. • Students will explain how the application of checks and balances, consent of the governed, democracy, due process of law, federalism, individual rights, limited government, representative government, republicanism, rule of law and separation of powers distinguishes the United States’ constitutional republic from authoritarian and totalitarian nations. |
| <p>SS.7.CG.3.2 Explain the advantages of a federal system of government over other systems in balancing local sovereignty with national unity and protecting against authoritarianism.</p> <ul style="list-style-type: none"> • Students will apply their understanding of federal, confederal and unitary systems of government. • Students will compare the organizational structures of systems of government. • Students will recognize examples of these systems of government. • Students will analyze scenarios describing various systems of government. |
| <p>SS.7.CG.3.3 Describe the structure and function of the three branches of government established in the U.S. Constitution.</p> <ul style="list-style-type: none"> • Students will recognize the structure of the legislative, executive and judicial branches. • Students will compare the roles and responsibilities of the three branches of the national government. • Students will identify the general powers described in Articles I, II and III of the U.S. Constitution. |
| <p>SS.7.CG.3.4 Explain the relationship between state and national governments as written in Article IV of the U.S. Constitution and the 10th Amendment.</p> <ul style="list-style-type: none"> • Students will describe the system of federalism as established by the U.S. Constitution. • Students will analyze how federalism limits government power. • Students will compare concurrent powers, enumerated powers, reserved powers and delegated powers as they relate to state and national governments. |
| <p>SS.7.CG.3.5 Explain the amendment process outlined in Article V of the U.S. Constitution.</p> <ul style="list-style-type: none"> • Students will recognize the methods used to propose and ratify amendments to the U.S. Constitution. • Students will identify the correct sequence of each amendment process. • Students will identify the importance of a formal amendment process. • Students will recognize the significance of the difficulty of amending the U.S. Constitution. |
| <p>SS.7.CG.3.6 Analyze how the 13th, 14th, 15th, 19th, 24th and 26th Amendments broadened participation in the political process.</p> <ul style="list-style-type: none"> • Students will recognize how these amendments expanded civil rights to African Americans, women and young people. • Students will evaluate the impact these amendments have had on American society. • Students will examine how these amendments increased participation in the political process. |
| <p>SS.7.CG.3.7 Explain the structure, functions and processes of the legislative branch of government.</p> <ul style="list-style-type: none"> • Students will examine the processes of the legislative branch (e.g., how a bill becomes a law, appointment confirmation, committee selection). • Students will compare local, state and national lawmakers (e.g., city/county commissioners/council members; state legislators [representatives and senators]; and U.S. Congressmen/Congresswomen [representatives and senators]). • Students will compare and contrast the lawmaking process at the local, state and national levels. |
| <p>SS.7.CG.3.8 Explain the structure, functions and processes of the executive branch of government.</p> <ul style="list-style-type: none"> • Students will examine the processes of the executive branch (e.g., executive order, veto, appointments). • Students will compare and contrast executive authority at the local, state and national levels. • Students will explain the function of administrative agencies (e.g., advise, make regulations, enforce law and regulations). |
| <p>SS.7.CG.3.9 Explain the structure, functions and processes of the judicial branch of government.</p> <ul style="list-style-type: none"> • Students will examine the processes of the judicial branch (e.g., judicial review, court order, writ of certiorari, summary judgment). • Students will distinguish between the structure, functions and powers of courts at the state and federal levels. • Students will recognize that the powers and jurisdiction of the state and federal courts are derived from their respective constitutions. • Students will compare the trial and appellate processes. |

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| <p>SS.7.CG.3.10 Identify sources and types of law.</p> <ul style="list-style-type: none"> • Students will explain how historical codes of law influenced the United States. • Students will recognize natural, constitutional, statutory, case and common law as sources of law. • Students will compare civil, criminal, constitutional and/or military types of law. |
| <p>SS.7.CG.3.11 Analyze the effects of landmark Supreme Court decisions on law, liberty and the interpretation of the U.S. Constitution.</p> <ul style="list-style-type: none"> • Students will recognize landmark Supreme Court cases (e.g., <i>Marbury v. Madison</i>; <i>Dred Scott v. Sandford</i>; <i>Plessy v. Ferguson</i>; <i>Brown v. Board of Education</i>; <i>Gideon v. Wainwright</i>; <i>Miranda v. Arizona</i>; <i>In re Gault</i>; <i>United States v. Nixon</i>; <i>Hazelwood v. Kuhlmeier</i>). • Students will use primary sources to assess the significance of each U.S. Supreme Court case. • Students will evaluate the impact of each case on society. • Students will recognize constitutional principles and individual rights in relevant U.S. Supreme Court decisions. |
| <p>SS.7.CG.3.12 Compare the U.S. and Florida constitutions.</p> <ul style="list-style-type: none"> • Students will identify the purposes of a constitution (e.g., provides a framework for government, limits government authority, protects individual rights of the people). • Students will recognize the basic outline of the U.S. and Florida Constitutions (e.g., both have preambles, articles and amendments). • Students will compare the amendment process of the U.S. and Florida Constitutions. • Students will recognize the U.S. Constitution as the supreme law of the land. |
| <p>SS.7.CG.3.13 Explain government obligations to its citizens and the services provided at the local, state and national levels.</p> <ul style="list-style-type: none"> • Students will describe and classify specific services provided by local, state and national governments. • Students will compare the powers and obligations of local, state and national governments. |
| <p>SS.7.CG.3.14 Explain the purpose and function of the Electoral College in electing the President of the United States.</p> <ul style="list-style-type: none"> • Students will explain the origin of the Electoral College and the changes made to it by the 12th Amendment. |
| <p>SS.7.CG.3.15 Analyze the advantages of capitalism and the free market in the United States over government-controlled economic systems (e.g., socialism and communism) in regard to economic freedom and raising the standard of living for citizens.</p> <ul style="list-style-type: none"> • Students will evaluate various economic systems (e.g., capitalism, communism, socialism). • Students will compare the economic prosperity and opportunity of current nations. |
| <p>Standard 4: SS.7.CG.4 Demonstrate an understanding of contemporary issues in world affairs, and evaluate the role and impact of U.S. foreign policy.</p> |
| <p>SS.7.CG.4.1 Explain the relationship between U.S. foreign and domestic policy.</p> <ul style="list-style-type: none"> • Students will recognize the difference between domestic and foreign policy. • Students will identify issues that relate to U.S. domestic and foreign policy. • Students will define “national interest” and identify the means available to the national government to pursue the United States’ national interest. |
| <p>SS.7.CG.4.2 Describe the United States’ and citizen participation in international organizations.</p> <ul style="list-style-type: none"> • Students will identify major international organizations in which government plays a role (e.g., North Atlantic Treaty Organization, United Nations, International Court of Justice, World Trade Organization). • Students will discuss the advantages and disadvantages of U.S. membership in international organizations. |
| <p>SS.7.CG.4.3 Describe examples of the United States’ actions and reactions in international conflicts.</p> <ul style="list-style-type: none"> • Students will identify specific examples of and the reasons for United States’ involvement in international conflicts. • Students will analyze primary source documents pertaining to international incidents to determine the course of action taken by the United States. • Students will identify the different methods used by the United States to deal with international conflict (e.g., diplomacy, espionage, humanitarian efforts, peacekeeping operations, sanctions, war). |
| <p style="text-align: center;">Grade 8</p> |
| <p>Standard 1: SS.8.CG.1 Demonstrate an understanding of the origins and purposes of government, law and the American political system.</p> |
| <p>SS.8.CG.1.1 Compare the views of Patriots, Loyalists and other colonists on limits of government authority, inalienable rights and resistance to tyranny.</p> <ul style="list-style-type: none"> • Students will describe colonial forms of government prior to the American Revolution. |

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| <ul style="list-style-type: none"> Students will evaluate the Loyalists' and Patriots' arguments for remaining loyal to the British Crown or seeking independence from Britain. |
| <p>SS.8.CG.1.2 Compare and contrast the 1838 Florida Constitution and 1868 Florida Constitution.</p> <ul style="list-style-type: none"> Students will explain how the 1868 Florida Constitution conformed with the Reconstruction Era amendments to the U.S. Constitution (e.g., citizenship, equal protection, suffrage). |
| <p>SS.8.CG.1.3 Explain the importance of the rule of law in the United States' constitutional republic.</p> <ul style="list-style-type: none"> Students will discuss the impact of the rule of law on U.S. citizens and government. Students will recognize how the rule of law influences a society. Students will identify how the rule of law protects citizens from arbitrary and abusive government. Students will evaluate the impact of the rule of law on governmental officials and institutions (e.g., accountability to the law, fair procedures, decisions based on the law, consistent application and enforcement of the law, transparency of institutions). |
| <p>Standard 2: SS.8.CG.2 Evaluate the roles, rights and responsibilities of U.S. citizens, and determine methods of active participation in society, government and the political system.</p> |
| <p>SS.8.CG.2.1 Identify the constitutional provisions for establishing citizenship.</p> <ul style="list-style-type: none"> Students will explain how the 14th Amendment establishes citizenship. |
| <p>SS.8.CG.2.2 Compare the responsibilities of citizens at the local, state and national levels.</p> <ul style="list-style-type: none"> Students will recognize responsibilities of citizens (e.g., obeying the law, paying taxes, serving on a jury when summoned, registering with the Selective Service). |
| <p>SS.8.CG.2.3 Analyze the role of civic virtue in the lives of citizens and leaders from the Colonial period through Reconstruction.</p> <ul style="list-style-type: none"> Students will understand how the idea of civic virtue changes in response to the attitudes of citizens and leaders over time. |
| <p>SS.8.CG.2.4 Explain how forms of civic and political participation changed from the Colonial period through Reconstruction.</p> <ul style="list-style-type: none"> Students will describe significant acts of civic and political participation from the Colonial period through Reconstruction. |
| <p>SS.8.CG.2.5 Analyze how the Bill of Rights guarantees civil rights and liberties to citizens.</p> <ul style="list-style-type: none"> Students will explain the meaning and purpose of each amendment in the Bill of Rights. Students will describe how the Bill of Rights affects citizens and government. |
| <p>SS.8.CG.2.6 Evaluate how amendments to the U.S. Constitution expanded opportunities for civic participation through Reconstruction.</p> <ul style="list-style-type: none"> Students will identify constitutional amendments that address voting rights. Students will describe how specific constitutional amendments expanded access to the political process for various groups over time. |
| <p>Standard 3: SS.8.CG.3 Demonstrate an understanding of the principles, functions and organization of government.</p> |
| <p>SS.8.CG.3.1 Trace the foundational ideals and principles related to the U.S. government expressed in primary sources from the colonial period to Reconstruction.</p> <ul style="list-style-type: none"> Students will identify foundational ideals and principles related to the U.S. government expressed in primary sources (e.g., the Mayflower Compact (1620); <i>Common Sense</i> (1776); the Declaration of Independence (1776); the U.S. Constitution (1789); the Declaration of Rights and Sentiments (1848); the Gettysburg Address (1863); Lincoln's Second Inaugural Address (1865)). |
| <p style="text-align: center;">Grades 9-12</p> |
| <p>Standard 1: SS.912.CG.1 Demonstrate an understanding of the origins and purposes of government, law and the American political system.</p> |
| <p>SS.912.CG.1.1 Examine how intellectual influences in primary documents contributed to the ideas in the Declaration of Independence, the U.S. Constitution and the Bill of Rights.</p> <ul style="list-style-type: none"> Students will recognize the influence of the Judeo-Christian tradition, republicanism, the English Constitution and common Law, and the European Enlightenment in establishing the organic laws of the United States in primary documents (e.g., Magna Carta (1215); the Mayflower Compact (1620); the English Bill of Rights (1689); <i>Common Sense</i> (1776); Declaration of Independence (1776); the Constitution of Massachusetts (1780); the Articles of Confederation (1781); the Northwest Ordinance (1787); U.S. Constitution (1789)). |
| <p>SS.912.CG.1.2 Explain the influence of Enlightenment ideas on the Declaration of Independence.</p> <ul style="list-style-type: none"> Students will identify grievances listed in the Declaration of Independence in terms of due process of law, individual rights, natural rights, popular sovereignty and social contract. |

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| <ul style="list-style-type: none"> • Students will explain national sovereignty, natural law, self-evident truth, equality of all persons, due process of law, limited government, popular sovereignty, and unalienable rights of life, liberty and property as they relate to Enlightenment ideas in the Declaration of Independence. • Students will recognize that national sovereignty, due process of law, natural law, self-evident truth, equality of all persons, limited government, popular sovereignty, and unalienable rights of life, liberty and property form the philosophical foundation of our government. |
| <p>SS.912.CG.1.3 Explain arguments presented in the Federalist Papers in support of ratifying the U.S. Constitution and a republican form of government.</p> <ul style="list-style-type: none"> • Students will recognize that the Federalist Papers argued for a federal system of government, separation of powers and a representative form of government that is accountable to its citizens. • Students will analyze Federalist and Anti-Federalist arguments concerning ratification of the U.S. Constitution and inclusion of a bill of rights. |
| <p>SS.912.CG.1.4 Analyze how the ideals and principles expressed in the founding documents shape America as a constitutional republic.</p> <ul style="list-style-type: none"> • Students will differentiate among the documents and determine how each one was individually significant to the founding of the United States. • Students will evaluate how the documents are connected to one another. • Documents include, but are not limited to, the Declaration of Independence, Articles of Confederation, Federalist Papers (e.g., No. 10, No. 14, No. 31, No. 39, No. 51) and the U.S. Constitution. • Students will identify key individuals who contributed to the founding documents (e.g., Thomas Jefferson, Alexander Hamilton, John Jay, James Madison, George Mason). |
| <p>SS.912.CG.1.5 Explain how the U.S. Constitution and its amendments uphold the following political principles: checks and balances, consent of the governed, democracy, due process of law, federalism, individual rights, limited government, representative government, republicanism, rule of law and separation of powers.</p> <ul style="list-style-type: none"> • Students will explain how the structure and function of the U.S. government reflects these political principles. • Students will differentiate between republicanism and democracy, and discuss how the United States reflects both. • Students will describe compromises made during the Constitutional Convention (e.g., the Great Compromise, the Three-Fifths Compromise, the Electoral College). |
| <p>Standard 2: SS.912.CG.2 Evaluate the roles, rights and responsibilities of U.S. citizens and determine methods of active participation in society, government and the political system.</p> |
| <p>SS.912.CG.2.1 Explain the constitutional provisions that establish and affect citizenship.</p> <ul style="list-style-type: none"> • Students will explain how the concept of citizenship in the United States has changed over the course of history (i.e., 13th, 14th, 15th and 19th Amendments). • Students will compare birthright citizenship, permanent residency and naturalization in the United States. • Students will differentiate the rights held by native-born citizens, permanent residents and naturalized citizens (e.g., running for public office). |
| <p>SS.912.CG.2.2 Explain the importance of political and civic participation to the success of the United States' constitutional republic.</p> <ul style="list-style-type: none"> • Students will discuss various ways in which U.S. citizens can exercise political and civic participation. • Students will identify historical examples of political and civic participation (e.g., Civil Rights Movement, Women's Suffrage Movement). • Students will describe the ways in which individuals can be denied and limited in their right to practice political and civic participation (e.g., losing voting rights for felony conviction, limitations on political contributions, limits on the type of protesting). |
| <p>SS.912.CG.2.3 Explain the responsibilities of citizens at the local, state and national levels.</p> <ul style="list-style-type: none"> • Students will identify various responsibilities held by citizens (e.g., voting, volunteering and being informed, respecting laws). • Students will understand the process of registering or preregistering to vote and how to complete a ballot in Florida (e.g., uniform primary and general election ballot). • Students will discuss appropriate methods of communication with public officials (e.g., corresponding, attending public meetings, requesting a meeting and providing information). • Students will participate in classroom activities that simulate exercising the responsibilities of citizenship. |
| <p>SS.912.CG.2.4 Evaluate, take and defend objective, evidence-based positions on issues that cause the government to balance the interests of individuals with the public good.</p> |

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| <ul style="list-style-type: none"> • Students will examine situations when individuals' rights have been restricted for the public good (e.g., limits on speech or rationing of goods during wartime, enactment of the Patriot Act). • Students will analyze how environmental and financial policies place limitations on citizens and private industry for the public good. • Students will explain different services provided by local, state and national governments to citizens to ensure their rights are protected (e.g., social services, law enforcement, defense, emergency response). |
| <p>SS.912.CG.2.5 Analyze contemporary and historical examples of government-imposed restrictions on rights.</p> <ul style="list-style-type: none"> • Students will identify historical examples of government-imposed restrictions on rights (e.g., suspension of habeas corpus, rationing during wartime and limitations on speech). • Students will examine the rationale for government-imposed restrictions on rights (e.g., inciting a crime, campaign contributions, defamation, military secrets). |
| <p>SS.912.CG.2.6 Explain how the principles contained in foundational documents contributed to the expansion of civil rights and liberties over time.</p> <ul style="list-style-type: none"> • Students will explain how different groups of people (e.g., African Americans, immigrants, Native Americans, women) had their civil rights expanded through legislative action (e.g., Voting Rights Act, Civil Rights Act), executive action (e.g., Truman's desegregation of the army, Lincoln's Emancipation Proclamation) and the courts (e.g., <i>Brown v. Board of Education</i>; <i>In re Gault</i>). • Students will explain the role founding documents, such as the Declaration of Independence and the Constitution, had on setting precedent for the future granting of rights. |
| <p>SS.912.CG.2.7 Analyze the impact of civic engagement as a means of preserving or reforming institutions.</p> <ul style="list-style-type: none"> • Students will identify legal methods that citizens can use to promote social and political change (e.g., voting, peaceful protests, petitioning, demonstrations, contacting government offices). • Students will identify historical examples of citizens achieving or preventing political and social change through civic engagement (e.g., the Abolitionist Movement). |
| <p>SS.912.CG.2.8 Explain the impact of political parties, interest groups, media and individuals on determining and shaping public policy.</p> <ul style="list-style-type: none"> • Students will explain the origins of the Republican and Democratic political parties and evaluate their roles in shaping public policy. • Students will identify historical examples of interest groups, media and individuals influencing public policy. • Students will compare and contrast how the free press influenced politics at major points in U.S. history (e.g., Vietnam War Era, Civil Rights Era). |
| <p>SS.912.CG.2.9 Explain the process and procedures of elections at the state and national levels.</p> <ul style="list-style-type: none"> • Students will identify the different primary formats and how political parties nominate candidates using primaries. • Students will compare and contrast the different ways in which elections are decided (e.g., Electoral College, proportional representation, popular vote, winner-take-all). • Students will explain the process by which candidates register to be part of state and national elections. • Students will describe the different methods used to tabulate election results in state and national elections (i.e., electronic voting, punch cards, fill-in ballots). • Students will evaluate the role of debates in elections. |
| <p>SS.912.CG.2.10 Analyze factors that contribute to voter turnout in local, state and national elections.</p> <ul style="list-style-type: none"> • Students will explain trends in voter turnout. • Students will discuss attempts to increase voter turnout (e.g., get out the vote campaigns, social movements). • Students will explain how governmental action has affected voter participation (e.g., 15th, 19th and 26th Amendments; Jim Crow laws; poll tax; efforts to suppress voters). |
| <p>SS.912.CG.2.11 Evaluate political communication for bias, factual accuracy, omission and emotional appeal.</p> <ul style="list-style-type: none"> • Students will compare the reporting on the same political event or issue from multiple perspectives. • Students will identify various forms of propaganda (e.g., plain folks, glittering generalities, testimonial, fear, logical fallacies). • Students will discuss the historical impact of political communication on American political process and public opinion. • Examples of political communication may include, but are not limited to, political cartoons, propaganda, campaign advertisements, political speeches, bumper stickers, blogs, press and social media. |
| <p>SS.912.CG.2.12 Explain how interest groups, the media and public opinion influence local, state and national decision-making related to public issues.</p> |

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| <ul style="list-style-type: none"> • Students will objectively discuss current public issues in Florida and use both the U.S. and Florida Constitutions to justify pro and con positions. • Students will examine the relationship and responsibilities of both the state and national governments regarding these public issues. • Students will analyze public policy solutions related to local, state and national issues. |
| <p>SS.912.CG.2.13 Analyze the influence and effects of various forms of media and the internet in political communication.</p> <ul style="list-style-type: none"> • Students will explain how the methods of political communication has changed over time (e.g., television, radio, press, social media). • Students will describe how the methods used by political officials to communicate with the public has changed over time. • Students will discuss the strengths and weaknesses of different methods of political communication. |
| <p>Standard 3: SS.912.CG.3 Demonstrate an understanding of the principles, functions and organization of government.</p> |
| <p>SS.912.CG.3.1 Analyze how certain political ideologies conflict with the principles of freedom and democracy.</p> <ul style="list-style-type: none"> • Students will identify political ideologies that conflict with the principles of freedom and democracy (e.g., communism and totalitarianism). • Students will analyze how the principles of checks and balances, consent of the governed, democracy, due process of law, federalism, individual rights, limited government, representative government, republicanism, rule of law and separation of powers contribute to the nation’s longevity and its ability to overcome challenges, and distinguish the United States’ constitutional republic from authoritarian and totalitarian nations. |
| <p>SS.912.CG.3.2 Explain how the U.S. Constitution safeguards and limits individual rights.</p> <ul style="list-style-type: none"> • Students will identify the individual rights protected by the U.S. Constitution, the Bill of Rights and other constitutional amendments. • Students will describe the role of the Supreme Court in further defining the safeguards and limits of constitutional rights. |
| <p>SS.912.CG.3.3 Analyze the structures, functions and processes of the legislative branch as described in Article I of the U.S. Constitution.</p> <ul style="list-style-type: none"> • Students will explain why Article I of the U.S. Constitution established a bicameral legislative body and how the House of Representatives functions differently from the Senate. • Students will identify the methods for determining the number of members in the House of Representatives and the Senate. • Students will identify and describe the “enumerated powers” delegated to Congress (e.g., assess taxes, borrow money, declare war, make laws). • Students will analyze the role of the legislative branch in terms of its relationship with the judicial and executive branch of the government. • Students will describe constitutional amendments that changed the role of Congress from its original description in Article I of the U.S. Constitution (i.e., 10th, 14th, 16th, 17th and 27th Amendments). |
| <p>SS.912.CG.3.4 Analyze the structures, functions and processes of the executive branch as described in Article II of the U.S. Constitution.</p> <ul style="list-style-type: none"> • Students will explain the qualifications one must have to seek the office of president and the process of presidential elections. • Students will explain different presidential responsibilities outlined in Article II (e.g., receiving foreign heads of state, delivering the State of the Union address, carrying out faithful execution of the law). • Students will examine the role of the executive branch in terms of its relationship with the judicial and legislative branches of the government. • Students will describe constitutional amendments (i.e., 12th, 20th, 22nd and 25th) that have changed the role of the executive branch from its original description in Article II. • Students will describe the impeachment process. |
| <p>SS.912.CG.3.5 Describe how independent regulatory agencies interact with the three branches of government and with citizens.</p> <ul style="list-style-type: none"> • Students will identify independent regulatory agencies (e.g., Federal Communications Commission, Federal Election Commission, National Labor Relations Board) and explain their purpose and effect. • Students will describe the advantages and disadvantages of delegating power to independent regulatory agencies. |
| <p>SS.912.CG.3.6 Explain expressed, implied, concurrent and reserved powers in the U.S. Constitution.</p> <ul style="list-style-type: none"> • Students will identify powers that are expressed in the U.S. Constitution to Congress (e.g., coin money, declare war, assess taxes, citizenship). |

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| <ul style="list-style-type: none"> • Students will identify that expressed powers are also known as enumerated powers found in Article I of the U.S. Constitution. • Students will analyze the role of the “general welfare clause” and “necessary and proper clause” in granting Congress implied powers. • Students will describe examples of concurrent powers as those powers shared by both state and national governments (e.g., build roads, tax citizens, make laws). • Students will explain how reserved powers define issues as matters for the people or the state governments. • Students will compare the roles of expressed, implied, concurrent and reserved powers in United States’ federalism. |
| <p>SS.912.CG.3.7 Analyze the structures, functions and processes of the judicial branch as described in Article III of the U.S. Constitution.</p> <ul style="list-style-type: none"> • Students will examine the role of the judicial branch in terms of its relationship with the legislative and executive branches of the government. • Students will describe the role of the Supreme Court and lesser federal courts. • Students will explain what Article III says about judicial tenure, appointment and salaries. • Students will describe the powers delegated to the courts by Article III including, but not limited to, treason, jurisdiction and trial by jury. |
| <p>SS.912.CG.3.8 Describe the purpose and function of judicial review in the American constitutional government.</p> <ul style="list-style-type: none"> • Students will examine the role of district courts, the courts of appeals and the Supreme Court in the judicial review process. • Students will explain the relationship between the concept of judicial review and the language of the Supremacy Clause in Article VI of the U.S. Constitution. |
| <p>SS.912.CG.3.9 Compare the role of state and federal judges with other elected officials.</p> <ul style="list-style-type: none"> • Students will compare the ways state and federal judges are appointed compared to other elected officials. • Students will distinguish the qualifications needed for a judge at the state or federal level versus other elected officials. • Students will compare the decision-making process of judges compared to other political figures. |
| <p>SS.912.CG.3.10 Analyze the levels and responsibilities of state and federal courts.</p> <ul style="list-style-type: none"> • Students will describe what Article III of the U.S. Constitution states about the relationship between state and federal courts. • Students will recognize the role of the Federal Judiciary Act of 1789 in establishing the structure and jurisdiction of the federal court system. • Students will contrast the differences among civil trials and criminal trials at the state level. • Students will describe the relationship among the Supreme Court, federal appellate courts and federal district courts (e.g., Erie Doctrine, Rooker-Feldman Doctrine). |
| <p>SS.912.CG.3.11 Evaluate how landmark Supreme Court decisions affect law, liberty and the interpretation of the U.S. Constitution.</p> <ul style="list-style-type: none"> • Students will recognize landmark Supreme Court cases (e.g., <i>Marbury v. Madison</i>; <i>McCulloch v. Maryland</i>; <i>Dred Scott v. Sandford</i>; <i>Plessy v. Ferguson</i>; <i>Brown v. Board of Education</i>; <i>Gideon v. Wainwright</i>; <i>Miranda v. Arizona</i>; <i>Korematsu v. United States</i>; <i>Mapp v. Ohio</i>; <i>In re Gault</i>; <i>United States v. Nixon</i>; <i>Regents of the University of California v. Bakke</i>; <i>Hazelwood v. Kuhlmeier</i>; <i>District of Columbia v. Heller</i>). • Students will explain the foundational constitutional issues underlying landmark Supreme Court decisions related to the Bill of Rights and other amendments. • Students will explain the outcomes of landmark Supreme Court cases related to the Bill of Rights and other amendments. |
| <p>SS.912.CG.3.12 Analyze the concept of federalism in the United States and its role in establishing the relationship between the state and national governments.</p> <ul style="list-style-type: none"> • Students will identify examples of the powers reserved and shared among state and the national governments in the American federal system of government. • Students will examine the role the Great Compromise had on the eventual establishment of a federal system of fifty equal states. • Students will explain specific rights that are granted to the states in the language of the U.S. Constitution and its amendments (e.g., 10th Amendment, defense and extradition). • Students will analyze how states have challenged the national government regarding states’ rights (e.g., Civil War, the New Deal, No Child Left Behind, Affordable Health Care Act, Civil Rights Movement). |

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| <p>SS.912.CG.3.13 Explain how issues between Florida, other states and the national government are resolved.</p> <ul style="list-style-type: none"> • Students will explain the concept of federalism as it applies to each issue. • Students will use historical and issue-based scenarios to demonstrate understanding of how disputes between Florida, other states and the national government are resolved (e.g., water rights arguments between Florida and Georgia, national and state conflict over rights to adjacent waters and seabeds, civil rights). |
| <p>SS.912.CG.3.14 Explain the judicial decision-making process in interpreting law at the state and national levels.</p> <ul style="list-style-type: none"> • Students will explain the role of the U.S. Constitution in interpreting law at the state and national levels. • Students will explain the process used by judges at the state and national levels when making a decision or writing summary opinions. • Students will incorporate language from the U.S. Constitution or court briefs to justify a legal decision when interpreting state or national law. |
| <p>SS.912.CG.3.15 Explain how citizens are affected by the local, state and national governments.</p> <ul style="list-style-type: none"> • Students will identify local government officials and employees who affect the daily lives of citizens. • Students will identify the role of state governmental officials and employees who affect the daily lives of citizens. • Students will identify the role of national governmental officials and employees who affect the daily lives of citizens. • Students will explain how government at all levels impacts the daily lives of citizens. |
| <p>Standard 4: SS.912.CG.4 Demonstrate an understanding of contemporary issues in world affairs and evaluate the role and impact of U.S. foreign policy.</p> |
| <p>SS.912.CG.4.1 Analyze how liberty and economic freedom generate broad-based opportunity and prosperity in the United States.</p> <ul style="list-style-type: none"> • Students will differentiate between government systems (e.g., autocracy, democracy, monarchy, oligarchy republic, theocracy). • Students will differentiate between economic systems (e.g., capitalism, communism, mixed market, socialism). • Students will analyze the disadvantages of authoritarian control over the economy (e.g., communism and socialism) in generating broad-based economic prosperity for their population. |
| <p>SS.912.CG.4.2 Explain how the United States uses foreign policy to influence other nations.</p> <ul style="list-style-type: none"> • Students will explain how the policies of other nations influence U.S. policy and society. • Students will identify agencies of the U.S. government that contribute to its foreign policy agenda (e.g., National Security Agency, Central Intelligence Agency). • Students will explain the advantages and disadvantages of how nongovernmental organizations (NGOs) influence foreign policy (e.g., United States Agency for International Development, Red Cross, American Woman Suffrage Association, Amnesty International). • Students will explain how U.S. trade policy influences its relationships with other nations (e.g., China, Saudi Arabia). • Students will explain how the use of embargos and economic sanctions by the United States has affected other nations (e.g., Cuba, Iran, Syria). • Students will explain the U.S. response to international conflicts. |
| <p>SS.912.CG.4.3 Explain how U.S. foreign policy supports democratic principles and protects human rights around the world.</p> <ul style="list-style-type: none"> • Students will explain how U.S. foreign policy aims to protect liberty around the world and describe how the founding documents support the extension of liberty to all mankind. |
| <p>SS.912.CG.4.4 Identify indicators of democratization in foreign countries.</p> <ul style="list-style-type: none"> • Students will recognize indicators of democratization as a system of free and fair elections, active civic participation, the protection of human rights, and the rule of law. |

Next Generation Sunshine State Standards for Social Studies 2021 New Holocaust Education (HE) Strand

| Grade 5 |
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| Standard 1: SS.5.HE.1 Foundations of Holocaust Education |
| <p>SS.5.HE.1.1 Define the Holocaust as the planned and systematic state-sponsored persecution and murder of European Jews by Nazi Germany and its collaborators between 1933 and 1945.</p> <ul style="list-style-type: none"> • Students will define antisemitism as prejudice against or hatred of the Jewish people. • Students will recognize the Holocaust as history’s most extreme example of antisemitism. • Students will identify examples of antisemitism (e.g., calling for, aiding, or justifying the killing or harming of Jews). |
| Grades 6-8 |
| Standard 1: SS.68.HE.1 Foundations of Holocaust Education |
| <p>SS.68.HE.1.1 Examine the Holocaust as the planned and systematic state-sponsored persecution and murder of European Jews by Nazi Germany and its collaborators between 1933 and 1945.</p> <ul style="list-style-type: none"> • Students will describe the basic beliefs of Judaism and trace the origins and history of Jews in Europe. • Students will analyze how antisemitism led to and contributed to the Holocaust. • Students will identify examples of antisemitism (e.g., making mendacious, dehumanizing, demonizing or stereotypical allegations about Jews; demonizing Israel by using the symbols and images associated with classic antisemitism to characterize Israel or Israelis). |
| Grades 9-12 |
| Standard 1: SS.HE.912.1 Analyze the origins of antisemitism and its use by the National Socialist German Workers’ Party (Nazi) regime. |
| <p>SS.912.HE.1.1 Define the Holocaust as the planned and systematic state-sponsored persecution and murder of European Jews by Nazi Germany and its collaborators between 1933 and 1945.</p> <ul style="list-style-type: none"> • Students will explain why the Holocaust is history’s most extreme example of antisemitism. |
| <p>SS.912.HE.1.2 Analyze how the Nazi regime utilized and built on historical antisemitism to create a common enemy of the Jews.</p> <ul style="list-style-type: none"> • Students will explain the origins of antisemitism and trace it from the Ancient World through the twenty-first century (e.g., Pagan, Christian, Muslim, Middle Ages, Modern era). • Students will explain the political, social and economic applications of antisemitism that led to the organized pogroms against Jewish people. • Students will examine propaganda (e.g., the Protocols of the Elders of Zion; The Poisonous Mushroom) that was and still is utilized against Jewish people both in Europe and around the world. |
| <p>SS.912.HE.1.3 Analyze how the Treaty of Versailles was a causal factor leading the rise of the Nazis, and how the increasing spread of antisemitism was manipulated to the Nazis’ advantage.</p> <ul style="list-style-type: none"> • Students will explain how the Nazis used antisemitism to foment hate and create a shared enemy in order to gain power prior to World War II. • Students will explain how events during the Weimar Republic led to the rise of Nazism (e.g., Dolchstoß, Ruhr Crisis, hyperinflation, the Great Depression, unemployment, the 1920’s Nazi platform, the Dawes Plan, the Golden Age, the failure of the Weimar Republic). • Students will recognize German culpability, reparations and military downsizing as effects of the Treaty of Versailles. |
| <p>SS.912.HE.1.4 Explain how the National Socialist German Workers’ Party, or Nazi Party, grew into a mass movement and gained and maintained power in Germany through totalitarian means from 1933 to 1945 under the leadership of Adolf Hitler.</p> <ul style="list-style-type: none"> • Students will compare Germany’s political parties and their system of proportional representation in national elections from 1920 to 1932. • Students will explain how the Sturmabteilung (SA), the Schutzstaffel (SS), the Wehrmacht, the Gestapo and Hitler’s inner circle helped him gain and maintain power after 1933. • Students will explain how the following contributed to Hitler’s rise to power: Adolf Hitler’s Munich Beer Hall Putsch, Hitler’s arrest and trial, Mein Kampf, the Reichstag fire, the Enabling Act, the Concordat of 1933, the Night of the Long Knives (the Rohm Purge), Hindenburg’s death and Hitler as Fuhrer. |
| <p>SS.912.HE.1.5 Describe how the Nazis utilized various forms of propaganda to indoctrinate the German population.</p> |

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| <ul style="list-style-type: none"> • Students will explain how opposing views were eliminated (e.g., book burnings, censorship, state control over the media). • Students will explain how identification, legal status, economic status and pseudoscience supported propaganda that was used to perpetuate the Nazi ideology of the “Master Race.” |
| <p>SS.912.HE.1.6 Examine how the Nazis used education and youth programs to indoctrinate young people into the Nazi ideology.</p> <ul style="list-style-type: none"> • Students will explain the impact of the Hitler Youth Program and Band of German Maidens (German: Bund Deutscher Mädel). • Students will examine how the Nazis used the public education system to indoctrinate youth and children. • Students will explain how Nazi ideology supplanted prior beliefs. |
| <p>SS.912.HE.1.7 Explain what is meant by “the Aryan Race” and why this terminology was used.</p> <ul style="list-style-type: none"> • Students will compare the meaning of Aryan to the Nazi meaning of Aryan Race. • Students will explain how the Nazis used propaganda, pseudoscience and the law to transform Judaism from a religion to a race. • Students will examine the manipulation of the international community to obtain the votes to host the 1936 Olympics and how the Berlin Games were utilized as propaganda for Nazi ideology to bolster the “superiority” of the Aryan race. • Students will explain how eugenics, scientific racism and Social Darwinism provided a foundation for Nazi racial beliefs. |
| <p>Standard 2: SS.HE.912.2 Explain the significant events, public policies and experiences of the Holocaust.</p> |
| <p>SS.912.HE.2.1 Describe how the life of Jews deteriorated under the Third Reich and the Nuremberg Laws in Germany and its annexed territories (e.g., the Rhineland, Sudetenland, Austria) from 1933 to 1938.</p> <ul style="list-style-type: none"> • Students will analyze the Nuremberg Laws and describe their effects. • Students will explain how the Nazis used birth records, religious symbols and practices to identify and target Jews. |
| <p>SS.912.HE.2.2 Analyze the causes and effects of Kristallnacht and how it became a watershed event in the transition from targeted persecution and anti-Jewish policy to open, public violence against Jews in Nazi-controlled Europe.</p> <ul style="list-style-type: none"> • Students will understand the reasons for Herschel Grynszpan’s actions at the German embassy in Paris and how the assassination of Ernst vom Rath was a pretext used by the Nazis for Kristallnacht. • Students will describe the different types of persecution that were utilized during Kristallnacht, both inside and outside Germany. • Students will analyze the effects of Kristallnacht on European and world Jewry using primary sources (e.g., newspapers, images, video, survivor testimony). • Students will analyze the effects of Kristallnacht on the international community using primary sources (e.g., newspapers, images, video, survivor testimony). |
| <p>SS.912.HE.2.3 Analyze Hitler’s motivations for the annexations of Austria and the Sudetenland, and the invasion of Poland.</p> <ul style="list-style-type: none"> • Students will define the term <i>lebensraum</i>, or living space, as an essential piece of Nazi ideology and explain how it led to territorial expansion and invasion. • Students will analyze Hitler’s use of the Munich Pact to expand German territory and the Molotov-Ribbentrop Pact to keep the Soviet Union out of the war. |
| <p>SS.912.HE.2.4 Describe how Jewish immigration was perceived and restricted by various nations from 1933 to 1939.</p> <ul style="list-style-type: none"> • Students will examine why immigration was difficult for Jewish people (e.g., MS St. Louis, the Evian Conference, immigration quota systems). • Students will explain how the Kindertransport saved the lives of Jewish children. |
| <p>SS.912.HE.2.5 Explain the effect Nazi policies had on other groups targeted by the government of Nazi Germany.</p> <ul style="list-style-type: none"> • Students will explain the effects of Nazi “racial hygiene” policies on various groups including, but not limited to, ethnic (e.g., Roma-Sinti, Slavs) and religious groups (e.g., Jehovah’s Witnesses), political opposition, the physically and mentally disabled and homosexuals. |
| <p>SS.912.HE.2.6 Identify the various armed and unarmed resistance efforts in Europe from 1933 to 1945.</p> <ul style="list-style-type: none"> • Students will recognize resistance efforts including, but not limited to, the White Rose, the Rosenstrasse Protest, Bishop Clemens von Galen, the Swing Movement, Reverend Niemöller, Dietrich Bonhoeffer, the Bielski Brothers and the Partisans in Eastern and Western Europe. • Students will discuss resistance and uprisings in the ghettos using primary sources (e.g., newspapers, images, video, survivor testimony). |
| <p>SS.912.HE.2.7 Examine the role that bystanders, collaborators and perpetrators played in the implementation of Nazi policies against Jewish people and other targeted groups, as well as the role of rescuers in opposing the Nazis and their policies.</p> |

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| <ul style="list-style-type: none"> Students will discuss the choices and actions of heroes and heroines in defying Nazi policy at great personal risk, to help rescue Jews (e.g., the Righteous Among the Nations designation). |
| <p>SS.912.HE.2.8 Analyze how corporate complicity aided Nazi goals.</p> <ul style="list-style-type: none"> Students will analyze corporate complicity as including, but not limited to, supporting methods of identification and record keeping, continuing trade relationships, financial resources, the use of slave labor, production for the war effort and moral and ethical corporate decisions (1930–1945). |
| <p>SS.912.HE.2.9 Explain how killing squads, including the Einsatzgruppen, conducted mass shooting operations in Eastern Europe with the assistance of the Schutzstaffel (SS), police units, the army and local collaborators.</p> <ul style="list-style-type: none"> Students will discuss major events of the killing squads to include, but not be limited to, Babi Yar, Vilnius, Rumbula, Kovno, Ponar and the Palmiry Forest. Students will describe the psychological and physical impact on the Einsatzgruppen and how it led to the implementation of the Final Solution. Students will explain the purpose of the Wannsee Conference and how it impacted the Final Solution. |
| <p>SS.912.HE.2.10 Explain the origins and purpose of ghettos in Europe.</p> <ul style="list-style-type: none"> Students will trace the use of ghettos in Europe prior to World War II. Students will explain the methods used for the identification, displacement and deportation of Jews to ghettos. Students will explain what ghettos were in context of World War II and Nazi ideology. |
| <p>SS.912.HE.2.11 Discuss life in the various ghettos.</p> <ul style="list-style-type: none"> Students will explain the origins and purpose of the Judenrat. Students will explain the effects of the Judenrat on daily life in ghettos, specifically students should recognize Adam Czerniakow (Warsaw) and Mordechai Chaim Rumkowski (Lodz) and how these men differed in their approach to leading the Judenrat in their respective ghettos. Students will discuss the difference between open ghettos and closed ghettos and how that impacted life within those ghettos. Students will describe various attempts at escape and forms of armed and unarmed resistance (before liquidation and liberation) including, but not limited to, the Warsaw Ghetto Uprising. Students will explain how and why the Nazis liquidated the ghettos, including the forced decisions of the Judenrat to select individuals for deportation transports to the camps. |
| <p>SS.912.HE.2.12 Define “partisan” and explain the role partisans played in World War II.</p> <ul style="list-style-type: none"> Students will identify countries that had partisan groups who fought the Nazis. Students will explain the warfare tactics utilized by the resistance movements against the Nazis. Students will recognize that not all resistance movements accepted Jews. |
| <p>SS.912.HE.2.13 Examine the origins, purpose and conditions associated with various types of camps.</p> <ul style="list-style-type: none"> Students will explain the differences between forced labor camps, concentration camps, transit camps and death camps, including the geographic location, physical structure, camp commandants and SS leadership and mechanics of murder. Students will describe the daily routines within the camps to include food intake, showers, bathrooms, sleeping arrangements, roll call, work details, illness, environmental conditions, clothing, selection process, torture, medical experiments, public executions, suicides and other aspects of daily life. Students will describe various attempts at escape and forms of resistance within the camps. Students will discuss how the use of existing transportation infrastructure facilitated the deportation of Jewish people to the camps, including the non-Aryan management of the transportation system that collaborated with the Nazis. Students will describe life in Terezin, including its function as a transit camp, its unique culture that generated art, music, literature, poetry, opera (notably Brundibar) and the production of Vedem Magazine as a form of resistance; its use by the Nazis as propaganda to fool the International Red Cross; and the creation of the film “Terezin: A Documentary Film of Jewish Resettlement.” Students will identify and examine the 6 death camps (e.g., Auschwitz-Birkenau, Belzec, Chelmno, Majdanek, Sobibor, Treblinka) and their locations. Students will explain why the 6 death camps were only in Nazi-occupied Poland. Students will describe the significance of Auschwitz-Birkenau as the most prolific site of mass murder in the history of mankind. |

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| <p>SS.912.HE.2.14 Explain the purpose of the death marches.</p> <ul style="list-style-type: none"> Students will recognize death marches as the forcible movement of prisoners by Nazis with the dual purpose of removing evidence and murdering as many people as possible (toward the end of World War II and the Holocaust) from Eastern Europe to Germany proper. |
| <p>SS.912.HE.2.15 Describe the experience of Holocaust survivors following World War II.</p> <ul style="list-style-type: none"> Students will explain how Allied Forces liberated camps, including the relocation and treatment of the survivors. Students will discuss the experiences of survivors after liberation (e.g., repatriations, displaced persons camps, pogroms, relocation). Students will explain the various ways that Holocaust survivors lived through the state-sponsored persecution and murder of European Jews by Nazi Germany and its collaborators (e.g., became partisans, escaped from Nazi controlled territory, went into hiding). Students will describe the psychological and physical struggles of Holocaust survivors. Students will examine the settlement patterns of Holocaust survivors after World War II, including immigration to the United States and other countries, and the establishment of the modern state of Israel. |
| <p>Standard 3: SS.HE.912.3 Discuss the impact and aftermath of the Holocaust.</p> |
| <p>SS.912.HE.3.1 Analyze the international community's efforts to hold perpetrators responsible for their involvement in the Holocaust.</p> <ul style="list-style-type: none"> Students will discuss the purpose and outcomes of the Nuremberg Trials and other subsequent trials related to the Holocaust. Students will compare arguments by the prosecution and recognize the falsehoods offered by the defense during the Nuremberg Trials (e.g., Justice Robert Jackson's opening statement, Prosecutor Ben Ferencz's opening statement, ex post facto laws, non-existent terminology, crimes against humanity, genocide, statute of limitations, jurisdictional issues). Students will discuss how members of the international community were complicit in assisting perpetrators' escape from both Germany and justice following World War II. |
| <p>SS.912.HE.3.2 Explain the impact of the Eichmann Trial on policy concerning crimes against humanity, capital punishment, accountability, the testimony of survivors and acknowledgment of the international community.</p> <ul style="list-style-type: none"> Students will recognize the Eichmann Trial as the first time that Israel held a Nazi war criminal accountable. |
| <p>SS.912.HE.3.3 Explain the effects of Holocaust denial on contemporary society.</p> <ul style="list-style-type: none"> Students will explain how Holocaust denial has helped contribute to the creation of contemporary propaganda and the facile denial of political and social realities. |
| <p>SS.912.HE.3.4 Explain why it is important for current and future generations to learn from the Holocaust.</p> <ul style="list-style-type: none"> Students will explain the significance of learning from Holocaust era primary sources created by Jews who perished and those who survived. Students will explain the significance of listening to the testimony of Holocaust survivors (e.g., live and through organizations that offer pre-recorded digital testimony). Students will describe the contributions of the Jews (e.g., arts, culture, medicine, sciences) to the United States and the world. Students will explain the significance of "Never Again." |
| <p>SS.912.HE.3.5 Recognize that antisemitism includes a certain perception of the Jewish people, which may be expressed as hatred toward Jewish people, rhetorical and physical manifestations of antisemitism directed toward a person or his or her property or toward Jewish community institutions or religious facilities.</p> <ul style="list-style-type: none"> Students will analyze examples of antisemitism (e.g., calling for, aiding, or justifying the killing or harming of Jews, often in the name of a radical ideology or an extremist view of religion; making mendacious, dehumanizing, demonizing or stereotypical allegations about Jews as such or the power of Jews as a collective, especially, but not exclusively, the myth about a world Jewish conspiracy or of Jews controlling the media, economy, government or other societal institutions; accusing Jews as a people of being responsible for real or imagined wrongdoing committed by a single Jewish person or group, the State of Israel, or even for acts committed by non-Jews; accusing Jews as a people or the State of Israel of inventing or exaggerating the Holocaust; accusing Jewish citizens of being more loyal to Israel, or the alleged priorities of Jews worldwide, than to the interest of their own nations). Students will analyze examples of antisemitism related to Israel (e.g., demonizing Israel by using the symbols and images associated with classic antisemitism to characterize Israel or Israelis, drawing comparisons of contemporary Israeli policy to that of the Nazis, or blaming Israel for all inter-religious or political tensions; applying a double standard to Israel by requiring behavior of Israel that is not expected or demanded of any other democratic nation or focusing peace or human rights investigations only on Israel; delegitimizing Israel by denying the Jewish people their right to self-determination and denying Israel the right to exist). |

Next Generation Sunshine State Standards – Other Social Studies Strands

GRADE: K

| Strand: AMERICAN HISTORY | |
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| 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. |

| Standard 2: Historical Knowledge | |
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| 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. |

| Standard 3: Chronological Thinking | |
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| 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. |

| Strand: GEOGRAPHY | |
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| 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. |

| Standard 2: Places and Regions | |
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| 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. |

| Standard 3: Physical System | |
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| 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. |

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. |

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. |

| 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. |

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. |

| 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. |

| 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. |

| 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. |

| 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. |

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| 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. |

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. |

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. |

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. |

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. |

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. |

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| SS.2.A.2.7 | Discuss why immigration continues today. |
| SS.2.A.2.8 | Explain the cultural influences and contributions of immigrants today. |

Standard 3: Chronological Thinking

| BENCHMARK CODE | BENCHMARK |
|----------------|---|
| SS.2.A.3.1 | Identify terms and designations of time sequence. |

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). |

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. |

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. |

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. |

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. |

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. |

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. |

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. |

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. |

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. |

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. |

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. |

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. |

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. |

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| SS.3.C.3.4 | Recognize that the Constitution of the United States is the supreme law of the land. |
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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. |

| Standard 2: Pre-Columbian Florida | |
|-----------------------------------|--|
| BENCHMARK CODE | BENCHMARK |
| SS.4.A.2.1 | Compare Native American tribes in Florida. |

| 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. |

| 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. |

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. |

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. |

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. |

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. |

Standard 9: Chronological Thinking

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

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). |

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. |

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. |

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. |

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). |

Strand: FINANCIAL LITERACY

Standard 1: Earning Income

| BENCHMARK CODE | BENCHMARK |
|----------------|---|
| SS.4.FL.1.1 | People have many different types of jobs from which to choose. Identify different jobs requiring people to have different skills. Remarks and Examples: Make a list of different types of jobs and describe the different skills associated with each job. |
| SS.4.FL.1.2 | People earn an income when they are hired by an employer to work at a job. Explain why employers are willing to pay people to do their work. |
| SS.4.FL.1.3 | Workers are paid for their labor in different ways such as wages, salaries, or commissions. Explain the ways in which workers are paid. Remarks and Examples: Explain how a waitress, a teacher, and a realtor are paid. |
| SS.4.FL.1.4 | People can earn interest income from letting other people borrow their money. Explain why banks and financial institutions pay people interest when they deposit their money at those institutions. |

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| SS.4.FL.1.5 | People can earn income by renting their property to other people. Identify different types of property (such as apartments, automobiles, or tools) that people own and on which rent is paid. |
| SS.4.FL.1.6 | Describe ways that people who own a business can earn a profit, which is a source of income. |
| SS.4.FL.1.7 | Entrepreneurs are people who start new businesses. Entrepreneurs do not know if their new businesses will be successful and earn a profit. Identify ways in which starting a business is risky for entrepreneurs. Remarks and Examples: Read a children's book about an entrepreneur and identify the type of business started, the possible risks of running the business, and what the entrepreneur expected to earn. |
| SS.4.FL.1.8 | Income earned from working and most other sources of income are taxed. Describe ways that the revenue from these taxes is used to pay for government provided goods and services. Remarks and Examples: Describe examples of government-provided goods and services that are paid for with taxes. |

Standard 2: Buying Goods and Services

| BENCHMARK CODE | BENCHMARK |
|----------------|---|
| SS.4.FL.2.1 | Explain that economic wants are desires that can be satisfied by consuming a good, a service, or a leisure activity. Remarks and Examples: Brainstorm a list of wants and then identify examples of goods, services, or leisure activities they can buy to satisfy each want. |
| SS.4.FL.2.2 | Explain that people make choices about what goods and services they buy because they can't have everything they want. This requires individuals to prioritize their wants. Remarks and Examples: Create a list of goods or services they want given a set budget constraint, rank the goods and services from the most to the least desired, and justify their ranking. |
| SS.4.FL.2.3 | Identify some of the ways that people spend a portion of their income on goods and services in order to increase their personal satisfaction or happiness. Remarks and Examples: Explain why consumers with identical vacation budgets choose different options when planning a weeklong vacation. |
| SS.4.FL.2.4 | Discuss that whenever people buy something, they incur an opportunity cost. Opportunity cost is the value of the next best alternative that is given up when a person makes a choice. Remarks and Examples: Present an example of a buying choice a person made and identify the opportunity cost of that choice. |
| SS.4.FL.2.5 | Explain that costs are things that a decision maker gives up; benefits are things that a decision maker gains. Make an informed decision by comparing the costs and benefits of spending alternatives. Remarks and Examples: Present an example of a buying choice a person made and identify the opportunity cost of that choice. |
| SS.4.FL.2.6 | Predict how people's spending choices are influenced by prices as well as many other factors, including advertising, the spending choices of others, and peer pressure. Remarks and Examples: Write stories about how individual spending choices were informed or influenced by advertising, the spending choices of others, peer pressure, or the prices of alternative choices. Explain why shopping with a list can help consumers with their spending choices. |
| SS.4.FL.2.7 | Planning for spending can help people make informed choices. Develop a budget plan for spending, saving, and managing income. |

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| | Remarks and Examples: Create a budget for a set amount of allowance income that includes expenses (buying of goods and services) and savings. |
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Standard 3: Saving

| BENCHMARK CODE | BENCHMARK |
|----------------|---|
| SS.4.FL.3.1 | Identify ways that income is saved, spent on goods and services, or used to pay taxes. Remarks and Examples: Explain the difference between saving and spending and give examples of each. |
| SS.4.FL.3.2 | Explain that when people save money, they give up the opportunity to buy things now in order to buy things later. Remarks and Examples: Describe what a person gives up when he or she deposits \$20 into a savings account. |
| SS.4.FL.3.3 | Identify ways that people can choose to save money in many places—for example, at home in a piggy bank or at a commercial bank, credit union, or savings and loan. Remarks and Examples: Draw a picture identifying the different places where people can save their money. |
| SS.4.FL.3.4 | Identify savings goals people set as incentives to save. One savings goal might be to buy goods and services in the future. Remarks and Examples: Read a children’s book and identify a character’s savings goal and whether the character meets the savings goal. |
| SS.4.FL.3.5 | Explain that when people deposit money into a bank (or other financial institution), the bank may pay them interest. Banks attract savings by paying interest. People also deposit money into banks because banks are safe places to keep their savings. Remarks and Examples: Describe the advantages of saving money in a savings account rather than putting the money into a piggy bank. |

Standard 4: Using Credit

| BENCHMARK CODE | BENCHMARK |
|----------------|---|
| SS.4.FL.4.1 | Discuss that interest is the price the borrower pays for using someone else’s money. Remarks and Examples: Explain the reason why, when a person borrows \$100 to buy a new cell phone, he or she will have to pay back more than the \$100 at a future date. |
| SS.4.FL.4.2 | Identify instances when people use credit, that they receive something of value now and agree to repay the lender over time, or at some date in the future, with interest. Remarks and Examples: Identify goods and services people often purchase with the use of a loan. |

Standard 5: Financial Investing

| BENCHMARK CODE | BENCHMARK |
|----------------|---|
| SS.4.FL.5.1 | Explain that after people have saved some of their income, they must decide how to invest their savings so that it can grow over time. Remarks and Examples: Describe the difference between saving and financial investing. |
| SS.4.FL.5.2 | Explain that a financial investment is the purchase of a financial asset such as a stock with the expectation of an increase in the value of the asset and/or increase in future income. |

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| | Remarks and Examples: Explain why a stockholder may benefit if the company produces an increasingly popular product. |
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Standard 6: Protecting and Insuring

| BENCHMARK CODE | BENCHMARK |
|----------------|---|
| SS.4.FL.6.1 | Explain that risk is the chance of loss or harm. Remarks and Examples: Give examples of the risk associated with activities such as riding a bicycle, using a skateboard, or having a pet. |
| SS.4.FL.6.2 | Explain that risk from accidents and unexpected events is an unavoidable part of daily life. Remarks and Examples: Write a newspaper article on an unexpected “bad” event such as a tornado, car accident, or illness, and describe the effect the event would have on individuals and their families. |
| SS.4.FL.6.3 | Describe ways that individuals can either choose to accept risk or take steps to protect themselves by avoiding or reducing risk. Remarks and Examples: Draw a poster depicting an age-appropriate activity (e.g., owning and riding a bicycle) that illustrates how to avoid risk of harm or loss (not riding the bike) or how to reduce the chance of a bad event (riding in a safe manner) and potential harm of the bad event (wearing a bike helmet). |
| SS.4.FL.6.4 | Discuss that one method to cope with unexpected losses is to save for emergencies. Remarks and Examples: Give examples of events for which emergency savings could offset financial losses. |

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. |

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. |

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. |

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. |

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). |

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. |

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| 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. |

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. |

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. |

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. |

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. |

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. |

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. |

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. |

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. |

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. |

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. |

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. |

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. |

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. |

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| 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. |

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. |

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. |

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). |

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. |

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. |

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| 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. |

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). |

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. |

Strand: WORLD HISTORY

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. |

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. |

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. |

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| 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. |

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. |

GRADE: 7

Strand: GEOGRAPHY

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

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

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. |

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. |

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. |

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. |

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. |

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. |

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| SS.7.E.1.6 | Compare the national budget process to the personal budget process. |
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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.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. |

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. |

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. |

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. |

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. |

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. |

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. |

Standard 2: Examine the causes, course, and consequences of British settlement in the American colonies.

| BENCHMARK CODE | BENCHMARK |
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| 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. |

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 |
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| SS.8.A.3.1 | Explain the consequences of the French and Indian War in British policies for the American colonies from 1763 - 1774. |

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| 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. |

Standard 4: Demonstrate an understanding of the domestic and international causes, course, and consequences of westward expansion.

| BENCHMARK CODE | BENCHMARK |
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| SS.8.A.4.1 | Examine the causes, course, and consequences of United States westward expansion and its growing diplomatic assertiveness (War of 1812, Convention of 1818, Adams-Onís Treaty, Missouri Compromise, Monroe Doctrine, Trail of Tears, Texas annexation, Manifest Destiny, Oregon Territory, Mexican American War/Mexican Cession, California Gold Rush, Compromise of 1850, Kansas Nebraska Act, Gadsden Purchase). |
| 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. |

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| 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. |

Standard 5: Examine the causes, course, and consequence of the Civil War and Reconstruction including its effects on American peoples.

| BENCHMARK CODE | BENCHMARK |
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| 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). |

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. |

Standard 2: Understand physical and cultural characteristics of places.

| BENCHMARK CODE | BENCHMARK |
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| 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. |

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

| BENCHMARK CODE | BENCHMARK |
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| 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. |

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. |

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. |

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

| BENCHMARK CODE | BENCHMARK |
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| 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. |

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. |

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. |

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. |

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 |
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| 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. |

Standard 2: The student will demonstrate an understanding of the principles, functions, and organization of government.

| BENCHMARK CODE | BENCHMARK |
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| 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. |

Strand: FINANCIAL LITERACY**Standard 1: Earning Income**

| BENCHMARK CODE | BENCHMARK |
|-----------------------|---|
| SS.8.FL.1.1 | <p>Explain that careers are based on working at jobs in the same occupation or profession for many years. Describe the different types of education and training required by various careers.</p> <p>Remarks and Examples: Interview individuals and create a timeline that shows the education, training, and job experiences that occurred as the individuals progressed through different stages of their careers.</p> |
| SS.8.FL.1.2 | <p>Identify the many decisions people must make over a lifetime about their education, jobs, and careers that affect their incomes and job opportunities.</p> <p>Remarks and Examples: Conduct research on a specific career. Describe the education, job, or career decisions individuals in this field might make over their lifetime and explain how this could affect their incomes and job opportunities.</p> |
| SS.8.FL.1.3 | <p>Explain that getting more education and learning new job skills can increase a person's human capital and productivity.</p> <p>Remarks and Examples: Conduct research on a specific career. Describe the education, job, or career decisions individuals in this field might make over their lifetime and explain how this could affect their incomes and job opportunities.</p> |
| SS.8.FL.1.4 | <p>Examine the fact that people with less education and fewer job skills tend to earn lower incomes than people with more education and greater job skills.</p> <p>Remarks and Examples: Gather data on the average wage or salary for different jobs and explain how they differ by the level of education, job skill, or years of experience.</p> |
| SS.8.FL.1.5 | <p>Examine the fact that investment in education and training generally has a positive rate of return in terms of the income that people earn over a lifetime, with some education or training having a higher rate of return than others.</p> <p>Remarks and Examples: Using data on the lifetime earnings of workers with different levels of education, explain why adults with a college education typically earn more than adults with only a high school education.</p> |
| SS.8.FL.1.6 | <p>Identify the opportunity costs that education, training, and development of job skills have in the terms of time, effort, and money.</p> <p>Remarks and Examples: Describe the opportunity costs of attending a training course on babysitting, lifeguarding, or first aid.</p> |
| SS.8.FL.1.7 | <p>Identify that interest, dividends, and capital appreciation (gains) are forms of income earned from financial investments.</p> <p>Remarks and Examples: Find the interest rate a bank pays on a savings account.</p> |
| SS.8.FL.1.8 | <p>Discuss the fact that some people receive income support from government because they have low incomes or qualify in other ways for government assistance.</p> <p>Remarks and Examples: Look up government programs, including but not limited to, Medicaid or SNAP (Supplemental Nutrition Assistance Program) and explain the financial situation the programs are addressing.</p> |

Standard 2: Buying Goods and Services

| BENCHMARK CODE | BENCHMARK |
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| SS.8.FL.2.1 | <p>Explain why when deciding what to buy, consumers may choose to gather information from a variety of sources. Describe how the quality and usefulness of information</p> |

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| | <p>provided by sources can vary greatly from source to source. Explain that, while many sources provide valuable information, other sources provide information that is deliberately misleading.</p> <p>Remarks and Examples: Gather information for an electronic good from sources such as manufacturers' websites, retail websites, and consumer review websites. Explain what information is most helpful in making their decision. Search the Internet and print materials and identify deceptive selling practices.</p> |
| SS.8.FL.2.2 | <p>Analyze a source's incentives in providing information about a good or service, and how a consumer can better assess the quality and usefulness of the information.</p> <p>Remarks and Examples: Explain why advice from a source such as a salesperson may or may not be useful when deciding which product to buy.</p> |
| SS.8.FL.2.3 | <p>Describe the variety of payment methods people can use in order to buy goods and services.</p> <p>Remarks and Examples: Explain how they would use the following payment methods to purchase a good or service: cash, check, debit card, credit card, mobile phone, online payment, prepaid card, layaway, and rent to own.</p> |
| SS.8.FL.2.4 | <p>Examine choosing a payment method, by weighing the costs and benefits of the different payment options.</p> <p>Remarks and Examples: Choose the best payment method for the following purchases by weighing the costs and benefits of various payment options: ticket to a concert, food at a convenience store, airline ticket, cell phone bill, beverage at a middle school basketball game, and car payment.</p> |
| SS.8.FL.2.5 | <p>Discuss the fact that people may revise their budget based on unplanned expenses and changes in income.</p> <p>Remarks and Examples: Offer ways to balance a family's budget given unplanned expenses such as health care costs, car repairs, or change in income.</p> |

| Standard 3: Saving | |
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| BENCHMARK CODE | BENCHMARK |
| SS.8.FL.3.1 | <p>Explain that banks and other financial institutions loan funds received from depositors to borrowers and that part of the interest received from these loans is used to pay interest to depositors for the use of their money.</p> <p>Remarks and Examples: Draw and label a diagram showing the role that financial institutions play in channeling funds from savers to borrowers. Conduct research into the interest rate paid on savings and charged for loans by financial institutions in their community and create a classroom bulletin board summarizing their findings.</p> |
| SS.8.FL.3.2 | <p>Explain that, for the saver, an interest rate is the price a financial institution pays for using a saver's money and is normally expressed as an annual percentage of the amount saved.</p> <p>Remarks and Examples: Define an interest rate as the price paid for using someone else's money, expressed as a percentage of the amount saved.</p> |
| SS.8.FL.3.3 | <p>Discuss that interest rates paid on savings and charged on loans, like all prices, are determined in a market.</p> <p>Remarks and Examples: Explain why banks that experience an increase in the number of people who want loans may decide to pay higher interest rates on deposits.</p> |
| SS.8.FL.3.4 | <p>Explain that, when interest rates increase, people earn more on their savings and their savings grow more quickly.</p> <p>Remarks and Examples: Calculate the total amount of interest earned on two certificates of deposit—one with a higher rate of interest than the other—and explain</p> |

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| | how the certificate of deposit with the higher interest rate can help a saver reach his or her savings goal faster. |
| SS.8.FL.3.5 | Identify principal as the initial amount of money upon which interest is paid. Remarks and Examples: Differentiate between principal and interest. |
| SS.8.FL.3.6 | Identify the value of a person's savings in the future as determined by the amount saved and the interest rate. Explain why the earlier people begin to save, the more savings they will be able to accumulate, all other things equal, as a result of the power of compound interest. Remarks and Examples: Use the Rule of 72 to determine the number of years it will take for their savings to double in value. Using a formula for compound interest, calculate how much two different savers, one who starts to save at age 21 and one who starts to save at age 35, will have at retirement. |
| SS.8.FL.3.7 | Discuss the different reasons that people save money, including large purchases (such as higher education, autos, and homes), retirement, and unexpected events. Discuss how people's tastes and preferences influence their choice of how much to save and for what to save. Remarks and Examples: Write a short story comparing the savings choices of a young college graduate to those of a married couple who recently celebrated their 40th birthdays and who have two children. |
| SS.8.FL.3.8 | Explain that, to assure savers that their deposits are safe from bank failures, federal agencies guarantee depositors' savings in most commercial banks, savings banks, and savings associations up to a set limit. Remarks and Examples: Identify the Federal Deposit Insurance Corporation (FDIC) and the National Credit Union Administration (NCUA) as the government agencies responsible for insuring depositors' savings and state the limit of FDIC and NCUA coverage. Explain why the bank-run scene in the movie <i>It's a Wonderful Life</i> , for example, is less likely to occur in today's world of insured banks. |

Standard 4: Using Credit

| BENCHMARK CODE | BENCHMARK |
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| SS.8.FL.4.1 | Explain that people who apply for loans are told what the interest rate on the loan will be. An interest rate is the price of using someone else's money expressed as an annual percentage of the loan principal. Remarks and Examples: Explain that repayment of a loan includes repayment of the principal plus the interest charged. Compute the interest rate when given a principal and an amount of interest. Compute the amount of interest when given the loan principal and the interest rate. |
| SS.8.FL.4.2 | Identify a credit card purchase as a loan from the financial institution that issued the card. Explain that credit card interest rates tend to be higher than rates for other loans. In addition, financial institutions may charge significant fees related to a credit card and its use. Remarks and Examples: Examine a credit card statement and identify the interest rate and fees charged. |
| SS.8.FL.4.3 | Examine the fact that borrowers who use credit cards for purchases and who do not pay the full balance when it is due pay much higher costs for their purchases because interest is charged monthly. Explain how a credit card user can avoid interest charges by paying the entire balance within the grace period specified by the financial institution. Remarks and Examples: For an expensive good purchased using credit, find the total interest paid and the amount still owed after one year when only the minimum payment is made each month. Give advice to a friend explaining what happens to the total cost of borrowing on a credit card when only the minimum payment is made each month. |

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| SS.8.FL.4.4 | <p>Explain that lenders charge different interest rates based on the risk of nonpayment by borrowers. Describe why the higher the risk of nonpayment, the higher the interest rate charged by financial institutions, and the lower the risk of nonpayment, the lower the interest rate charged.</p> <p>Remarks and Examples: As a banker, decide for each of three potential borrowers with different credit backgrounds whether to extend credit, and if so, what the interest rate should be. Write a decision letter to the borrower justifying the banker's decision.</p> |
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Standard 5: Financial Investing

| BENCHMARK CODE | BENCHMARK |
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| SS.8.FL.5.1 | <p>Describe the differences among the different types of financial assets, including a wide variety of financial instruments such as bank deposits, stocks, bonds, and mutual funds. Explain that real estate and commodities are also often viewed as financial assets.</p> <p>Remarks and Examples: Find the prices of a variety of current possible investments.</p> |
| SS.8.FL.5.2 | <p>Calculate the amount of interest income received from depositing a certain amount of money in a bank account paying 1 percent per year and from owning a bond paying 5 percent per year in order to analyze that interest is received from money deposited in bank accounts as well as by owning a corporate or government bond or making a loan.</p> |
| SS.8.FL.5.3 | <p>Discuss that when people buy corporate stock, they are purchasing ownership shares in a business that if the business is profitable, they will expect to receive income in the form of dividends and/or from the increase in the stock's value, that the increase in the value of an asset (like a stock) is called a capital gain, and if the business is not profitable, investors could lose the money they have invested.</p> <p>Remarks and Examples: Determine the amount of dividends paid from a selected stock and how much the price of the stock has appreciated or depreciated over the year.</p> |
| SS.8.FL.5.4 | <p>Explain that the price of a financial asset is determined by the interaction of buyers and sellers in a financial market.</p> <p>Remarks and Examples: Explain why the price of a stock might change if more individuals decide to purchase the stock. Explain why the price of a stock might change if more companies issue new shares of stock to raise new investment funds.</p> |
| SS.8.FL.5.5 | <p>Explain that the rate of return earned from investments will vary according to the amount of risk and, in general, a trade-off exists between the security of an investment and its expected rate of return.</p> <p>Remarks and Examples: Compare rates of return of a variety of different investments and speculate on the amount of risk each of the investments entails.</p> |

Standard 6: Protecting and Insuring

| BENCHMARK CODE | BENCHMARK |
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| SS.8.FL.6.1 | <p>Analyze the fact that personal financial risk exists when unexpected events can damage health, income, property, wealth, or future opportunities.</p> <p>Remarks and Examples: Write a scenario describing how a storm blowing a tree onto a roof can impact a family's financial situation.</p> |
| SS.8.FL.6.2 | <p>Identify insurance as a product that allows people to pay a fee (called a premium) now to transfer the costs of a potential loss to a third party.</p> <p>Remarks and Examples: Explain why homeowners buy flood insurance for \$300 a year when the likelihood of a flood in their area is extremely low.</p> |
| SS.8.FL.6.3 | <p>Describe how a person may self-insure by accepting a risk and saving money on a regular basis to cover a potential loss.</p> |

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| | Remarks and Examples: List examples of potential events and costs against which people might self-insure. |
| SS.8.FL.6.4 | Discuss why insurance policies that guarantee higher levels of payment in the event of a loss (coverage) have higher prices. Remarks and Examples: Explain how a deductible affects the payout on an auto insurance claim, and how the individual's choice of deductible affects the price of the policy at the time it is purchased. |
| SS.8.FL.6.5 | Discuss that insurance companies charge higher premiums to cover higher-risk individuals and events because the risk of monetary loss is greater for these individuals and events. Remarks and Examples: Explain why drivers who receive repeated speeding tickets will see their insurance premiums increase. |
| SS.8.FL.6.6 | Explain that individuals can choose to accept some risk, to take steps to avoid or reduce risk, or to transfer risk to others through the purchase of insurance and that each option has different costs and benefits. Remarks and Examples: Identify ways in which an automobile driver can avoid, reduce, or transfer the risk of being in an automobile accident. Explain why people may prefer to purchase insurance against fire in their apartment, but self-insure to handle the cost of tooth cavities. |
| SS.8.FL.6.7 | Evaluate social networking sites and other online activity from the perspective of making individuals vulnerable to harm caused by identity theft or misuse of their personal information. Remarks and Examples: Identify ways that identity thieves can obtain someone's personal information. List actions an individual can take to protect personal information. |

GRADE: 912

| Strand: AMERICAN HISTORY | |
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| 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. |

Standard 2: Understand the causes, course, and consequences of the Civil War and Reconstruction and its effects on the American people.

| BENCHMARK CODE | BENCHMARK |
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| 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. |

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 |
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| 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. |

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 |
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| 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. |

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| 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. |

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. |

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. |

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| 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. |

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 |
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| 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. |

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| SS.912.A.7.9 | Examine the similarities of social movements (Native Americans, Hispanics, women, anti-war protesters) of the 1960s and 1970s. |
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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. |

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. |

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

| BENCHMARK CODE | BENCHMARK |
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| 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. |

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. |

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| 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. |

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. |

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. |

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. |

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| 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. |

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. |

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. |

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 |
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| 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. |

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.912.C.2.1 | Evaluate the constitutional provisions establishing citizenship, and assess the criteria among citizens by birth, naturalized citizens, and non-citizens. |
| SS.912.C.2.10 | Monitor current public issues in Florida. |
| SS.912.C.2.11 | Analyze public policy solutions or courses of action to resolve a local, state, or federal issue. |
| SS.912.C.2.12 | Explain the changing roles of television, radio, press, and Internet in political communication. |
| 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. |

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| 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. |

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. |

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. |

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. |

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. |

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| SS.912.W.2.8 | Describe the rise of the Ottoman Turks, the conquest of Constantinople in 1453, and the subsequent growth of the Ottoman empire under the sultanate including Mehmet the Conqueror and Suleyman the Magnificent. |
| SS.912.W.2.9 | Analyze the impact of the collapse of the Western Roman Empire on Europe. |

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. |

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. |

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| 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. |

Standard 5: Analyze the causes, events, and effects of the Enlightenment and its impact on the American, French and other Revolutions.

| BENCHMARK CODE | BENCHMARK |
|----------------|--|
| 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. |

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. |

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 antisemitism, 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. |

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, including the Zionist movement led by Theodor Herzl, and the ongoing military and political conflicts between Israel and the Arab-Muslim world. |
| SS.912.W.8.7 | 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. |

Standard 9: Identify major economic, political, social, and technological trends beginning in the 20th century.

| BENCHMARK CODE | BENCHMARK |
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| SS.912.W.9.1 | Identify major scientific figures and breakthroughs of the 20th century, and assess their impact on contemporary life. |

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| 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. |

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. |

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. |

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. |

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 | |
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| 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 | |
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| 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 | |
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| 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 | |
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| BENCHMARK CODE | BENCHMARK |
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| 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. |

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| 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 careers related to psychology. |
| SS.912.P.20.5 | Discuss ways in which psychological science addresses domestic and global issues. |
| SS.912.P.20.6 | Identify careers in psychological science that have evolved as a result of domestic and global issues. |

Standard 3: Biopsychology Domain/Biological Bases of Behavior

| BENCHMARK CODE | BENCHMARK |
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| 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. |

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| 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. |

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| 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. |

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| 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 | Identify both rights and responsibilities the individual has to the group. |
| SS.912.S.2.11 | Demonstrate democratic approaches to managing disagreements and resolving conflicts within a culture. |
| SS.912.S.2.12 | Compare and contrast ideas about citizenship and cultural participation from the past with those of the present community. |
| SS.912.S.2.2 | Explain the differences between a culture and a society. |
| SS.912.S.2.3 | Recognize the influences of genetic inheritance and culture on human behavior. |
| SS.912.S.2.4 | Give examples of subcultures and describe what makes them unique. |
| SS.912.S.2.5 | Compare social norms among various subcultures. |
| SS.912.S.2.6 | Identify the factors that promote cultural diversity within the United States. |
| SS.912.S.2.7 | Explain how various practices of the culture create differences within group behavior. |
| SS.912.S.2.8 | Compare and contrast different types of societies, such as hunting and gathering, agrarian, industrial, and post-industrial. |
| SS.912.S.2.9 | Prepare original written and oral reports and presentations on specific events, people or historical eras. |

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

| BENCHMARK CODE | BENCHMARK |
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| 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. |

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| SS.912.S.3.3 | Examine and analyze various points of view relating to historical and current events. |
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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 | Identify both rights and responsibilities the individual has to primary and secondary groups. |
| SS.912.S.5.11 | Demonstrate democratic approaches to managing disagreements and solving conflicts within a social institution. |
| SS.912.S.5.12 | Explain how roles and role expectations can lead to role conflict. |
| 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 | Conduct research and analysis on an issue associated with social structure or social institutions. |

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 | Propose a plan to improve a social structure, and design the means needed to implement the change. |
| SS.912.S.6.11 | Cite examples of the use of technology in social research. |
| SS.912.S.6.12 | Evaluate a current issue that has resulted from scientific discoveries and/or technological innovations. |
| SS.912.S.6.2 | Examine various social influences that can lead to immediate and long-term changes. |
| 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. |
| SS.912.S.7.7 | Survey local agencies involved in addressing social problems to determine the extent of the problems in the local community. |
| SS.912.S.7.8 | Design and carry out school- and community-based projects to address a local aspect of a social problem. |

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

| BENCHMARK CODE | BENCHMARK |
|-----------------------|--|
| SS.912.S.8.1 | Describe traditions, roles, and expectations necessary for a community to continue. |
| SS.912.S.8.10 | Investigate how incorrect communications, such as rumors or gossip, can influence group behavior. |
| 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. |

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| SS.912.S.8.8 | Discuss both the benefits and social costs of collective behavior in society. |
| SS.912.S.8.9 | Identify a community social problem and discuss appropriate actions to address the problem. |

Strand: FINANCIAL LITERACY

Standard 1: Earning Income

| BENCHMARK CODE | BENCHMARK |
|----------------|--|
| SS.912.FL.1.1 | <p>Discuss that people choose jobs or careers for which they are qualified based on non-income factors, such as job satisfaction, independence, risk, family, or location.</p> <p>Remarks and Examples: Identify non-income factors that influence career or job choice by interviewing three individuals who work at different jobs.</p> |
| SS.912.FL.1.2 | <p>Explain that people vary in their willingness to obtain more education or training because these decisions involve incurring immediate costs to obtain possible future benefits. Describe how discounting the future benefits of education and training may lead some people to pass up potentially high rates of return that more education and training may offer.</p> <p>Remarks and Examples: Explain how people's willingness to wait or plan for the future affects their decision to get more education or job training in a dynamic and changing labor market. Speculate how a high school student might assess the future benefits of going to college, and describe how that assessment will affect the student's decision to attend college.</p> |
| SS.912.FL.1.3 | <p>Evaluate ways people can make more informed education, job, or career decisions by evaluating the benefits and costs of different choices.</p> <p>Remarks and Examples: Compare the benefits and costs of a college education to those of a technical school. Compare the unemployment rates of workers with different levels of education.</p> |
| SS.912.FL.1.4 | <p>Analyze the reasons why the wage or salary paid to workers in jobs is usually determined by the labor market and that businesses are generally willing to pay more productive workers higher wages or salaries than less productive workers.</p> <p>Remarks and Examples: Explain why wages or salaries vary among workers in different types of jobs and among workers in the same jobs. Discuss why the productivity of workers is important to businesses.</p> |
| SS.912.FL.1.5 | <p>Discuss reasons why changes in economic conditions or the labor market can cause changes in a worker's income or may cause unemployment.</p> <p>Remarks and Examples: Explain how an increase in the demand for mobile applications might impact the wages paid to software developers. Explain the effects of a recession on the unemployment rate.</p> |
| SS.912.FL.1.6 | <p>Explain that taxes are paid to federal, state, and local governments to fund government goods and services and transfer payments from government to individuals and that the major types of taxes are income taxes, payroll (Social Security) taxes, property taxes, and sales taxes.</p> <p>Remarks and Examples: Calculate the amount of taxes a person is likely to pay when given information or data about the person's sources of income and amount of spending. Identify which level of government receives the tax revenue for a particular tax and describe what is done with the tax revenue.</p> |
| SS.912.FL.1.7 | <p>Discuss how people's sources of income, amount of income, as well as the amount and type of spending affect the types and amounts of taxes paid.</p> |

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| | Remarks and Examples: Investigate the tax rates on different sources of income and on different types of goods that are purchased. |
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Standard 2: Buying Goods and Services

| BENCHMARK CODE | BENCHMARK |
|----------------|---|
| SS.912.FL.2.1 | <p>Compare consumer decisions as they are influenced by the price of a good or service, the price of alternatives, and the consumer's income as well as his or her preferences.</p> <p>Remarks and Examples: Write scenarios explaining how an individual's decision to buy athletic shoes may have been influenced by various factors.</p> |
| SS.912.FL.2.2 | <p>Analyze situations in which when people consume goods and services, their consumption can have positive and negative effects on others.</p> <p>Remarks and Examples: Explain the positive or negative impacts of an activity such as smoking cigarettes or attending school, etc., might have on other individuals and the community.</p> |
| SS.912.FL.2.3 | <p>Discuss that when buying a good, consumers may consider various aspects of the product including the product's features. Explain why for goods that last for a longer period of time, the consumer should consider the product's durability and maintenance costs.</p> <p>Remarks and Examples: Explain the factors that a consumer who is buying an automobile should consider before making a choice.</p> |
| SS.912.FL.2.4 | <p>Describe ways that consumers may be influenced by how the price of a good is expressed.</p> <p>Remarks and Examples: Write a paragraph explaining why a store might advertise the price of a flat screen TV expressed as an amount per day or week rather than the actual full price. List different ways retailers use to express the prices</p> |
| SS.912.FL.2.5 | <p>Discuss ways people incur costs and realize benefits when searching for information related to their purchases of goods and services and describe how the amount of information people should gather depends on the benefits and costs of the information.</p> <p>Remarks and Examples: Write a newspaper column, "Tips for Consumers," explaining why searching for information may be more important when purchasing expensive, durable goods and services than for inexpensive and nondurable products. Include an explanation of how impulse buying can be avoided by sleeping on a decision before making a big purchase.</p> |
| SS.912.FL.2.6 | <p>Explain that people may choose to donate money to charitable organizations and other not-for-profits because they gain satisfaction from donating.</p> <p>Remarks and Examples: Brainstorm a list of charitable organizations that are operating in the students' community. For each organization, list a possible reason that a donor might want to give to that charitable organization.</p> |
| SS.912.FL.2.7 | <p>Examine governments establishing laws and institutions to provide consumers with information about goods or services being purchased and to protect consumers from fraud.</p> <p>Remarks and Examples: Draft a complaint letter to an appropriate firm or agency about a problem the consumer has encountered with a purchase.</p> |

Standard 3: Saving

| BENCHMARK CODE | BENCHMARK |
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| SS.912.FL.3.1 | Discuss the reasons why some people have a tendency to be impatient and choose immediate spending over saving for the future. |

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| | Remarks and Examples: Identify instances in their lives where they decided to buy something immediately and then wished they had instead saved the money for future purchases. |
| SS.912.FL.3.2 | Examine the ideas that inflation reduces the value of money, including savings, that the real interest rate expresses the rate of return on savings, taking into account the effect of inflation and that the real interest rate is calculated as the nominal interest rate minus the rate of inflation. Remarks and Examples: Explain why savers expect a higher nominal interest rate when inflation is expected to be high. |
| SS.912.FL.3.3 | Compare the difference between the nominal interest rate which tells savers how the dollar value of their savings or investments will grow, and the real interest rate which tells savers how the purchasing power of their savings or investments will grow. Remarks and Examples: Given the nominal interest rate and the rate of inflation over the course of one year, explain what will happen to the purchasing power of savings. |
| SS.912.FL.3.4 | Describe ways that money received (or paid) in the future can be compared to money held today by discounting the future value based on the rate of interest. Remarks and Examples: Use spreadsheet software to calculate the amount a 10-year-old would need to save today in order to pay for one year of college tuition eight years from now. |
| SS.912.FL.3.5 | Explain ways that government agencies supervise and regulate financial institutions to help protect the safety, soundness, and legal compliance of the nation's banking and financial system. Remarks and Examples: Explain the role that government agencies charged with regulating financial institutions play in helping to protect the safety, soundness, and legal compliance of the nation's banking system. These agencies include the Federal Reserve System, the Office of the Comptroller of the Currency, the Consumer Financial Protection Bureau, the FDIC, and state banking departments. |
| SS.912.FL.3.6 | Describe government policies that create incentives and disincentives for people to save. Remarks and Examples: Explain why traditional IRAs (individual retirement accounts), Roth IRAs, and educational savings accounts provide incentives for people to save. |
| SS.912.FL.3.7 | Explain how employer benefit programs create incentives and disincentives to save and how an employee's decision to save can depend on how the alternatives are presented by the employer. Remarks and Examples: Explain why matches of retirement savings by employers substantially change the incentives for employees to save. Explain why having employees "opt out" of savings programs results in a higher level of saving than having them "opt in." |

Standard 4: Using Credit

| BENCHMARK CODE | BENCHMARK |
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| SS.912.FL.4.1 | Discuss ways that consumers can compare the cost of credit by using the annual percentage rate (APR), initial fees charged, and fees charged for late payment or missed payments. Remarks and Examples: Use the APR, initial fees, late fees, nonpayment fees, and other relevant information to compare the cost of credit from various sources for the purchase of a product. |
| SS.912.FL.4.10 | Analyze the fact that, in extreme cases, bankruptcy may be an option for consumers who are unable to repay debt, and although bankruptcy provides some benefits, filing for bankruptcy also entails considerable costs, including having notice of the bankruptcy appear on a consumer's credit report for up to 10 years. |

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| | <p>Remarks and Examples: Investigate the costs of bankruptcy by examining the bankruptcy laws in Florida.</p> |
| SS.912.FL.4.11 | <p>Explain that people often apply for a mortgage to purchase a home and identify a mortgage is a type of loan that is secured by real estate property as collateral.</p> <p>Remarks and Examples: Predict what might happen should a homeowner fail to make his or her mortgage payments.</p> |
| SS.912.FL.4.12 | <p>Discuss that consumers who use credit should be aware of laws that are in place to protect them and that these include requirements to provide full disclosure of credit terms such as APR and fees, as well as protection against discrimination and abusive marketing or collection practices.</p> <p>Remarks and Examples: Explain why it is important that consumers have full information about loans. Explain the information on a credit disclosure statement.</p> |
| SS.912.FL.4.13 | <p>Explain that consumers are entitled to a free copy of their credit report annually so that they can verify that no errors were made that might increase their cost of credit.</p> <p>Remarks and Examples: Explain why it is important to check the accuracy of the information recorded on a credit report and know what steps to take to correct errors on credit reports.</p> |
| SS.912.FL.4.2 | <p>Discuss that banks and financial institutions sometimes compete by offering credit at low introductory rates, which increase after a set period of time or when the borrower misses a payment or makes a late payment.</p> <p>Remarks and Examples: Explain why a bank may offer low-rate introductory credit offers.</p> |
| SS.912.FL.4.3 | <p>Explain that loans can be unsecured or secured with collateral, that collateral is a piece of property that can be sold by the lender to recover all or part of a loan if the borrower fails to repay. Explain why secured loans are viewed as having less risk and why lenders charge a lower interest rate than they charge for unsecured loans.</p> |
| SS.912.FL.4.4 | <p>Describe why people often make a cash payment to the seller of a good—called a down payment—in order to reduce the amount they need to borrow. Describe why lenders may consider loans made with a down payment to have less risk because the down payment gives the borrower some equity or ownership right away and why these loans may carry a lower interest rate.</p> <p>Remarks and Examples: Explain how a down payment reduces the total amount financed and why this reduces the monthly payment and/or the length of the loan. Explain why a borrower who has made a down payment has an incentive to repay a loan or make payments on time.</p> |
| SS.912.FL.4.5 | <p>Explain that lenders make credit decisions based in part on consumer payment history. Credit bureaus record borrowers' credit and payment histories and provide that information to lenders in credit reports.</p> <p>Remarks and Examples: List factors from an individual's credit history or credit application that may cause a lender to deny credit. Explain what credit bureaus do.</p> |
| SS.912.FL.4.6 | <p>Discuss that lenders can pay to receive a borrower's credit score from a credit bureau and that a credit score is a number based on information in a credit report and assesses a person's credit risk.</p> <p>Remarks and Examples: Explain the concept of a credit score and what it indicates about a borrower. Explain why certain factors, such as having many credit cards with large lines of credit and large balances, might hurt a credit score.</p> |
| SS.912.FL.4.7 | <p>Describe that, in addition to assessing a person's credit risk, credit reports and scores may be requested and used by employers in hiring decisions, landlords in deciding whether to rent apartments, and insurance companies in charging premiums.</p> <p>Remarks and Examples: Provide two examples of how having a good credit score can benefit a person financially. Explain why employers find it useful to hire someone with a better credit score.</p> |

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| SS.912.FL.4.8 | <p>Examine the fact that failure to repay a loan has significant consequences for borrowers such as negative entries on their credit report, repossession of property (collateral), garnishment of wages, and the inability to obtain loans in the future.</p> <p>Remarks and Examples: Write a scenario about the future opportunities a person can lose by failing to repay loans as agreed.</p> |
| SS.912.FL.4.9 | <p>Explain that consumers who have difficulty repaying debt can seek assistance through credit counseling services and by negotiating directly with creditors.</p> <p>Explain that consumers who have difficulty repaying debt can seek assistance through credit counseling services and by negotiating directly with creditors.</p> <p>Remarks and Examples: Identify the costs and benefits associated with using different credit counseling services.</p> |

Standard 5: Financial Investing

| BENCHMARK CODE | BENCHMARK |
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| SS.912.FL.5.1 | <p>Compare the ways that federal, state, and local tax rates vary on different types of investments. Describe the taxes effect on the after-tax rate of return of an investment.</p> <p>Remarks and Examples: Given tax rates and inflation rates, calculate the real, after-tax rates of return for groups of stocks and bonds.</p> |
| SS.912.FL.5.10 | <p>Explain that people vary in their willingness to take risks because the willingness to take risks depends on factors such as personality, income, and family situation.</p> <p>Remarks and Examples: Explain how the portfolio of a retiree might differ from that of a young, single person.</p> |
| SS.912.FL.5.11 | <p>Describe why an economic role for a government may exist if individuals do not have complete information about the nature of alternative investments or access to competitive financial markets.</p> <p>Remarks and Examples: Explain why it is important for individuals to have accurate information about a company's sales and profits when investing in that company.</p> |
| SS.912.FL.5.12 | <p>Compare the Securities and Exchange Commission (SEC), the Federal Reserve, and other government agencies that regulate financial markets.</p> <p>Remarks and Examples: Conduct research to learn about the SEC or the Federal Reserve and identify their roles in regulating financial markets.</p> |
| SS.912.FL.5.2 | <p>Explain how the expenses of buying, selling, and holding financial assets decrease the rate of return from an investment.</p> <p>Remarks and Examples: Identify and compare the administrative costs of several mutual funds and estimate the differences in the total amount accumulated after 10 years for each mutual fund, assuming identical market performance.</p> |
| SS.912.FL.5.3 | <p>Discuss that buyers and sellers in financial markets determine prices of financial assets and therefore influence the rates of return on those assets.</p> <p>Remarks and Examples: Predict what will happen to the price and rate of return on a bond if buyers believe that the bond has increased in risk.</p> |
| SS.912.FL.5.4 | <p>Explain that an investment with greater risk than another investment will commonly have a lower market price, and therefore a higher rate of return, than the other investment.</p> <p>Remarks and Examples: Explain why the expected rate of return on a "blue chip" stock is likely to be lower than that of an Internet start-up company.</p> |
| SS.912.FL.5.5 | <p>Explain that shorter-term investments will likely have lower rates of return than longer-term investments.</p> |

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| | Remarks and Examples: Explain how markets will determine the rates of return for two bonds if one is a long-term bond and the other a short-term bond, assuming each bond pays the same rate of interest. |
| SS.912.FL.5.6 | Describe how diversifying investments in different types of financial assets can lower investment risk. Remarks and Examples: Compare the risk faced by two investors, both of whom own two businesses on a beach. One investor owns a suntan lotion business and a rain umbrella business. The other investor owns two suntan lotion businesses. Explain why a financial advisor might encourage a client to include stocks, bonds, and real estate assets in his or her portfolio. |
| SS.912.FL.5.7 | Describe how financial markets adjust to new financial news and that prices in those markets reflect what is known about those financial assets. Remarks and Examples: Explain how prices of financial investments can adjust when given specific news about a company's or industry's future profitability. |
| SS.912.FL.5.8 | Discuss ways that the prices of financial assets are affected by interest rates and explain that the prices of financial assets are also affected by changes in domestic and international economic conditions, monetary policy, and fiscal policy. Remarks and Examples: Give an example of a change in interest rates affecting the current value of a financial asset that pays returns in the future. Explain why the current value increases when interest rates fall. Explain how a change in economic growth might change the value of a stock held by an investor. |
| SS.912.FL.5.9 | Examine why investors should be aware of tendencies that people have that may result in poor choices, which may include avoiding selling assets at a loss because they weigh losses more than they weigh gains and investing in financial assets with which they are familiar, such as their own employer's stock or domestic rather than international stocks. Remarks and Examples: Explain why investors may sell stocks that have gained in value, but hold ones that have lost value. Explain why this may not make sense. Identify an example of why an investor may have a bias toward familiar investments and why this may or may not be a rational decision. |

| Standard 6: Protecting and Insuring | |
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| BENCHMARK CODE | BENCHMARK |
| SS.912.FL.6.1 | Describe how individuals vary with respect to their willingness to accept risk and why most people are willing to pay a small cost now if it means they can avoid a possible larger loss later. Remarks and Examples: Discuss whether or not a premium paid to insure against an accident that never happens is wasted. |
| SS.912.FL.6.10 | Compare federal and state regulations that provide some remedies and assistance for victims of identity theft. Remarks and Examples: Describe problems that can occur when an individual is a victim of identity theft. Give specific examples of how online transactions, online banking, email scams, and telemarketing calls can make consumers vulnerable to identity theft. Describe the conditions under which individuals should and should not disclose their Social Security number, account numbers, or other sensitive personal information. |
| SS.912.FL.6.2 | Analyze how judgment regarding risky events is subject to errors because people tend to overestimate the probability of infrequent events, often because they've heard of or seen a recent example. Remarks and Examples: Discuss how an extended warranty on a consumer product is like insurance. Evaluate the cost-effectiveness of extended warranties on three |

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| | <p>consumer products: a new automobile, a smart phone, and a dishwasher, considering the likelihood that the product will fail, the cost of replacing the item, and the price of the warranty.</p> |
| SS.912.FL.6.3 | <p>Describe why people choose different amounts of insurance coverage based on their willingness to accept risk, as well as their occupation, lifestyle, age, financial profile, and the price of insurance.</p> <p>Remarks and Examples: Given hypothetical profiles for three types of individuals who differ with respect to occupation, age, lifestyle, marital status, and financial profile, assess the types and levels of personal financial risk faced by each and make recommendations for appropriate insurance.</p> |
| SS.912.FL.6.4 | <p>Explain that people may be required by governments or by certain types of contracts (e.g., home mortgages) to purchase some types of insurance.</p> <p>Remarks and Examples: Explain why homeowners insurance is required by a lender when a homeowner takes out a mortgage. Investigate Florida's regulations regarding the amount of auto insurance that drivers are required to purchase as well as federal health insurance regulations.</p> |
| SS.912.FL.6.5 | <p>Describe how an insurance contract can increase the probability or size of a potential loss because having the insurance results in the person taking more risks, and that policy features such as deductibles and copayments are cost-sharing features that encourage the policyholder to take steps to reduce the potential size of a loss (claim).</p> <p>Remarks and Examples: Given an accident scenario, calculate the amount that would be paid on an insurance claim after applying exclusions and deductibles.</p> |
| SS.912.FL.6.6 | <p>Explain that people can lower insurance premiums by behaving in ways that show they pose a lower risk.</p> <p>Remarks and Examples: Explain why taking a safe-driving course can lower an auto insurance premium and why not smoking can lower the health insurance premium.</p> |
| SS.912.FL.6.7 | <p>Compare the purposes of various types of insurance, including that health insurance provides for funds to pay for health care in the event of illness and may also pay for the cost of preventative care; disability insurance is income insurance that provides funds to replace income lost while an individual is ill or injured and unable to work; property and casualty insurance pays for damage or loss to the insured's property; life insurance benefits are paid to the insured's beneficiaries in the event of the policyholder's death.</p> <p>Remarks and Examples: Compare the coverage and costs of hypothetical plans for a set of scenarios for various types of insurance.</p> |
| SS.912.FL.6.8 | <p>Discuss the fact that, in addition to privately purchased insurance, some government benefit programs provide a social safety net to protect individuals from economic hardship created by unexpected events.</p> <p>Remarks and Examples: Describe examples of government transfer programs that compensate for unexpected losses, including Social Security Disability benefits, Medicare, Medicaid, unemployment insurance, and workers' compensation</p> |
| SS.912.FL.6.9 | <p>Explain that loss of assets, wealth, and future opportunities can occur if an individual's personal information is obtained by others through identity theft and then used fraudulently, and that by managing their personal information and choosing the environment in which it is revealed, individuals can accept, reduce, and insure against the risk of loss due to identity theft.</p> <p>Remarks and Examples: Describe problems that can occur when an individual is a victim of identity theft. Give specific examples of how online transactions, online banking, email scams, and telemarketing calls can make consumers vulnerable to identity theft. Describe the conditions under which individuals should and should not disclose their Social Security number, account numbers, or other sensitive personal information.</p> |