



Social Studies Standards

GRADE: K

Strand: AMERICAN HISTORY

Standard 1: Historical Inquiry and Analysis

Access Point for Students with Significant Cognitive Disabilities

<i>Independent</i>	<i>Supported</i>	<i>Participatory</i>
SS.K.A.1.In.a Sequence three events using a simple timeline, such as events in the school day and at home. <u>Date Adopted or Revised:</u> 12/08	SS.K.A.1.Su.a Sequence two events in the school day to show which comes first. <u>Date Adopted or Revised:</u> 12/08	SS.K.A.1.Pa.a Recognize the next step in a sequenced activity. <u>Date Adopted or Revised:</u> 12/08
SS.K.A.1.In.b Examine primary sources, such as photographs or paintings of a famous person. <u>Date Adopted or Revised:</u> 12/08	SS.K.A.1.Su.b Examine a primary source, such as a photograph. <u>Date Adopted or Revised:</u> 12/08	SS.K.A.1.Pa.b Associate a photograph or object with a person or event. <u>Date Adopted or Revised:</u> 12/08

Standard 2: Historical Knowledge

Access Point for Students with Significant Cognitive Disabilities

<i>Independent</i>	<i>Supported</i>	<i>Participatory</i>
SS.K.A.2.In.a Recognize items from the present and the past, such as clothing and transportation. <u>Date Adopted or Revised:</u> 12/08	SS.K.A.2.Su.a Recognize clothing from the present and the past. <u>Date Adopted or Revised:</u> 12/08	SS.K.A.2.Pa.a Recognize a family member. <u>Date Adopted or Revised:</u> 12/08
SS.K.A.2.In.b Recognize that national holidays and celebrations honor people or events, such as Thanksgiving, Memorial Day, or birthdays. <u>Date Adopted or Revised:</u> 12/08	SS.K.A.2.Su.b Recognize a national holiday or celebration, such as Thanksgiving or birthdays. <u>Date Adopted or Revised:</u> 12/08	SS.K.A.2.Pa.b Associate a celebration with an event, such as a birthday or holiday. <u>Date Adopted or Revised:</u> 12/08

<p>SS.K.A.2.In.c Recognize that national holidays and celebrations honor people or events, such as Thanksgiving, Memorial Day, or birthdays. <u>Date Adopted or Revised:</u> 12/08</p> <p>SS.K.A.2.In.d Identify an act of bravery or honesty in stories about someone from the past, such as George Washington. <u>Date Adopted or Revised:</u> 12/08</p> <p>SS.K.A.2.In.e Recognize United States symbols, such as the American flag and bald eagle. <u>Date Adopted or Revised:</u> 12/08</p>	<p>SS.K.A.2.Su.c Recognize a national holiday or celebration, such as Thanksgiving or birthdays. <u>Date Adopted or Revised:</u> 12/08</p> <p>SS.K.A.2.Su.d Recognize a person who showed bravery in stories about the past. <u>Date Adopted or Revised:</u> 12/08</p> <p>SS.K.A.2.Su.e Recognize a United States symbol, such as the American flag or bald eagle. <u>Date Adopted or Revised:</u> 12/08</p>	<p>SS.K.A.2.Pa.c Associate a celebration with an event, such as a birthday or holiday. <u>Date Adopted or Revised:</u> 12/08</p> <p>SS.K.A.2.Pa.d Recognize a person in a story. <u>Date Adopted or Revised:</u> 12/08</p> <p>SS.K.A.2.Pa.e Recognize a patriotic song. <u>Date Adopted or Revised:</u> 12/08</p>
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Standard 3: Chronological Thinking		
Access Point for Students with Significant Cognitive Disabilities		
Independent	Supported	Participatory
<p>SS.K.A.3.In.a Identify concepts of time using words, such as before, after, morning, afternoon, day, and night. <u>Date Adopted or Revised:</u> 12/08</p> <p>SS.K.A.3.In.b Identify that the numbers on a calendar represent the date of the month. <u>Date Adopted or Revised:</u> 12/08</p>	<p>SS.K.A.3.Su.a Recognize events that occur in the day and the night, such as going to school in the day or sleeping at night. <u>Date Adopted or Revised:</u> 12/08</p> <p>SS.K.A.3.Su.b Recognize a calendar. <u>Date Adopted or Revised:</u> 12/08</p>	<p>SS.K.A.3.Pa.a Associate daytime with a common activity, such as getting dressed. <u>Date Adopted or Revised:</u> 12/08</p> <p>SS.K.A.3.Pa.b Associate an object or picture with a daily event, such as story time. <u>Date Adopted or Revised:</u> 12/08</p>

Strand: GEOGRAPHY		
Standard 1: The World in Spatial Terms		
Access Point for Students with Significant Cognitive Disabilities		
Independent	Supported	Participatory

<p>SS.K.G.1.In.a Identify the relative location of an object by using positional words, such as up/down and top/bottom. <u>Date Adopted or Revised:</u> 12/08</p>	<p>SS.K.G.1.Su.a Identify the relative location of an object as up or down. <u>Date Adopted or Revised:</u> 12/08</p>	<p>SS.K.G.1.Pa.a Recognize the location of an object or person. <u>Date Adopted or Revised:</u> 12/08</p>
<p>SS.K.G.1.In.b Recognize a map as a drawing of a place. <u>Date Adopted or Revised:</u> 12/08</p>	<p>SS.K.G.1.Su.b Recognize a picture of a location. <u>Date Adopted or Revised:</u> 12/08</p>	<p>SS.K.G.1.Pa.b Associate a picture with a place. <u>Date Adopted or Revised:</u> 12/08</p>
<p>SS.K.G.1.In.c Recognize selected cardinal directions on a map. <u>Date Adopted or Revised:</u> 12/08</p>	<p>SS.K.G.1.Su.c Recognize directions in which objects and people move. <u>Date Adopted or Revised:</u> 12/08</p>	<p>SS.K.G.1.Pa.c Track movement in different directions. <u>Date Adopted or Revised:</u> 12/08</p>
<p>SS.K.G.1.In.d Recognize a water feature on a map or globe. <u>Date Adopted or Revised:</u> 12/08</p>	<p>SS.K.G.1.Su.d Recognize a water feature in a picture of a location. <u>Date Adopted or Revised:</u> 12/08</p>	<p>SS.K.G.1.Pa.d Associate a picture with a place. <u>Date Adopted or Revised:</u> 12/08</p>

Standard 2: Places and Regions

Access Point for Students with Significant Cognitive Disabilities

Independent	Supported	Participatory
<p>SS.K.G.2.In.a Identify a place in the classroom or school. <u>Date Adopted or Revised:</u> 12/08</p>	<p>SS.K.G.2.Su.a Recognize a place in the classroom or school. <u>Date Adopted or Revised:</u> 12/08</p>	<p>SS.K.G.2.Pa.a Associate a place with a person or activity in the classroom or school. <u>Date Adopted or Revised:</u> 12/08</p>
<p>SS.K.G.2.In.b Identify features of own home, such as home is where I live and it is on a street. <u>Date Adopted or Revised:</u> 12/08</p>	<p>SS.K.G.2.Su.b Recognize a feature of own home, such as home is where I live. <u>Date Adopted or Revised:</u> 12/08</p>	<p>SS.K.G.2.Pa.b Associate own home with a person or object. <u>Date Adopted or Revised:</u> 12/08</p>

Standard 3: Physical System

Access Point for Students with Significant Cognitive Disabilities

Independent	Supported	Participatory
SS.K.G.3.In.a Recognize basic landforms,	SS.K.G.3.Su.a Recognize a basic	SS.K.G.3.Pa.a Associate land

<p>such as hills and forests. <u>Date Adopted or Revised:</u> 12/08</p>	<p>landform, such as hills or forests. <u>Date Adopted or Revised:</u> 12/08</p>	<p>with grass, dirt, or trees. <u>Date Adopted or Revised:</u> 12/08</p>
<p>SS.K.G.3.In.b Recognize basic bodies of water in the local environment, such as a river and lake. <u>Date Adopted or Revised:</u> 12/08</p>	<p>SS.K.G.3.Su.b Recognize a basic body of water in the local environment. <u>Date Adopted or Revised:</u> 12/08</p>	<p>SS.K.G.3.Pa.b Recognize water in the environment. <u>Date Adopted or Revised:</u> 12/08</p>
<p>SS.K.G.3.In.c Recognize types of weather and a way weather affects people. <u>Date Adopted or Revised:</u> 12/08</p>	<p>SS.K.G.3.Su.c Recognize a type of weather and a way weather affects people. <u>Date Adopted or Revised:</u> 12/08</p>	<p>SS.K.G.3.Pa.c Associate a type of weather with its effect on people. <u>Date Adopted or Revised:</u> 12/08</p>

Strand: ECONOMICS

Standard 1: Beginning Economics

Access Point for Students with Significant Cognitive Disabilities

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

Strand: CIVICS AND GOVERNMENT

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

Access Point for Students with Significant Cognitive Disabilities

<i>Independent</i>	<i>Supported</i>	<i>Participatory</i>
<p>SS.K.C.1.In.a Identify a classroom rule. <u>Date Adopted or Revised:</u> 12/08</p>	<p>SS.K.C.1.Su.a Recognize a classroom rule. <u>Date Adopted or Revised:</u> 12/08</p>	<p>SS.K.C.1.Pa.a Associate a simple rule with a behavior in the classroom. <u>Date Adopted or Revised:</u> 12/08</p>
<p>SS.K.C.1.In.b Identify reasons for having rules at home and in the classroom. <u>Date Adopted or Revised:</u> 12/08</p>	<p>SS.K.C.1.Su.b Recognize reasons for having rules at home and in the classroom. <u>Date Adopted or Revised:</u> 12/08</p>	<p>SS.K.C.1.Pa.b Associate a simple rule with a behavior in the classroom. <u>Date Adopted or Revised:</u> 12/08</p>

Standard 2: Civic and Political Participation

Access Point for Students with Significant Cognitive Disabilities

<i>Independent</i>	<i>Supported</i>	<i>Participatory</i>
<p>SS.K.C.2.In.a Demonstrate characteristics of being a good citizen in the classroom, such as taking turns, sharing, and following rules. <u>Date Adopted or Revised:</u> 12/08</p>	<p>SS.K.C.2.Su.a Demonstrate selected characteristics of being a good citizen in the classroom, such as taking turns and sharing. <u>Date Adopted or Revised:</u> 12/08</p>	<p>SS.K.C.2.Pa.a Demonstrate a characteristic of being a good citizen, such as cooperating in the classroom. <u>Date Adopted or Revised:</u> 12/08</p>
<p>SS.K.C.2.In.b Identify ways that friends avoid conflicts by being good citizens, such as by sharing and taking turns. <u>Date Adopted or Revised:</u> 12/08</p>	<p>SS.K.C.2.Su.b Recognize a way to avoid conflicts with friends, such as by sharing. <u>Date Adopted or Revised:</u> 12/08</p>	<p>SS.K.C.2.Pa.b Demonstrate a characteristic of being a good citizen, such as cooperating in the classroom. <u>Date Adopted or Revised:</u> 12/08</p>
<p>SS.K.C.2.In.c Identify fair ways to make a decision, such as listening to other opinions or voting. <u>Date Adopted or Revised:</u> 12/08</p>	<p>SS.K.C.2.Su.c Recognize a fair way to make a decision, such as raising hands or taking turns. <u>Date Adopted or Revised:</u> 12/08</p>	<p>SS.K.C.2.Pa.c Associate making decisions with choices. <u>Date Adopted or Revised:</u> 12/08</p>

Strand: AMERICAN HISTORY

Standard 1: Historical Inquiry and Analysis

Access Point for Students with Significant Cognitive Disabilities

<i>Independent</i>	<i>Supported</i>	<i>Participatory</i>
<p>SS.1.A.1.In.a Identify a primary source, such as pictures or artifacts. <u>Date Adopted or Revised:</u> 12/08</p>	<p>SS.1.A.1.Su.a Recognize a primary source, such as pictures or artifacts. <u>Date Adopted or Revised:</u> 12/08</p>	<p>SS.1.A.1.Pa.a Recognize an object or photograph related to a person or event. <u>Date Adopted or Revised:</u> 12/08</p>
<p>SS.1.A.1.In.b Locate information in pictures or print about a historical topic. <u>Date Adopted or Revised:</u> 12/08</p>	<p>SS.1.A.1.Su.b Use pictures to answer a question about a historical topic. <u>Date Adopted or Revised:</u> 12/08</p>	<p>SS.1.A.1.Pa.b Recognize a person as a source of information. <u>Date Adopted or Revised:</u> 12/08</p>

Standard 2: Historical Knowledge

Access Point for Students with Significant Cognitive Disabilities

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

SS.1.A.2.In.e Identify events or characters in a story that are not real (fiction), such as Pecos Bill riding a tornado. <u>Date Adopted or Revised:</u> 12/08	SS.1.A.2.Su.e Recognize a character in a story that is not real (fiction), such as Babe the Blue Ox. <u>Date Adopted or Revised:</u> 12/08	SS.1.A.2.Pa.e Recognize a character in a story that is not real. <u>Date Adopted or Revised:</u> 12/08
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Standard 3: Chronological Thinking		
Access Point for Students with Significant Cognitive Disabilities		
<i>Independent</i>	<i>Supported</i>	<i>Participatory</i>
SS.1.A.3.In.a Identify concepts of time, including yesterday, today, and tomorrow. <u>Date Adopted or Revised:</u> 12/08	SS.1.A.3.Su.a Recognize concepts of time, including morning and afternoon, related to school activities. <u>Date Adopted or Revised:</u> 12/08	SS.1.A.3.Pa.a Associate morning with a common school activity, such as circle time. <u>Date Adopted or Revised:</u> 12/08
SS.1.A.3.In.b Sequence three events in a student's life using photographs or pictures on a timeline. <u>Date Adopted or Revised:</u> 12/08	SS.1.A.3.Su.b Sequence two events in a student's life using photographs or pictures. <u>Date Adopted or Revised:</u> 12/08	SS.1.A.3.Pa.b Recognize one activity that comes next on a classroom daily schedule. <u>Date Adopted or Revised:</u> 12/08

Strand: GEOGRAPHY		
Standard 1: The World in Spatial Terms		
Access Point for Students with Significant Cognitive Disabilities		
<i>Independent</i>	<i>Supported</i>	<i>Participatory</i>
SS.1.G.1.In.a Identify a map of the local community or Florida. <u>Date Adopted or Revised:</u> 12/08	SS.1.G.1.Su.a Recognize a pictorial map of the local community or Florida. <u>Date Adopted or Revised:</u> 12/08	SS.1.G.1.Pa.a Recognize a drawing of home or school. <u>Date Adopted or Revised:</u> 12/08
SS.1.G.1.In.b Recognize elements in a key/legend on a simple map or drawing of a location, such as pictures and symbols. <u>Date Adopted or Revised:</u> 12/08	SS.1.G.1.Su.b Recognize an element in a key/legend on a pictorial map or drawing of a location, such as pictures or symbols. <u>Date Adopted or Revised:</u> 12/08	SS.1.G.1.Pa.b Associate an object, picture, or symbol with a location. <u>Date Adopted or Revised:</u> 12/08
SS.1.G.1.In.c Construct a simple map using map symbols.	SS.1.G.1.Su.c Complete a pictorial map using pictures or symbols for	SS.1.G.1.Pa.c Associate an object, picture, or symbol with a location.

<p><u>Date Adopted or Revised:</u> 12/08</p> <p>SS.1.G.1.In.d Identify land and water on a map and globe, such as by using the color key—blue is water, and green/brown is land. <u>Date Adopted or Revised:</u> 12/08</p> <p>SS.1.G.1.In.e Locate Florida and a major body of water on maps or globes, such as the Atlantic Ocean or the Gulf of Mexico. <u>Date Adopted or Revised:</u> 12/08</p> <p>SS.1.G.1.In.f Recognize selected ways location, weather, and physical environment affect people in the student’s community, such as their food, clothing, shelter, transportation, and recreation. <u>Date Adopted or Revised:</u> 12/08</p>	<p>designated areas. <u>Date Adopted or Revised:</u> 12/08</p> <p>SS.1.G.1.Su.d Recognize land and water on a map and globe, such as by using the color key—blue is water and green/brown is land. <u>Date Adopted or Revised:</u> 12/08</p> <p>SS.1.G.1.Su.e Recognize land and water on a map and globe, such as by using the color key—blue is water and green/brown is land. <u>Date Adopted or Revised:</u> 12/08</p> <p>SS.1.G.1.Su.f Recognize a way location, weather, or physical environment affects people in the student’s community, such as their food, clothing, shelter, transportation, or recreation. <u>Date Adopted or Revised:</u> 12/08</p>	<p><u>Date Adopted or Revised:</u> 12/08</p> <p>SS.1.G.1.Pa.d Recognize a picture of land or water. <u>Date Adopted or Revised:</u> 12/08</p> <p>SS.1.G.1.Pa.e Recognize a picture of land or water. <u>Date Adopted or Revised:</u> 12/08</p> <p>SS.1.G.1.Pa.f Associate a selected characteristic of the student’s environment, such as food, clothing, or shelter, with its personal effect on the student. <u>Date Adopted or Revised:</u> 12/08</p>
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Strand: ECONOMICS

Standard 1: Beginning Economics

Access Point for Students with Significant Cognitive Disabilities

Independent	Supported	Participatory
<p>SS.1.E.1.In.a Identify coins and bills as forms of money that can be used to buy things. <u>Date Adopted or Revised:</u> 12/08</p>	<p>SS.1.E.1.Su.a Identify coins as money that can be used to buy things. <u>Date Adopted or Revised:</u> 12/08</p>	<p>SS.1.E.1.Pa.a Recognize an item that can be traded for something else in the classroom. <u>Date Adopted or Revised:</u> 12/08</p>
<p>SS.1.E.1.In.b Recognize an example of opportunity costs, such as giving up watching television to play with a friend. <u>Date Adopted or Revised:</u> 12/08</p>	<p>SS.1.E.1.Su.b Recognize a situation that involves making a choice, such as watching a video or playing a game. <u>Date Adopted or Revised:</u> 12/08</p>	<p>SS.1.E.1.Pa.b Recognize an item that can be traded for something else in the classroom. <u>Date Adopted or Revised:</u> 12/08</p>
<p>SS.1.E.1.In.c Recognize examples of goods and services. <u>Date Adopted or Revised:</u></p>	<p>SS.1.E.1.Su.c Recognize</p>	

<p>12/08</p> <p>SS.1.E.1.In.d Identify the difference between a buyer and seller. <u>Date Adopted or Revised:</u> 12/08</p> <p>SS.1.E.1.In.e Recognize ways that people save money, such as in a bank or other safe place. <u>Date Adopted or Revised:</u> 12/08</p> <p>SS.1.E.1.In.f Recognize that when there is not enough of something (scarce resource), people need to make choices, such as sharing, saving, or doing without. <u>Date Adopted or Revised:</u> 12/08</p>	<p>examples of goods. <u>Date Adopted or Revised:</u> 12/08</p> <p>SS.1.E.1.Su.d Recognize that people buy goods in a store. <u>Date Adopted or Revised:</u> 12/08</p> <p>SS.1.E.1.Su.e Recognize a way to save money, such as putting it in a bank. <u>Date Adopted or Revised:</u> 12/08</p> <p>SS.1.E.1.Su.f Recognize when there is not enough of something (scarce resource). <u>Date Adopted or Revised:</u> 12/08</p>	<p>SS.1.E.1.Pa.c Recognize an example of goods. <u>Date Adopted or Revised:</u> 12/08</p> <p>SS.1.E.1.Pa.d Recognize an item that can be traded for something else in the classroom. <u>Date Adopted or Revised:</u> 12/08</p> <p>SS.1.E.1.Pa.e Recognize that an item can be saved for later. <u>Date Adopted or Revised:</u> 12/08</p> <p>SS.1.E.1.Pa.f Associate not enough with no more. <u>Date Adopted or Revised:</u> 12/08</p>
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Strand: CIVICS AND GOVERNMENT		
Standard 1: Foundations of Government, Law, and the American Political System		
Access Point for Students with Significant Cognitive Disabilities		
<i>Independent</i>	<i>Supported</i>	<i>Participatory</i>
<p>SS.1.C.1.In.a Identify reasons for rules that keep students safe in the classroom and school, such as keeping order. <u>Date Adopted or Revised:</u> 12/08</p>	<p>SS.1.C.1.Su.a Recognize reasons for rules that keep students safe in the classroom and school, such as keeping order. <u>Date Adopted or Revised:</u> 12/08</p>	<p>SS.1.C.1.Pa.a Associate a classroom rule with a consequence. <u>Date Adopted or Revised:</u> 12/08</p>
<p>SS.1.C.1.In.b Identify authority figures in the school, such as the teacher, principal, and cafeteria manager. <u>Date Adopted or Revised:</u> 12/08</p>	<p>SS.1.C.1.Su.b Recognize an authority figure in the school, such as the teacher or principal. <u>Date Adopted or Revised:</u> 12/08</p>	<p>SS.1.C.1.Pa.b Recognize the teacher as the classroom leader. <u>Date Adopted or Revised:</u> 12/08</p>
<p>SS.1.C.1.In.c Identify an example of the use of power without authority in the classroom or school, such as bullying and stealing. <u>Date Adopted or Revised:</u> 12/08</p>	<p>SS.1.C.1.Su.c Recognize an example of the use of power without authority in the classroom or school, such as bullying or stealing. <u>Date Adopted or Revised:</u> 12/08</p>	<p>SS.1.C.1.Pa.c Recognize ownership of personal belongings. <u>Date Adopted or Revised:</u> 12/08</p>

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Standard 2: Civic and Political Participation

Access Point for Students with Significant Cognitive Disabilities		
Independent	Supported	Participatory
<p>SS.1.C.2.In.a Identify student responsibilities in the classroom and school, such as completing tasks and following rules. <u>Date Adopted or Revised:</u> 12/08</p>	<p>SS.1.C.2.Su.a Recognize ways to be responsible in the classroom, such as completing tasks. <u>Date Adopted or Revised:</u> 12/08</p>	<p>SS.1.C.2.Pa.a Associate completing a task with a classroom responsibility. <u>Date Adopted or Revised:</u> 12/08</p>
<p>SS.1.C.2.In.b Identify ways to be good citizens in the school, such as by taking care of school property and following school rules. <u>Date Adopted or Revised:</u> 12/08</p>	<p>SS.1.C.2.Su.b Recognize a way to be a good citizen in the school, such as by taking care of school property. <u>Date Adopted or Revised:</u> 12/08</p>	<p>SS.1.C.2.Pa.b Associate completing a task with responsible citizenship in the classroom. <u>Date Adopted or Revised:</u> 12/08</p>
<p>SS.1.C.2.In.c Identify ways to be good citizens in the school, such as by taking care of school property and following school rules. <u>Date Adopted or Revised:</u> 12/08</p>	<p>SS.1.C.2.Su.c Recognize a way to be a good citizen in the school, such as by taking care of school property. <u>Date Adopted or Revised:</u> 12/08</p>	<p>SS.1.C.2.Pa.c Associate completing a task with responsible citizenship in the classroom. <u>Date Adopted or Revised:</u> 12/08</p>

Standard 3: Structure and Functions of Government

Access Point for Students with Significant Cognitive Disabilities		
Independent	Supported	Participatory
<p>SS.1.C.3.In.a Identify ways to make a decision or resolve a conflict, such as talking about problems or listening to each other. <u>Date Adopted or Revised:</u> 12/08</p>	<p>SS.1.C.3.Su.a Recognize ways to make a decision or resolve a conflict, such as talking about problems or listening to each other. <u>Date Adopted or Revised:</u> 12/08</p>	<p>SS.1.C.3.Pa.a Recognize a way to make a decision or resolve a conflict, such as making a choice or taking turns. <u>Date Adopted or Revised:</u> 12/08</p>
<p>SS.1.C.3.In.b Recognize symbols and individuals that represent America, such as the American flag, Pledge of Allegiance, bald eagle, and current president. <u>Date Adopted or Revised:</u> 12/08</p>	<p>SS.1.C.3.Su.b Recognize symbols that represent America, such as the American flag or Pledge of Allegiance. <u>Date Adopted or Revised:</u> 12/08</p>	<p>SS.1.C.3.Pa.b Recognize the American flag. <u>Date Adopted or Revised:</u> 12/08</p>

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GRADE: 2

Strand: AMERICAN HISTORY		
Standard 1: Historical Inquiry and Analysis		
Access Point for Students with Significant Cognitive Disabilities		
<i>Independent</i>	<i>Supported</i>	<i>Participatory</i>
<p>SS.2.A.1.In.a Use primary and secondary sources, such as artifacts, photographs, and videos, to obtain information. <u>Date Adopted or Revised:</u> 12/08</p> <p>SS.2.A.1.In.b Use technology and other informational sources to find answers to questions about a historical topic. <u>Date Adopted or Revised:</u> 12/08</p>	<p>SS.2.A.1.Su.a Use a primary or secondary source, such as an artifact, photograph, or video, to obtain information. <u>Date Adopted or Revised:</u> 12/08</p> <p>SS.2.A.1.Su.b Use technology and other sources to obtain information about a historical topic. <u>Date Adopted or Revised:</u> 12/08</p>	<p>SS.2.A.1.Pa.a Recognize pictures or artifacts that relate to important people or events. <u>Date Adopted or Revised:</u> 12/08</p> <p>SS.2.A.1.Pa.b Recognize a book or picture as a source of information. <u>Date Adopted or Revised:</u> 12/08</p>

Standard 2: Historical Knowledge		
Access Point for Students with Significant Cognitive Disabilities		
<i>Independent</i>	<i>Supported</i>	<i>Participatory</i>
<p>SS.2.A.2.In.a Identify early Native Americans. <u>Date Adopted or Revised:</u> 12/08</p> <p>SS.2.A.2.In.b Identify practices of Native American tribes, such as clothing, housing, and food. <u>Date Adopted or Revised:</u> 12/08</p> <p>SS.2.A.2.In.c Recognize the impact of immigrants on the Native Americans, such loss of land and new diseases. <u>Date Adopted or Revised:</u> 12/08</p>	<p>SS.2.A.2.Su.a Recognize early Native Americans. <u>Date Adopted or Revised:</u> 12/08</p> <p>SS.2.A.2.Su.b Recognize a practice associated with Native American tribes, such as clothing or housing. <u>Date Adopted or Revised:</u> 12/08</p> <p>SS.2.A.2.Su.c Recognize that some Native Americans lost their homes to immigrants. <u>Date Adopted or Revised:</u> 12/08</p>	<p>SS.2.A.2.Pa.a Recognize a characteristic of early Native Americans. <u>Date Adopted or Revised:</u> 12/08</p> <p>SS.2.A.2.Pa.b Recognize a characteristic of early Native Americans. <u>Date Adopted or Revised:</u> 12/08</p> <p>SS.2.A.2.Pa.c Recognize that people move to live in a new place. <u>Date Adopted or Revised:</u> 12/08</p>

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

Standard 3: Chronological Thinking		
Access Point for Students with Significant Cognitive Disabilities		
<p>Independent</p> <p>SS.2.A.3.In.a Identify concepts of time, including days and weeks. <u>Date Adopted or Revised:</u> 12/08</p>	<p>Supported</p> <p>SS.2.A.3.Su.a Recognize concepts of time, including yesterday, today, and tomorrow. <u>Date Adopted or Revised:</u> 12/08</p>	<p>Participatory</p> <p>SS.2.A.3.Pa.a Recognize concepts of time, such as now or later. <u>Date Adopted or Revised:</u> 12/08</p>

Strand: GEOGRAPHY

Standard 1: The World in Spatial Terms

Access Point for Students with Significant Cognitive Disabilities

Independent	Supported	Participatory
<p>SS.2.G.1.In.a Identify map elements, such as the title, cardinal directions, and key/legend. <u>Date Adopted or Revised:</u> 12/08</p>	<p>SS.2.G.1.Su.a Recognize map elements on a pictorial map, such as pictures and title. <u>Date Adopted or Revised:</u> 12/08</p>	<p>SS.2.G.1.Pa.a Recognize a picture or symbol on a drawing of a location. <u>Date Adopted or Revised:</u> 12/08</p>
<p>SS.2.G.1.In.b Identify the student's city and state. <u>Date Adopted or Revised:</u> 12/08</p>	<p>SS.2.G.1.Su.b Recognize the student's city and state. <u>Date Adopted or Revised:</u> 12/08</p>	<p>SS.2.G.1.Pa.b Associate the name of the student's city with home. <u>Date Adopted or Revised:</u> 12/08</p>
<p>SS.2.G.1.In.c Recognize continents and oceans on a map or globe. <u>Date Adopted or Revised:</u> 12/08</p>	<p>SS.2.G.1.Su.c Recognize land and water on a map or globe. <u>Date Adopted or Revised:</u> 12/08</p>	<p>SS.2.G.1.Pa.c Recognize land and water in a picture. <u>Date Adopted or Revised:</u> 12/08</p>
<p>SS.2.G.1.In.d Recognize the United States on a map of North America. <u>Date Adopted or Revised:</u> 12/08</p>	<p>SS.2.G.1.Su.d Recognize a map of the United States. <u>Date Adopted or Revised:</u> 12/08</p>	<p>SS.2.G.1.Pa.d Recognize land and water in a picture. <u>Date Adopted or Revised:</u> 12/08</p>

Strand: ECONOMICS

Standard 1: Beginning Economics

Access Point for Students with Significant Cognitive Disabilities

Independent	Supported	Participatory
<p>SS.2.E.1.In.a Recognize that people make choices when there is little or none left of a resource. <u>Date Adopted or Revised:</u> 12/08</p>	<p>SS.2.E.1.Su.a Recognize when there is little or none left of a resource. <u>Date Adopted or Revised:</u> 12/08</p>	<p>SS.2.E.1.Pa.a Recognize when there is none left of a resource. <u>Date Adopted or Revised:</u> 12/08</p>
<p>SS.2.E.1.In.b Recognize that goods and services fill a need (demand), such as food with a grocery store and health care with a doctor. <u>Date Adopted or Revised:</u> 12/08</p>	<p>SS.2.E.1.Su.b Recognize that goods fill a need, such as food from a grocery store or clothing from a department store. <u>Date Adopted or Revised:</u> 12/08</p>	<p>SS.2.E.1.Pa.b Associate a desired item (goods) with a need. <u>Date Adopted or Revised:</u> 12/08</p>
<p>SS.2.E.1.In.c Recognize that some goods</p>	<p>SS.2.E.1.Su.c Recognize that some goods come from far away.</p>	<p>SS.2.E.1.Pa.c Associate a desired item (goods) with</p>

<p>come from other countries. <u>Date Adopted or Revised:</u> 12/08</p> <p>SS.2.E.1.In.d Identify a benefit of saving, such as having more money for later; and a benefit of spending, such as getting what you want now. <u>Date Adopted or Revised:</u> 12/08</p>	<p><u>Date Adopted or Revised:</u> 12/08</p> <p>SS.2.E.1.Su.d Recognize a benefit of saving, such as having more money for later. <u>Date Adopted or Revised:</u> 12/08</p>	<p>its source. <u>Date Adopted or Revised:</u> 12/08</p> <p>SS.2.E.1.Pa.d Recognize that a saved item can be used later. <u>Date Adopted or Revised:</u> 12/08</p>
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Strand: CIVICS AND GOVERNMENT

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

Access Point for Students with Significant Cognitive Disabilities

<i>Independent</i>	<i>Supported</i>	<i>Participatory</i>
<p>SS.2.C.1.In.a Recognize the purpose of rules and laws (government) in the home, school, and community, such as to promote safety, order, and good citizenship. <u>Date Adopted or Revised:</u> 12/08</p>	<p>SS.2.C.1.Su.a Recognize the purpose of rules and laws in the home and school, such as to promote safety, order, and good citizenship. <u>Date Adopted or Revised:</u> 12/08</p>	<p>SS.2.C.1.Pa.a Recognize rules in the classroom, such as cooperating and respecting personal space. <u>Date Adopted or Revised:</u> 12/08</p>
<p>SS.2.C.1.In.b Identify a consequence of not having rules and laws in the school and community, such as lack of order and people getting hurt. <u>Date Adopted or Revised:</u> 12/08</p>	<p>SS.2.C.1.Su.b Recognize a consequence of not having classroom and school rules, such as people getting hurt. <u>Date Adopted or Revised:</u> 12/08</p>	<p>SS.2.C.1.Pa.b Associate an action with a consequence, such as a push causing an object to break. <u>Date Adopted or Revised:</u> 12/08</p>

Standard 2: Civic and Political Participation

Access Point for Students with Significant Cognitive Disabilities

<i>Independent</i>	<i>Supported</i>	<i>Participatory</i>
<p>SS.2.C.2.In.a Recognize that Americans become citizens by birth or by choice. <u>Date Adopted or Revised:</u> 12/08</p>	<p>SS.2.C.2.Su.a Recognize an American as a citizen of the United States. <u>Date Adopted or Revised:</u> 12/08</p>	<p>SS.2.C.2.Pa.a Recognize membership in a group, such as the classroom, family, or community. <u>Date Adopted or Revised:</u> 12/08</p>
<p>SS.2.C.2.In.b Identify characteristics of responsible citizenship in the</p>	<p>SS.2.C.2.Su.b Recognize characteristics of responsible</p>	<p>SS.2.C.2.Pa.b Recognize a characteristic of responsible</p>

<p>community, such as respecting property, helping neighbors, and participating in community activities. <u>Date Adopted or Revised:</u> 12/08</p> <p>SS.2.C.2.In.c Identify a right of United States citizens, such as a right to vote or freedom of speech. <u>Date Adopted or Revised:</u> 12/08</p> <p>SS.2.C.2.In.d Recognize ways citizens can contribute to the community, such as volunteering and recycling. <u>Date Adopted or Revised:</u> 12/08</p> <p>SS.2.C.2.In.e Identify a contribution of African Americans, Hispanics, Native Americans, veterans, or women. <u>Date Adopted or Revised:</u> 12/08</p>	<p>citizenship in the community, such as respecting property, helping neighbors, and participating in community activities. <u>Date Adopted or Revised:</u> 12/08</p> <p>SS.2.C.2.Su.c Recognize a right of United States citizens, such as a right to vote or freedom of speech. <u>Date Adopted or Revised:</u> 12/08</p> <p>SS.2.C.2.Su.d Recognize a way citizens can contribute to the community, such as volunteering or recycling. <u>Date Adopted or Revised:</u> 12/08</p> <p>SS.2.C.2.Su.e Recognize a contribution of an African American, Hispanic, Native American, veteran, or woman. <u>Date Adopted or Revised:</u> 12/08</p>	<p>citizenship in the school, such as respecting property, helping others, or participating in school activities. <u>Date Adopted or Revised:</u> 12/08</p> <p>SS.2.C.2.Pa.c Recognize the right of students to make choices, such as selecting activities or materials. <u>Date Adopted or Revised:</u> 12/08</p> <p>SS.2.C.2.Pa.d Recognize a contribution to the school, such as volunteering. <u>Date Adopted or Revised:</u> 12/08</p> <p>SS.2.C.2.Pa.e Recognize that people from diverse backgrounds make contributions. <u>Date Adopted or Revised:</u> 12/08</p>
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Standard 3: Structure and Functions of Government

Access Point for Students with Significant Cognitive Disabilities		
Independent	Supported	Participatory
<p>SS.2.C.3.In.a Recognize that the American government has a set of written laws that all people must follow. <u>Date Adopted or Revised:</u> 12/08</p> <p>SS.2.C.3.In.b Recognize symbols, individuals, and events that represent America, such as the White House, the Statue of Liberty, George Washington, and the Fourth of July. <u>Date Adopted or Revised:</u> 12/08</p>	<p>SS.2.C.3.Su.a Recognize a law that all Americans must follow. <u>Date Adopted or Revised:</u> 12/08</p> <p>SS.2.C.3.Su.b Recognize symbols and individuals that represent America, such as the White House, the Statue of Liberty, and George Washington. <u>Date Adopted or Revised:</u> 12/08</p>	<p>SS.2.C.3.Pa.a Recognize a rule in the school. <u>Date Adopted or Revised:</u> 12/08</p> <p>SS.2.C.3.Pa.b Recognize a symbol and event that represent America, such as the Statue of Liberty and the Fourth of July. <u>Date Adopted or Revised:</u> 12/08</p>

GRADE: 3

Strand: AMERICAN HISTORY		
Standard 1: Historical Inquiry and Analysis		
Access Point for Students with Significant Cognitive Disabilities		
Independent	Supported	Participatory
<p>SS.3.A.1.In.a Identify and use primary sources, such as artifacts and photographs, and secondary sources, such as texts and videos related to important historical figures or events. <u>Date Adopted or Revised:</u> 12/08</p> <p>SS.3.A.1.In.b Use technology resources to gather information about a historical person or event. <u>Date Adopted or Revised:</u> 12/08</p> <p>SS.3.A.1.In.c Relate the term "history" to events from the past, "geography" to locations, and "economics" to money. <u>Date Adopted or Revised:</u> 12/08</p>	<p>SS.3.A.1.Su.a Use primary or secondary sources, such as pictures, artifacts, or books, to identify important people or events from the past. <u>Date Adopted or Revised:</u> 12/08</p> <p>SS.3.A.1.Su.b Use a technology resource to locate information about important people or events from the past. <u>Date Adopted or Revised:</u> 12/08</p> <p>SS.3.A.1.Su.c Recognize that history is about events from the past and geography is about places. <u>Date Adopted or Revised:</u> 12/08</p>	<p>SS.3.A.1.Pa.a Recognize important people or events in artifacts, videos, or photographs. <u>Date Adopted or Revised:</u> 12/08</p> <p>SS.3.A.1.Pa.b Use technology to access information. <u>Date Adopted or Revised:</u> 12/08</p> <p>SS.3.A.1.Pa.c Recognize concepts of time, such as morning and afternoon, and concepts of place, such as the location of an activity or event. <u>Date Adopted or Revised:</u> 12/08</p>

Strand: GEOGRAPHY		
Standard 1: The World in Spatial Terms		
Access Point for Students with Significant Cognitive Disabilities		
Independent	Supported	Participatory
<p>SS.3.G.1.In.a Use a thematic map or chart to identify selected geographic information, such as land and body of water on a map or population on a chart. <u>Date Adopted or Revised:</u> 12/08</p> <p>SS.3.G.1.In.b Identify elements on a map, such as key/legend, cardinal directions, and compass rose. <u>Date Adopted or Revised:</u></p>	<p>SS.3.G.1.Su.a Use a physical map to identify selected geographic information, such as land, water, and coastlines. <u>Date Adopted or Revised:</u> 12/08</p> <p>SS.3.G.1.Su.b Recognize elements on a map, such as a picture key, cardinal directions, and title. <u>Date Adopted or Revised:</u></p>	<p>SS.3.G.1.Pa.a Recognize personal location on a pictorial map. <u>Date Adopted or Revised:</u> 12/08</p> <p>SS.3.G.1.Pa.b Locate pictures or symbols on a drawing or map. <u>Date Adopted or Revised:</u> 12/08</p>

<p>12/08</p> <p>SS.3.G.1.In.c Recognize selected continents and oceans on a world map. <u>Date Adopted or Revised:</u> 12/08</p> <p>SS.3.G.1.In.d Identify selected maps, such as a physical map and a political map. <u>Date Adopted or Revised:</u> 12/08</p> <p>SS.3.G.1.In.e Identify differences between maps and globes. <u>Date Adopted or Revised:</u> 12/08</p> <p>SS.3.G.1.In.f Use maps to identify distances between two places, such as near or far, closer or farther, and next to. <u>Date Adopted or Revised:</u> 12/08</p>	<p>12/08</p> <p>SS.3.G.1.Su.c Recognize a continent and an ocean on a map. <u>Date Adopted or Revised:</u> 12/08</p> <p>SS.3.G.1.Su.d Recognize a map, such as a physical map or a political map. <u>Date Adopted or Revised:</u> 12/08</p> <p>SS.3.G.1.Su.e Recognize differences between maps and globes. <u>Date Adopted or Revised:</u> 12/08</p> <p>SS.3.G.1.Su.f Use maps to recognize distances between two places, such as near or far, and next to. <u>Date Adopted or Revised:</u> 12/08</p>	<p>SS.3.G.1.Pa.c Recognize land and water using a color key on a map. <u>Date Adopted or Revised:</u> 12/08</p> <p>SS.3.G.1.Pa.d Recognize personal location on a pictorial map. <u>Date Adopted or Revised:</u> 12/08</p> <p>SS.3.G.1.Pa.e Recognize land and water using a color key on a map. <u>Date Adopted or Revised:</u> 12/08</p> <p>SS.3.G.1.Pa.f Locate pictures or symbols on a drawing or map. <u>Date Adopted or Revised:</u> 12/08</p>
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Standard 2: Places and Regions

Access Point for Students with Significant Cognitive Disabilities

Independent	Supported	Participatory
<p>SS.3.G.2.In.a Recognize North America, the United States, and Mexico on a map. <u>Date Adopted or Revised:</u> 12/08</p> <p>SS.3.G.2.In.b Recognize north, south, east, and west as they relate to the regions of the United States. <u>Date Adopted or Revised:</u> 12/08</p> <p>SS.3.G.2.In.c Recognize selected states in each of the five regions of the United States. <u>Date Adopted or Revised:</u> 12/08</p>	<p>SS.3.G.2.Su.a Recognize the United States on a map of North America. <u>Date Adopted or Revised:</u> 12/08</p> <p>SS.3.G.2.Su.b Recognize north, south, east, and west in the United States. <u>Date Adopted or Revised:</u> 12/08</p> <p>SS.3.G.2.Su.c Recognize selected states in the United States. <u>Date Adopted or Revised:</u> 12/08</p>	<p>SS.3.G.2.Pa.a Recognize an outline map or image of the United States. <u>Date Adopted or Revised:</u> 12/08</p> <p>SS.3.G.2.Pa.b Recognize an outline map or image of the United States. <u>Date Adopted or Revised:</u> 12/08</p>

<p>SS.3.G.2.In.d Recognize major physical features—such as lakes, rivers, oceans, mountains, deserts, and plains—of the United States and Canada, and Mexico and the Caribbean. <u>Date Adopted or Revised:</u> 12/08</p> <p>SS.3.G.2.In.e Recognize major natural and man-made landmarks of the United States, such as the Grand Canyon, Gateway Arch, Mt. Rushmore, and the Everglades. <u>Date Adopted or Revised:</u> 12/08</p> <p>SS.3.G.2.In.f Identify how people view places and regions differently by asking questions; using graphic organizers; and studying news, poems, legends, or songs about a region or area. <u>Date Adopted or Revised:</u> 12/08</p>	<p>SS.3.G.2.Su.d Recognize selected physical features of the United States, such as lakes, rivers, oceans, mountains, deserts, and plains. <u>Date Adopted or Revised:</u> 12/08</p> <p>SS.3.G.2.Su.e Recognize a major natural landmark of the United States, such as the Grand Canyon or the Everglades. <u>Date Adopted or Revised:</u> 12/08</p> <p>SS.3.G.2.Su.f Recognize how people view places differently by asking questions; using graphic organizers; and studying news, poems, legends, or songs about a region or area. <u>Date Adopted or Revised:</u> 12/08</p>	<p>SS.3.G.2.Pa.c Recognize Florida as the student's state. <u>Date Adopted or Revised:</u> 12/08</p> <p>SS.3.G.2.Pa.d Recognize physical differences between two locations. <u>Date Adopted or Revised:</u> 12/08</p> <p>SS.3.G.2.Pa.e Recognize physical differences between two locations. <u>Date Adopted or Revised:</u> 12/08</p> <p>SS.3.G.2.Pa.f Recognize physical differences between two locations. <u>Date Adopted or Revised:</u> 12/08</p>
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Standard 3: Physical Systems		
Access Point for Students with Significant Cognitive Disabilities		
<i>Independent</i>	<i>Supported</i>	<i>Participatory</i>
<p>SS.3.G.3.In.a Recognize differences in the climates and vegetation of the United States, Canada, Mexico, and the Caribbean, such as temperature, humidity, tundra, and soil. <u>Date Adopted or Revised:</u> 12/08</p> <p>SS.3.G.3.In.b Recognize major natural resources—such as water, arable land, oil, phosphate, and fish—in the United States and Canada, and Mexico and the Caribbean. <u>Date Adopted or Revised:</u> 12/08</p>	<p>SS.3.G.3.Su.a Recognize selected differences in the climates and vegetation of the United States, such as temperature, humidity, tundra, and soil. <u>Date Adopted or Revised:</u> 12/08</p> <p>SS.3.G.3.Su.b Recognize selected natural resources—such as water, arable land, oil, phosphate, or fish—in the United States and Canada, and Mexico and the Caribbean. <u>Date Adopted or Revised:</u> 12/08</p>	<p>SS.3.G.3.Pa.a Recognize differences in climates or vegetation. <u>Date Adopted or Revised:</u> 12/08</p> <p>SS.3.G.3.Pa.b Recognize an example of a natural resource. <u>Date Adopted or Revised:</u> 12/08</p>

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Standard 4: Human Systems		
Access Point for Students with Significant Cognitive Disabilities		
<i>Independent</i>	<i>Supported</i>	<i>Participatory</i>
SS.3.G.4.In.a Identify major ways environmental influences contribute to settlement patterns in the United States, such as settlement near water for drinking, bathing, and cooking; and settlement near land for farming. <u>Date Adopted or Revised:</u> 12/08	SS.3.G.4.Su.a Recognize a major way the environment influences settlement patterns in the United States, such as settlement near water for drinking, bathing, and cooking, or settlement near land for farming. <u>Date Adopted or Revised:</u> 12/08	SS.3.G.4.Pa.a Recognize an environmental influence that affects where people live. <u>Date Adopted or Revised:</u> 12/08
SS.3.G.4.In.b Recognize different cultures that have settled in the United States and Canada, and Mexico and the Caribbean. <u>Date Adopted or Revised:</u> 12/08	SS.3.G.4.Su.b Recognize that different cultures have settled in the United States and Canada, and Mexico and the Caribbean. <u>Date Adopted or Revised:</u> 12/08	SS.3.G.4.Pa.b Recognize a difference between cultures. <u>Date Adopted or Revised:</u> 12/08
SS.3.G.4.In.c Identify a cultural characteristic of a population in the United States and a population in Mexico, Canada, or the Caribbean. <u>Date Adopted or Revised:</u> 12/08	SS.3.G.4.Su.c Recognize a cultural characteristic of a population in the United States and a population in Mexico, Canada, or the Caribbean. <u>Date Adopted or Revised:</u> 12/08	SS.3.G.4.Pa.c Recognize a cultural characteristic of a population. <u>Date Adopted or Revised:</u> 12/08
SS.3.G.4.In.d Recognize contributions of an ethnic group to the United States, such as Native Americans or Africans. <u>Date Adopted or Revised:</u> 12/08	SS.3.G.4.Su.d Recognize a contribution of an ethnic group to the United States, such as Native Americans or Africans. <u>Date Adopted or Revised:</u> 12/08	SS.3.G.4.Pa.d Recognize a cultural characteristic of a population. <u>Date Adopted or Revised:</u> 12/08

Strand: ECONOMICS		
Standard 1: Beginning Economics		
Access Point for Students with Significant Cognitive Disabilities		
<i>Independent</i>	<i>Supported</i>	<i>Participatory</i>
SS.3.E.1.In.a Identify that people can	SS.3.E.1.Su.a Recognize that people	SS.3.E.1.Pa.a Recognize that

trade for products that are not available locally. <u>Date Adopted or Revised:</u> 12/08	can trade for products that are not available locally. <u>Date Adopted or Revised:</u> 12/08	people trade for items they want or need. <u>Date Adopted or Revised:</u> 12/08
SS.3.E.1.In.b Recognize characteristics of money, such as portable and recognizable. <u>Date Adopted or Revised:</u> 12/08	SS.3.E.1.Su.b Recognize a characteristic of money, such as portable. <u>Date Adopted or Revised:</u> 12/08	SS.3.E.1.Pa.b Recognize coins as money. <u>Date Adopted or Revised:</u> 12/08
SS.3.E.1.In.c Recognize the roles of buyers and sellers in exchanging goods and services. <u>Date Adopted or Revised:</u> 12/08	SS.3.E.1.Su.c Recognize the roles of buyers and sellers in exchanging goods. <u>Date Adopted or Revised:</u> 12/08	SS.3.E.1.Pa.c Recognize that buyers trade money for goods. <u>Date Adopted or Revised:</u> 12/08
SS.3.E.1.In.d Recognize forms of money used in the United States and one other country. <u>Date Adopted or Revised:</u> 12/08	SS.3.E.1.Su.d Recognize forms of money used in the United States. <u>Date Adopted or Revised:</u> 12/08	SS.3.E.1.Pa.d Recognize coins as money. <u>Date Adopted or Revised:</u> 12/08

Strand: CIVICS AND GOVERNMENT

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

Access Point for Students with Significant Cognitive Disabilities

Independent	Supported	Participatory
SS.3.C.1.In.a Recognize the purpose of government in the community, such as to provide laws, services, and safety. <u>Date Adopted or Revised:</u> 12/08	SS.3.C.1.Su.a Recognize the purpose of rules and laws in the school and community, such as to promote safety, order, and good citizenship. <u>Date Adopted or Revised:</u> 12/08	SS.3.C.1.Pa.a Recognize rules in the school, such as respecting others. <u>Date Adopted or Revised:</u> 12/08
SS.3.C.1.In.b Identify that government gains its power from the people. <u>Date Adopted or Revised:</u> 12/08	SS.3.C.1.Su.b Recognize that government gains its power from the people. <u>Date Adopted or Revised:</u> 12/08	SS.3.C.1.Pa.b Recognize that governments have power. <u>Date Adopted or Revised:</u> 12/08
SS.3.C.1.In.c Identify that government is based on a set of written laws that all people must follow. <u>Date Adopted or Revised:</u> 12/08	SS.3.C.1.Su.c Recognize that government is based on written laws. <u>Date Adopted or Revised:</u> 12/08	SS.3.C.1.Pa.c Recognize that governments have laws. <u>Date Adopted or Revised:</u> 12/08

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Standard 2: Civic and Political Participation

Access Point for Students with Significant Cognitive Disabilities		
Independent	Supported	Participatory
<p>SS.3.C.2.In.a Identify actions of citizens that contribute to the community, such as respecting property, helping neighbors, and participating in community activities. <u>Date Adopted or Revised:</u> 12/08</p>	<p>SS.3.C.2.Su.a Recognize actions that contribute to the community, such as respecting property, helping neighbors, and participating in community activities. <u>Date Adopted or Revised:</u> 12/08</p>	<p>SS.3.C.2.Pa.a Recognize an action that contributes to the school community, such as respecting property, helping others, or participating in school activities. <u>Date Adopted or Revised:</u> 12/08</p>

Standard 3: Structure and Functions of Government

Access Point for Students with Significant Cognitive Disabilities		
Independent	Supported	Participatory
<p>SS.3.C.3.In.a Recognize leaders of local, state, and federal government, such as the mayor, governor, and president. <u>Date Adopted or Revised:</u> 12/08</p>	<p>SS.3.C.3.Su.a Recognize a leader of local, state, or federal government, such as the mayor, governor, or president. <u>Date Adopted or Revised:</u> 12/08</p>	<p>SS.3.C.3.Pa.a Recognize a leader in government, such as a president. <u>Date Adopted or Revised:</u> 12/08</p>
<p>SS.3.C.3.In.b Recognize that the local community has a group that makes the rules and the mayor is the leader. <u>Date Adopted or Revised:</u> 12/08</p>	<p>SS.3.C.3.Su.b Recognize that the local community has a group that makes the rules. <u>Date Adopted or Revised:</u> 12/08</p>	<p>SS.3.C.3.Pa.b Recognize that people in authority make rules in the community. <u>Date Adopted or Revised:</u> 12/08</p>
<p>SS.3.C.3.In.c Recognize that every state has a set of written laws that its people must follow. <u>Date Adopted or Revised:</u> 12/08</p>	<p>SS.3.C.3.Su.c Recognize that every state has written laws. <u>Date Adopted or Revised:</u> 12/08</p>	<p>SS.3.C.3.Pa.c Recognize that states have laws. <u>Date Adopted or Revised:</u> 12/08</p>
<p>SS.3.C.3.In.d Recognize that the Constitution is the set of laws that people in the United States must follow. <u>Date Adopted or Revised:</u> 12/08</p>	<p>SS.3.C.3.Su.d Recognize the Constitution is a set of written laws. <u>Date Adopted or Revised:</u> 12/08</p>	<p>SS.3.C.3.Pa.d Recognize that the United States has laws. <u>Date Adopted or Revised:</u> 12/08</p>

GRADE: 4

Strand: AMERICAN HISTORY

Standard 1: Historical Inquiry and Analysis

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

Standard 2: Pre-Columbian Florida

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

Standard 3: Exploration and Settlement of Florida

Access Point for Students with Significant Cognitive Disabilities		
<i>Independent</i>	<i>Supported</i>	<i>Participatory</i>
SS.4.A.3.In.a Recognize a European explorer who came to Florida, such as Ponce de Leon, who came to find slaves and riches. <u>Date Adopted or Revised:</u> 12/08	SS.4.A.3.Su.a Recognize a European explorer who came to Florida, such as Ponce de Leon. <u>Date Adopted or Revised:</u> 12/08	SS.4.A.3.Pa.a Recognize that people came to Florida long ago. <u>Date Adopted or Revised:</u> 12/08

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

<p>tribe wanted to stay in Florida, but the United States fought wars against them and forced them to leave. <u>Date Adopted or Revised:</u> 12/08</p>	<p>SS.4.A.3.Su.j Recognize that the United States fought wars against the Seminole tribe. <u>Date Adopted or Revised:</u> 12/08</p>	<p>other in a war. <u>Date Adopted or Revised:</u> 12/08</p>
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Standard 4: Growth of Florida

Access Point for Students with Significant Cognitive Disabilities		
Independent	Supported	Participatory
<p>SS.4.A.4.In.a Identify technological advances that affected Florida, such as railroads and steamboats. <u>Date Adopted or Revised:</u> 12/08</p>	<p>SS.4.A.4.Su.a Recognize a technological change that affected Florida, such as railroads. <u>Date Adopted or Revised:</u> 12/08</p>	<p>SS.4.A.4.Pa.a Recognize modes of transportation in Florida. <u>Date Adopted or Revised:</u> 12/08</p>
<p>SS.4.A.4.In.b Identify characteristics of pioneer life in Florida, such as isolated family farms, few roads, and use of steamboats. <u>Date Adopted or Revised:</u> 12/08</p>	<p>SS.4.A.4.Su.b Recognize a characteristic of pioneer life in Florida, such as farming. <u>Date Adopted or Revised:</u> 12/08</p>	<p>SS.4.A.4.Pa.b Recognize that pioneers lived in Florida a long time ago. <u>Date Adopted or Revised:</u> 12/08</p>

Standard 5: Crisis of the Union: Civil War and Reconstruction in Florida

Access Point for Students with Significant Cognitive Disabilities		
Independent	Supported	Participatory
<p>SS.4.A.5.In.a Identify that Florida was considered a slave state (South) and battles were fought in Florida during the Civil War. <u>Date Adopted or Revised:</u> 12/08</p>	<p>SS.4.A.5.Su.a Recognize that Florida was considered a slave state (South) and battles were fought in Florida during the Civil War. <u>Date Adopted or Revised:</u> 12/08</p>	<p>SS.4.A.5.Pa.a Recognize that battles were fought in Florida in the Civil War. <u>Date Adopted or Revised:</u> 12/08</p>
<p>SS.4.A.5.In.b Recognize that during Reconstruction, freed slaves in Florida got jobs and homes by working for landowners who needed workers (sharecropping). <u>Date Adopted or Revised:</u> 12/08</p>	<p>SS.4.A.5.Su.b Recognize that during Reconstruction, Florida's freed slaves needed jobs and landowners needed workers. <u>Date Adopted or Revised:</u> 12/08</p>	<p>SS.4.A.5.Pa.b Recognize ways different groups of people work together. <u>Date Adopted or Revised:</u> 12/08</p>

Standard 6: Industrialization and Emergence of Modern Florida

Access Point for Students with Significant Cognitive Disabilities

Independent	Supported	Participatory
<p>SS.4.A.6.In.a Identify Florida's major industries, such as timber, tourism, and citrus. <u>Date Adopted or Revised:</u> 12/08</p>	<p>SS.4.A.6.Su.a Recognize major industries in Florida, such as timber, tourism, and citrus. <u>Date Adopted or Revised:</u> 12/08</p>	<p>SS.4.A.6.Pa.a Recognize a major industry in Florida. <u>Date Adopted or Revised:</u> 12/08</p>
<p>SS.4.A.6.In.b Identify contributions of immigrants to Florida, such as language, food, or customs. <u>Date Adopted or Revised:</u> 12/08</p>	<p>SS.4.A.6.Su.b Recognize contributions of immigrants to Florida, such as language, food, or customs. <u>Date Adopted or Revised:</u> 12/08</p>	<p>SS.4.A.6.Pa.b Recognize variations in language, food, or customs of immigrants in Florida. <u>Date Adopted or Revised:</u> 12/08</p>
<p>SS.4.A.6.In.c Identify the contributions of significant individuals to Florida, such as Henry Flagler, Thomas Alva Edison, and Mary McLeod Bethune. <u>Date Adopted or Revised:</u> 12/08</p>	<p>SS.4.A.6.Su.c Recognize the contributions of a significant individual to Florida, such as Henry Flagler, Thomas Alva Edison, or Mary McLeod Bethune. <u>Date Adopted or Revised:</u> 12/08</p>	<p>SS.4.A.6.Pa.c Recognize that many people made contributions to Florida. <u>Date Adopted or Revised:</u> 12/08</p>
<p>SS.4.A.6.In.d Recognize ways that Florida changed during the Spanish American War, such as increased population, business, and harbors. <u>Date Adopted or Revised:</u> 12/08</p>	<p>SS.4.A.6.Su.d Recognize that Florida's population increased during the Spanish American War. <u>Date Adopted or Revised:</u> 12/08</p>	<p>SS.4.A.6.Pa.d Recognize that many people made contributions to Florida. <u>Date Adopted or Revised:</u> 12/08</p>

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

Access Point for Students with Significant Cognitive Disabilities

Independent	Supported	Participatory
<p>SS.4.A.7.In.a Identify the basic causes and effects of the 1920s Florida land boom and bust. <u>Date Adopted or Revised:</u> 12/08</p>	<p>SS.4.A.7.Su.a Recognize the cause of the 1920s Florida land bust. <u>Date Adopted or Revised:</u> 12/08</p>	<p>SS.4.A.7.Pa.a Recognize an effect of the Florida land bust. <u>Date Adopted or Revised:</u> 12/08</p>
<p>SS.4.A.7.In.b Identify challenges Floridians faced during the Great Depression. <u>Date Adopted or Revised:</u> 12/08</p>	<p>SS.4.A.7.Su.b Recognize challenges Floridians faced during the Great Depression. <u>Date Adopted or Revised:</u> 12/08</p>	<p>SS.4.A.7.Pa.b Recognize a challenge of the Great Depression. <u>Date Adopted or Revised:</u> 12/08</p>

SS.4.A.7.In.c Recognize Florida's role in World War II. <u>Date Adopted or Revised:</u> 12/08	SS.4.A.7.Su.c Recognize that Florida played a role in World War II. <u>Date Adopted or Revised:</u> 12/08	SS.4.A.7.Pa.c Recognize that people in Florida were involved in a war. <u>Date Adopted or Revised:</u> 12/08
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Standard 8: Contemporary Florida into the 21st Century

Access Point for Students with Significant Cognitive Disabilities		
Independent	Supported	Participatory
SS.4.A.8.In.a Recognize Florida's role in the Civil Rights Movement, such as the Tallahassee Bus Boycotts and efforts of Governor Collins to integrate African Americans into government. <u>Date Adopted or Revised:</u> 12/08	SS.4.A.8.Su.a Recognize that Florida played a role in the Civil Rights Movement. <u>Date Adopted or Revised:</u> 12/08	SS.4.A.8.Pa.a Recognize that people have rights. <u>Date Adopted or Revised:</u> 12/08
SS.4.A.8.In.b Identify how immigration impacts Florida today. <u>Date Adopted or Revised:</u> 12/08	SS.4.A.8.Su.b Recognize how immigration impacts Florida today. <u>Date Adopted or Revised:</u> 12/08	SS.4.A.8.Pa.b Recognize that people move into Florida today. <u>Date Adopted or Revised:</u> 12/08
SS.4.A.8.In.c Recognize ways that Florida has changed due to the space program, such as new technologies and population growth. <u>Date Adopted or Revised:</u> 12/08	SS.4.A.8.Su.c Recognize a way Florida has changed due to the space program, such as new technologies or population growth. <u>Date Adopted or Revised:</u> 12/08	SS.4.A.8.Pa.c Recognize an aspect of Florida's space program. <u>Date Adopted or Revised:</u> 12/08
SS.4.A.8.In.d Recognize that tourism brings people, money, and jobs to Florida. <u>Date Adopted or Revised:</u> 12/08	SS.4.A.8.Su.d Recognize that tourism brings people and money to Florida. <u>Date Adopted or Revised:</u> 12/08	SS.4.A.8.Pa.d Recognize a characteristic of tourism in Florida, such as people. <u>Date Adopted or Revised:</u> 12/08

Standard 9: Chronological Thinking

Access Point for Students with Significant Cognitive Disabilities		
Independent	Supported	Participatory
SS.4.A.9.In.a Complete a timeline to sequence important events in Florida history. <u>Date Adopted or Revised:</u> 12/08	SS.4.A.9.Su.a Sequence pictures on a timeline to show important events in Florida history. <u>Date Adopted or Revised:</u> 12/08	SS.4.A.9.Pa.a Recognize pictures on a simple timeline of important events in Florida. <u>Date Adopted or Revised:</u> 12/08

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Strand: GEOGRAPHY		
Standard 1: The World in Spatial Terms		
Access Point for Students with Significant Cognitive Disabilities		
<i>Independent</i>	<i>Supported</i>	<i>Participatory</i>
SS.4.G.1.In.a Recognize physical features of Florida, such as bodies of water, location, and landforms. <u>Date Adopted or Revised:</u> 12/08	SS.4.G.1.Su.a Recognize selected physical features of Florida, such as bodies of water and landforms. <u>Date Adopted or Revised:</u> 12/08	SS.4.G.1.Pa.a Recognize a physical feature of Florida, such as water. <u>Date Adopted or Revised:</u> 12/08
SS.4.G.1.In.b Identify cultural features on a Florida map, such as the state capital, a major city, and tourist attractions. <u>Date Adopted or Revised:</u> 12/08	SS.4.G.1.Su.b Recognize a cultural feature on a Florida map, such as the state capital or a major city. <u>Date Adopted or Revised:</u> 12/08	SS.4.G.1.Pa.b Associate an outline map or image with the state of Florida. <u>Date Adopted or Revised:</u> 12/08
SS.4.G.1.In.c Identify effects of weather in Florida, such as hurricanes, thunderstorms, drought, and mild climate. <u>Date Adopted or Revised:</u> 12/08	SS.4.G.1.Su.c Recognize an effect of weather in Florida, such as hurricanes, thunderstorms, drought, and mild climate. <u>Date Adopted or Revised:</u> 12/08	SS.4.G.1.Pa.c Recognize examples of weather in Florida, such as thunderstorms. <u>Date Adopted or Revised:</u> 12/08
SS.4.G.1.In.d Identify information provided on maps using the title, compass rose, cardinal and intermediate directions, symbols, and key/legend. <u>Date Adopted or Revised:</u> 12/08	SS.4.G.1.Su.d Recognize information provided on a map by its title, cardinal directions, symbols, and key/legend. <u>Date Adopted or Revised:</u> 12/08	SS.4.G.1.Pa.d Associate a picture or symbol with a location on a Florida map. <u>Date Adopted or Revised:</u> 12/08

Strand: ECONOMICS		
Standard 1: Beginning Economics		
Access Point for Students with Significant Cognitive Disabilities		
<i>Independent</i>	<i>Supported</i>	<i>Participatory</i>
SS.4.E.1.In.a Recognize contributions of entrepreneurs who influenced Florida, such as Walt Disney (theme parks) and Henry Flagler (railroads). <u>Date Adopted or Revised:</u> 12/08	SS.4.E.1.Su.a Recognize a contribution of an entrepreneur who influenced Florida, such as Walt Disney (theme parks). <u>Date Adopted or Revised:</u> 12/08	SS.4.E.1.Pa.a Recognize that many people made contributions to Florida. <u>Date Adopted or Revised:</u> 12/08

<p>SS.4.E.1.In.b Identify important economic contributions of Florida, such as tourism, agriculture, and the space industry. <u>Date Adopted or Revised:</u> 12/08</p>	<p>SS.4.E.1.Su.b Recognize an important economic contribution of Florida, such as tourism, agriculture, or the space industry. <u>Date Adopted or Revised:</u> 12/08</p>	<p>SS.4.E.1.Pa.b Associate a good or service with Florida, such as oranges, spacecraft, or theme parks. <u>Date Adopted or Revised:</u> 12/08</p>
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Strand: CIVICS AND GOVERNMENT

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

Access Point for Students with Significant Cognitive Disabilities

<i>Independent</i>	<i>Supported</i>	<i>Participatory</i>
<p>SS.4.C.1.In.a Recognize that Florida's constitution protects the rights of Florida's citizens and identifies the parts and functions of state government. <u>Date Adopted or Revised:</u> 12/08</p>	<p>SS.4.C.1.Su.a Recognize that Florida's constitution protects the rights of Florida's citizens. <u>Date Adopted or Revised:</u> 12/08</p>	<p>SS.4.C.1.Pa.a Recognize the right of citizens to access and participate in community activities. <u>Date Adopted or Revised:</u> 12/08</p>

Standard 2: Civic and Political Participation

Access Point for Students with Significant Cognitive Disabilities

<i>Independent</i>	<i>Supported</i>	<i>Participatory</i>
<p>SS.4.C.2.In.a Identify common public issues in Florida that impact the daily lives of its citizens. <u>Date Adopted or Revised:</u> 12/08</p>	<p>SS.4.C.2.Su.a Recognize common public issues in Florida that impact the daily lives of its citizens. <u>Date Adopted or Revised:</u> 12/08</p>	<p>SS.4.C.2.Pa.a Recognize a common public issue in the local community that impacts the daily lives of its citizens. <u>Date Adopted or Revised:</u> 12/08</p>
<p>SS.4.C.2.In.b Identify ways citizens can work together to help solve local problems, such as voting, holding public meetings, and volunteering. <u>Date Adopted or Revised:</u> 12/08</p>	<p>SS.4.C.2.Su.b Recognize ways to work with a group to help solve a community problem, such as voting, meeting together, and sharing information. <u>Date Adopted or Revised:</u> 12/08</p>	<p>SS.4.C.2.Pa.b Recognize a way to work with a group to help solve a problem. <u>Date Adopted or Revised:</u> 12/08</p>
<p>SS.4.C.2.In.c Identify ways citizens can work together to help solve local problems, such as voting, holding public meetings, and volunteering. <u>Date Adopted or Revised:</u> 12/08</p>	<p>SS.4.C.2.Su.c Recognize ways to work with a group to help solve a community problem, such as voting, meeting together, and sharing information. <u>Date Adopted or Revised:</u> 12/08</p>	<p>SS.4.C.2.Pa.c Recognize a way to work with a group to help solve a problem. <u>Date Adopted or Revised:</u> 12/08</p>

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Standard 3: Structure and Functions of Government

Access Point for Students with Significant Cognitive Disabilities		
Independent	Supported	Participatory
<p>SS.4.C.3.In.a Recognize Florida's three branches of government, including legislative (makes laws), judicial (interprets laws), and executive (enforces laws). <u>Date Adopted or Revised:</u> 12/08</p> <p>SS.4.C.3.In.b Identify differences between state and local government, including the role of leaders and lawmakers. <u>Date Adopted or Revised:</u> 12/08</p>	<p>SS.4.C.3.Su.a Recognize that Florida has three branches of government with a governor, lawmakers, and judges. <u>Date Adopted or Revised:</u> 12/08</p> <p>SS.4.C.3.Su.b Recognize a difference between state and local government, such as governor and mayor. <u>Date Adopted or Revised:</u> 12/08</p>	<p>SS.4.C.3.Pa.a Recognize that Florida has a governor. <u>Date Adopted or Revised:</u> 12/08</p> <p>SS.4.C.3.Pa.b Recognize the leader of the state government (governor). <u>Date Adopted or Revised:</u> 12/08</p>

GRADE: 5

Strand: AMERICAN HISTORY

Standard 1: Historical Inquiry and Analysis

Access Point for Students with Significant Cognitive Disabilities		
Independent	Supported	Participatory
<p>SS.5.A.1.In.a Use primary and secondary resources to understand history, such as letters, newspapers, audio or video recordings, pictures, photographs, and maps. <u>Date Adopted or Revised:</u> 12/08</p> <p>SS.5.A.1.In.b Complete a timeline to sequence important events in American history. <u>Date Adopted or Revised:</u> 12/08</p>	<p>SS.5.A.1.Su.a Use primary and secondary resources related to history, such as letters, video recordings, photographs, pictures, and maps. <u>Date Adopted or Revised:</u> 12/08</p> <p>SS.5.A.1.Su.b Sequence events to match dates on a timeline about American history. <u>Date Adopted or Revised:</u> 12/08</p>	<p>SS.5.A.1.Pa.a Recognize artifacts, photographs, or video recordings related to people or events from the past. <u>Date Adopted or Revised:</u> 12/08</p> <p>SS.5.A.1.Pa.b Sequence pictures that show events about America. <u>Date Adopted or Revised:</u> 12/08</p>

Standard 2: Pre-Columbian North America

Access Point for Students with Significant Cognitive Disabilities

Independent	Supported	Participatory
<p>SS.5.A.2.In.a Identify differences in cultures in ancient North American civilizations, such as the buildings and clothing of Aztecs, Mayas, and Inuit. <u>Date Adopted or Revised:</u> 12/08</p>	<p>SS.5.A.2.Su.a Recognize a cultural aspect of an ancient North American civilization, such as buildings or clothing. <u>Date Adopted or Revised:</u> 12/08</p>	<p>SS.5.A.2.Pa.a Recognize differences in aspects of culture. <u>Date Adopted or Revised:</u> 12/08</p>
<p>SS.5.A.2.In.b Recognize that Native American tribes lived in different parts of North America and had different customs. <u>Date Adopted or Revised:</u> 12/08</p>	<p>SS.5.A.2.Su.b Recognize that many different Native American tribes lived in North America. <u>Date Adopted or Revised:</u> 12/08</p>	<p>SS.5.A.2.Pa.b Recognize differences in Native American tribes. <u>Date Adopted or Revised:</u> 12/08</p>
<p>SS.5.A.2.In.c Identify differences in cultural aspects of Native American tribes, such as food, clothing, and shelters. <u>Date Adopted or Revised:</u> 12/08</p>	<p>SS.5.A.2.Su.c Recognize differences in cultural aspects of Native American tribes, such as food, clothing, and shelters. <u>Date Adopted or Revised:</u> 12/08</p>	<p>SS.5.A.2.Pa.c Recognize differences in Native American tribes. <u>Date Adopted or Revised:</u> 12/08</p>

Standard 3: Exploration and Settlement of North America

Access Point for Students with Significant Cognitive Disabilities

Independent	Supported	Participatory
<p>SS.5.A.3.In.a Recognize inventions that made exploration safer, such as the compass and seaworthy ships. <u>Date Adopted or Revised:</u> 12/08</p>	<p>SS.5.A.3.Su.a Recognize that exploration in ships was made safer with the compass. <u>Date Adopted or Revised:</u> 12/08</p>	<p>SS.5.A.3.Pa.a Recognize that tools make travel safe. <u>Date Adopted or Revised:</u> 12/08</p>
<p>SS.5.A.3.In.b Identify a European explorer, the sponsoring country, and a reason for the exploration. <u>Date Adopted or Revised:</u> 12/08</p>	<p>SS.5.A.3.Su.b Recognize a reason why a European explorer came to America. <u>Date Adopted or Revised:</u> 12/08</p>	<p>SS.5.A.3.Pa.b Recognize that exploration involves looking for something new. <u>Date Adopted or Revised:</u> 12/08</p>
<p>SS.5.A.3.In.c Identify differences in interaction among Native Americans, Africans, English, French, Dutch, and Spanish for control of North America. <u>Date Adopted or Revised:</u> 12/08</p>	<p>SS.5.A.3.Su.c Recognize a difference in interaction among Native Americans, Africans, English, French, Dutch, and Spanish for control of North America. <u>Date Adopted or Revised:</u> 12/08</p>	<p>SS.5.A.3.Pa.c Recognize ways different groups interact with each other. <u>Date Adopted or Revised:</u> 12/08</p>

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Standard 4: Colonization of North America

Access Point for Students with Significant Cognitive Disabilities

Independent	Supported	Participatory
<p>SS.5.A.4.In.a Identify reasons the colonists settled in America, such as to obtain land and religious freedom. <u>Date Adopted or Revised:</u> 12/08</p>	<p>SS.5.A.4.Su.a Recognize a reason why colonists settled in America, such as to obtain land. <u>Date Adopted or Revised:</u> 12/08</p>	<p>SS.5.A.4.Pa.a Recognize a reason why people move to a different place. <u>Date Adopted or Revised:</u> 12/08</p>
<p>SS.5.A.4.In.b Recognize differences in location and resources of the three groups of colonies (New England, Middle, and Southern). <u>Date Adopted or Revised:</u> 12/08</p>	<p>SS.5.A.4.Su.b Recognize resources found in a colonial region, such as farms in the Southern Colonies. <u>Date Adopted or Revised:</u> 12/08</p>	<p>SS.5.A.4.Pa.b Recognize that different regions had different resources. <u>Date Adopted or Revised:</u> 12/08</p>
<p>SS.5.A.4.In.c Recognize an individual responsible for development of new colonies, such as William Penn and Pennsylvania (Middle Colonies). <u>Date Adopted or Revised:</u> 12/08</p>	<p>SS.5.A.4.Su.c Recognize that leaders helped start new colonies. <u>Date Adopted or Revised:</u> 12/08</p>	<p>SS.5.A.4.Pa.c Recognize that different regions had different leaders. <u>Date Adopted or Revised:</u> 12/08</p>
<p>SS.5.A.4.In.d Identify various aspects of daily colonial life, such as farming, education, and games. <u>Date Adopted or Revised:</u> 12/08</p>	<p>SS.5.A.4.Su.d Recognize aspects of daily colonial life, such as farming and education. <u>Date Adopted or Revised:</u> 12/08</p>	<p>SS.5.A.4.Pa.d Recognize an aspect of colonial life, such as education. <u>Date Adopted or Revised:</u> 12/08</p>
<p>SS.5.A.4.In.e Recognize that Triangular Trade involved the exchange of goods for slaves with Africa, the West Indies, the British Colonies, and Europe. <u>Date Adopted or Revised:</u> 12/08</p>	<p>SS.5.A.4.Su.e Recognize that slaves were taken from Africa to work for others in the British Colonies. <u>Date Adopted or Revised:</u> 12/08</p>	<p>SS.5.A.4.Pa.e Recognize that slaves were forced to work for others. <u>Date Adopted or Revised:</u> 12/08</p>
<p>SS.5.A.4.In.f Identify that farmers in the Southern Colonies were able to have large farms because they owned the slaves that worked on them. <u>Date Adopted or Revised:</u> 12/08</p>	<p>SS.5.A.4.Su.f Recognize that farmers in the Southern Colonies had large farms with slaves. <u>Date Adopted or Revised:</u> 12/08</p>	<p>SS.5.A.4.Pa.f Recognize that slaves were forced to work for others. <u>Date Adopted or Revised:</u> 12/08</p>

Standard 5: American Revolution & Birth of a New Nation

Access Point for Students with Significant Cognitive Disabilities

Independent	Supported	Participatory
<p>SS.5.A.5.In.a Identify events leading up to the American Revolution, such as unfair taxes and restriction of freedoms by the King of England. <u>Date Adopted or Revised:</u> 12/08</p>	<p>SS.5.A.5.Su.a Recognize an event that led to the American Revolution, such as unfair taxes. <u>Date Adopted or Revised:</u> 12/08</p>	<p>SS.5.A.5.Pa.a Recognize that the people who settled in America were unhappy with the King of England. <u>Date Adopted or Revised:</u> 12/08</p>
<p>SS.5.A.5.In.b Recognize achievements of significant individuals from the American Revolution, such as George Washington, Thomas Jefferson, and Ben Franklin. <u>Date Adopted or Revised:</u> 12/08</p>	<p>SS.5.A.5.Su.b Recognize a famous individual who contributed to the American Revolution, such as George Washington, Thomas Jefferson, or Ben Franklin. <u>Date Adopted or Revised:</u> 12/08</p>	<p>SS.5.A.5.Pa.b Recognize George Washington. <u>Date Adopted or Revised:</u> 12/08</p>
<p>SS.5.A.5.In.c Identify that the Declaration of Independence stated that colonists wanted freedom from England. <u>Date Adopted or Revised:</u> 12/08</p>	<p>SS.5.A.5.Su.c Recognize that the colonists supported the Declaration of Independence. <u>Date Adopted or Revised:</u> 12/08</p>	<p>SS.5.A.5.Pa.c Recognize that the colonists wanted freedom from a king. <u>Date Adopted or Revised:</u> 12/08</p>
<p>SS.5.A.5.In.d Identify the role a woman played during the American Revolution, such as Martha Washington. <u>Date Adopted or Revised:</u> 12/08</p>	<p>SS.5.A.5.Su.d Recognize a famous woman from the American Revolution, such as Martha Washington. <u>Date Adopted or Revised:</u> 12/08</p>	<p>SS.5.A.5.Pa.d Recognize that women helped during the American Revolution. <u>Date Adopted or Revised:</u> 12/08</p>
<p>SS.5.A.5.In.e Recognize a major battle in the American Revolution and a hardship the soldiers endured, such as winter at Valley Forge. <u>Date Adopted or Revised:</u> 12/08</p>	<p>SS.5.A.5.Su.e Recognize that George Washington led the troops against England during the American Revolution. <u>Date Adopted or Revised:</u> 12/08</p>	<p>SS.5.A.5.Pa.e Recognize that the colonists fought in the American Revolution. <u>Date Adopted or Revised:</u> 12/08</p>
<p>SS.5.A.5.In.f Recognize that France and other countries contributed money and supplies to help the colonists fight against England. <u>Date Adopted or Revised:</u> 12/08</p>	<p>SS.5.A.5.Su.f Recognize that the colonists needed help from other countries to win the Revolution. <u>Date Adopted or Revised:</u> 12/08</p>	<p>SS.5.A.5.Pa.f Recognize that other groups (countries) helped the colonists. <u>Date Adopted or Revised:</u> 12/08</p>
<p>SS.5.A.5.In.g Recognize that France and other countries contributed money and supplies to help the colonists fight against England.</p>	<p>SS.5.A.5.Su.g Recognize that the colonists needed help from other countries to win the Revolution. <u>Date Adopted or Revised:</u> 12/08</p>	<p>SS.5.A.5.Pa.g Recognize that other groups (countries) helped the colonists. <u>Date Adopted or Revised:</u> 12/08</p>
		<p>SS.5.A.5.Pa.h Recognize that</p>

<p><u>Date Adopted or Revised:</u> 12/08</p> <p>SS.5.A.5.In.h Recognize that there was no money or supplies left for the new government after the American Revolution. <u>Date Adopted or Revised:</u> 12/08</p> <p>SS.5.A.5.In.i Recognize that the Confederation Congress passed a law (Northwest Ordinance) to allow the United States to expand westward. <u>Date Adopted or Revised:</u> 12/08</p> <p>SS.5.A.5.In.j Recognize that the Constitution outlines the principles of the American government. <u>Date Adopted or Revised:</u> 12/08</p>	<p>SS.5.A.5.Su.h Recognize that the colonists needed more money and supplies after the American Revolution. <u>Date Adopted or Revised:</u> 12/08</p> <p>SS.5.A.5.Su.i Recognize that the United States wanted to add new lands after the Revolution. <u>Date Adopted or Revised:</u> 12/08</p> <p>SS.5.A.5.Su.j Recognize that the Constitution is the set of laws Americans follow. <u>Date Adopted or Revised:</u> 12/08</p>	<p>colonists need supplies. <u>Date Adopted or Revised:</u> 12/08</p> <p>SS.5.A.5.Pa.i Recognize that the United States grew in size. <u>Date Adopted or Revised:</u> 12/08</p> <p>SS.5.A.5.Pa.j Recognize that the government makes laws for its people. <u>Date Adopted or Revised:</u> 12/08</p>
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Standard 6: Growth and Westward Expansion

Access Point for Students with Significant Cognitive Disabilities

Independent	Supported	Participatory
<p>SS.5.A.6.In.a Identify the major cause and effect of the Louisiana Purchase. <u>Date Adopted or Revised:</u> 12/08</p>	<p>SS.5.A.6.Su.a Recognize that the Louisiana Purchase made the United States twice its original size. <u>Date Adopted or Revised:</u> 12/08</p>	<p>SS.5.A.6.Pa.a Recognize that the United States was made larger by buying land. <u>Date Adopted or Revised:</u> 12/08</p>
<p>SS.5.A.6.In.b Identify people in the westward expansion and their importance, such as Lewis and Clark, Sacagawea, and Thomas Jefferson. <u>Date Adopted or Revised:</u> 12/08</p>	<p>SS.5.A.6.Su.b Recognize that Lewis and Clark led an expedition during the westward expansion. <u>Date Adopted or Revised:</u> 12/08</p>	<p>SS.5.A.6.Pa.b Recognize that people explore new lands. <u>Date Adopted or Revised:</u> 12/08</p>
<p>SS.5.A.6.In.c Identify advances in transportation and communication in America during the 1800s, such as railroads, steamboats, and the Pony Express. <u>Date Adopted or Revised:</u> 12/08</p>	<p>SS.5.A.6.Su.c Recognize a change in transportation in America during the 1800s, such as railroads. <u>Date Adopted or Revised:</u> 12/08</p>	<p>SS.5.A.6.Pa.c Recognize a method of transportation. <u>Date Adopted or Revised:</u> 12/08</p> <p>SS.5.A.6.Pa.d Recognize that people explore new lands.</p>

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

Standard 1: The World in Spatial Terms

Access Point for Students with Significant Cognitive Disabilities

<i>Independent</i>	<i>Supported</i>	<i>Participatory</i>
<p>SS.5.G.1.In.a Identify current and historical information using selected geographic tools, such as maps, globes, and satellite images. <u>Date Adopted or Revised:</u> 12/08</p>	<p>SS.5.G.1.Su.a Recognize current and historical information using selected geographic tools, such as a map, globe, or satellite image. <u>Date Adopted or Revised:</u> 12/08</p>	<p>SS.5.G.1.Pa.a Recognize information using a selected geographic tool. <u>Date Adopted or Revised:</u> 12/08</p>
<p>SS.5.G.1.In.b Use a coordinate grid on a map to locate places. <u>Date Adopted or Revised:</u> 12/08</p>	<p>SS.5.G.1.Su.b Use a simple coordinate grid on a drawing to locate features. <u>Date Adopted or Revised:</u> 12/08</p>	<p>SS.5.G.1.Pa.b Recognize information using a selected geographic tool. <u>Date Adopted or Revised:</u> 12/08</p>
<p>SS.5.G.1.In.c Recognize major physical features on a map of the United States, such as the Rocky Mountains, Appalachian Mountains, Mississippi River, Great Lakes, and Lake Okeechobee. <u>Date Adopted or Revised:</u> 12/08</p>	<p>SS.5.G.1.Su.c Recognize a major physical feature on a map of the United States, such as the Rocky Mountains, Appalachian Mountains, Mississippi River, Great Lakes, or Lake Okeechobee. <u>Date Adopted or Revised:</u> 12/08</p>	<p>SS.5.G.1.Pa.c Recognize a selected physical feature on a pictorial map of the United States. <u>Date Adopted or Revised:</u> 12/08</p>
<p>SS.5.G.1.In.d Select the format (map, chart, or graph) and display geographic information. <u>Date Adopted or Revised:</u> 12/08</p>	<p>SS.5.G.1.Su.d Complete a map, chart, or graph to display geographic information. <u>Date Adopted or Revised:</u> 12/08</p>	<p>SS.5.G.1.Pa.d Complete a pictorial map using pictures or symbols for designated areas. <u>Date Adopted or Revised:</u> 12/08</p>
<p>SS.5.G.1.In.e Recognize selected colonies of the original 13 colonies on a map of the United States. <u>Date Adopted or Revised:</u> 12/08</p>	<p>SS.5.G.1.Su.e Recognize an original colony on a map of the United States. <u>Date Adopted or Revised:</u> 12/08</p>	<p>SS.5.G.1.Pa.e Recognize a map of North America. <u>Date Adopted or Revised:</u> 12/08</p>
<p>SS.5.G.1.In.f Recognize selected states, capitals, and a United States Territory on a map. <u>Date Adopted or Revised:</u> 12/08</p>	<p>SS.5.G.1.Su.f Recognize selected states and their capitals on a map. <u>Date Adopted or Revised:</u> 12/08</p>	<p>SS.5.G.1.Pa.f Recognize that the United States is made up of different states. <u>Date Adopted or Revised:</u> 12/08</p>

Standard 2: Places and Regions

Access Point for Students with Significant Cognitive Disabilities

<i>Independent</i>	<i>Supported</i>	<i>Participatory</i>
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SS.5.G.2.In.a Recognize push and pull factors that have influenced boundary changes within the United States, such as job opportunities, climate, and natural hazards. <u>Date Adopted or Revised:</u> 12/08	SS.5.G.2.Su.a Recognize a push or pull factor that influenced boundary changes within the United States, such as job opportunities, climate, or natural hazards. <u>Date Adopted or Revised:</u> 12/08	SS.5.G.2.Pa.a Recognize a factor that causes a boundary to change. <u>Date Adopted or Revised:</u> 12/08
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Standard 3: Environment and Society

Access Point for Students with Significant Cognitive Disabilities

Independent	Supported	Participatory
SS.5.G.3.In.a Identify an impact of natural events on humans in the United States through 1850, such as the harsh winter in Jamestown. <u>Date Adopted or Revised:</u> 12/08	SS.5.G.3.Su.a Recognize an impact of natural events on humans in the United States through 1850, such as the harsh winter in Jamestown. <u>Date Adopted or Revised:</u> 12/08	SS.5.G.3.Pa.a Recognize a natural event that causes change. <u>Date Adopted or Revised:</u> 12/08

Standard 4: Uses of Geography

Access Point for Students with Significant Cognitive Disabilities

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

Strand: ECONOMICS

Standard 1: Market Economy

Access Point for Students with Significant Cognitive Disabilities

Independent	Supported	Participatory
<p>SS.5.E.1.In.a Identify examples of how people traded with each other in North America from pre-Columbian times to 1850. <u>Date Adopted or Revised:</u> 12/08</p>	<p>SS.5.E.1.Su.a Recognize that different groups of people traded with each other in North America from pre-Columbian times to 1850. <u>Date Adopted or Revised:</u> 12/08</p>	<p>SS.5.E.1.Pa.a Recognize that people trade goods and services. <u>Date Adopted or Revised:</u> 12/08</p>
<p>SS.5.E.1.In.b Identify a characteristic of a market economy, such as available resources, demand, or available labor. <u>Date Adopted or Revised:</u> 12/08</p>	<p>SS.5.E.1.Su.b Recognize that people produce goods that others want to buy (market economy). <u>Date Adopted or Revised:</u> 12/08</p>	<p>SS.5.E.1.Pa.b Recognize that people trade goods and services. <u>Date Adopted or Revised:</u> 12/08</p>
<p>SS.5.E.1.In.c Identify major inventions during the early development of the United States, such as the Franklin stove, bifocals, and cotton gin. <u>Date Adopted or Revised:</u> 12/08</p>	<p>SS.5.E.1.Su.c Recognize a major invention during the early development of the United States, such as the Franklin stove, bifocals, or cotton gin. <u>Date Adopted or Revised:</u> 12/08</p>	<p>SS.5.E.1.Pa.c Identify an invention that helps people, such as a stove. <u>Date Adopted or Revised:</u> 12/08</p>

Standard 2: The International Economy

Access Point for Students with Significant Cognitive Disabilities		
Independent	Supported	Participatory
<p>SS.5.E.2.In.a Recognize examples of voluntary trade between Native Americans, European explorers, and colonists, such as trading crops and furs for guns. <u>Date Adopted or Revised:</u> 12/08</p>	<p>SS.5.E.2.Su.a Recognize an example of voluntary trade between Native Americans, European explorers, and colonists, such as trading crops and furs for guns. <u>Date Adopted or Revised:</u> 12/08</p>	<p>SS.5.E.2.Pa.a Recognize that people can trade voluntarily. <u>Date Adopted or Revised:</u> 12/08</p>

Strand: CIVICS AND GOVERNMENT

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

Access Point for Students with Significant Cognitive Disabilities		
Independent	Supported	Participatory
<p>SS.5.C.1.In.a Identify reasons for creating the United States government, such as to provide services and protection for citizens. <u>Date Adopted or Revised:</u> 12/08</p>	<p>SS.5.C.1.Su.a Recognize a reason for creating the United States government, such as to provide services or protection for citizens. <u>Date Adopted or Revised:</u> 12/08</p>	<p>SS.5.C.1.Pa.a Recognize that governments make laws to keep people safe. <u>Date Adopted or Revised:</u> 12/08</p>

<p>SS.5.C.1.In.b Recognize that a constitution is the foundation of the laws of a government. <u>Date Adopted or Revised:</u> 12/08</p>	<p>SS.5.C.1.Su.b Recognize that a constitution is a set of laws. <u>Date Adopted or Revised:</u> 12/08</p>	<p>SS.5.C.1.Pa.b Recognize that governments make laws to keep people safe. <u>Date Adopted or Revised:</u> 12/08</p>
<p>SS.5.C.1.In.c Identify examples of natural rights, such as the right to life and freedom. <u>Date Adopted or Revised:</u> 12/08</p>	<p>SS.5.C.1.Su.c Recognize natural rights, such as the right to life and freedom. <u>Date Adopted or Revised:</u> 12/08</p>	<p>SS.5.C.1.Pa.c Recognize a right of people, such as freedom. <u>Date Adopted or Revised:</u> 12/08</p>
<p>SS.5.C.1.In.d Identify that the Declaration of Independence included justification for America's independence. <u>Date Adopted or Revised:</u> 12/08</p>	<p>SS.5.C.1.Su.d Recognize that the Declaration of Independence included justification for America's independence. <u>Date Adopted or Revised:</u> 12/08</p>	<p>SS.5.C.1.Pa.d Recognize a right of people, such as freedom. <u>Date Adopted or Revised:</u> 12/08</p>
<p>SS.5.C.1.In.e Identify that the Bill of Rights was written to guarantee the individual rights of American citizens. <u>Date Adopted or Revised:</u> 12/08</p>	<p>SS.5.C.1.Su.e Recognize that the Bill of Rights lists the rights of individuals. <u>Date Adopted or Revised:</u> 12/08</p>	<p>SS.5.C.1.Pa.e Recognize a right of people, such as freedom. <u>Date Adopted or Revised:</u> 12/08</p>
<p>SS.5.C.1.In.f Identify that some people wanted a strong national government while others wanted strong state governments, such as Federalists and Anti-Federalists. <u>Date Adopted or Revised:</u> 12/08</p>	<p>SS.5.C.1.Su.f Recognize that people have different views about the power of the United States government. <u>Date Adopted or Revised:</u> 12/08</p>	<p>SS.5.C.1.Pa.f Recognize that people have different points of view. <u>Date Adopted or Revised:</u> 12/08</p>

Standard 2: Civic and Political Participation		
Access Point for Students with Significant Cognitive Disabilities		
Independent	Supported	Participatory
<p>SS.5.C.2.In.a Identify the points of view (political ideas) of Patriots and Loyalists during the American Revolution. <u>Date Adopted or Revised:</u> 12/08</p>	<p>SS.5.C.2.Su.a Recognize the point of view (political ideas) of Patriots during the American Revolution. <u>Date Adopted or Revised:</u> 12/08</p>	<p>SS.5.C.2.Pa.a Recognize that groups may have different points of view. <u>Date Adopted or Revised:</u> 12/08</p>
<p>SS.5.C.2.In.b Identify examples of political participation used in the past and today, such as voting, signing petitions, and public protests. <u>Date Adopted or Revised:</u> 12/08</p>	<p>SS.5.C.2.Su.b Recognize an example of political participation used today, such as voting or contacting representatives. <u>Date Adopted or Revised:</u> 12/08</p>	<p>SS.5.C.2.Pa.b Recognize that voting is a form of participation. <u>Date Adopted or Revised:</u> 12/08</p>

<p>SS.5.C.2.In.c Identify that voting rights were limited early in our nation's history but expanded to include groups such as former slaves and women. <u>Date Adopted or Revised:</u> 12/08</p> <p>SS.5.C.2.In.d Describe the importance of civic responsibilities, such as voting, serving on a jury, and paying taxes. <u>Date Adopted or Revised:</u> 12/08</p> <p>SS.5.C.2.In.e Recognize ways that good citizens can become more active in government, such as by running for office and working with others on civic issues. <u>Date Adopted or Revised:</u> 12/08</p>	<p>SS.5.C.2.Su.c Recognize that some groups of citizens of our nation, such as former slaves and women, could not vote in the past. <u>Date Adopted or Revised:</u> 12/08</p> <p>SS.5.C.2.Su.d Identify civic responsibilities, such as voting, serving on a jury, and paying taxes. <u>Date Adopted or Revised:</u> 12/08</p> <p>SS.5.C.2.Su.e Recognize a way that a good citizen can become more active in government, such as by running for office. <u>Date Adopted or Revised:</u> 12/08</p>	<p>SS.5.C.2.Pa.c Recognize that people can vote in America. <u>Date Adopted or Revised:</u> 12/08</p> <p>SS.5.C.2.Pa.d Recognize a way to be a responsible citizen, such as voting. <u>Date Adopted or Revised:</u> 12/08</p> <p>SS.5.C.2.Pa.e Recognize a way to be a responsible citizen, such as voting. <u>Date Adopted or Revised:</u> 12/08</p>
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Standard 3: Structure and Functions of Government

Access Point for Students with Significant Cognitive Disabilities

Independent	Supported	Participatory
<p>SS.5.C.3.In.a Recognize that the three branches of the United States government have separate powers. <u>Date Adopted or Revised:</u> 12/08</p> <p>SS.5.C.3.In.b Identify that the United States Constitution is based on the principle of the separation of powers. <u>Date Adopted or Revised:</u> 12/08</p> <p>SS.5.C.3.In.c Describe a power of the federal government—such as coining money, and a power of the state—such as creating public schools. <u>Date Adopted or Revised:</u> 12/08</p> <p>SS.5.C.3.In.d Recognize that a change</p>	<p>SS.5.C.3.Su.a Recognize the three branches of the United States government. <u>Date Adopted or Revised:</u> 12/08</p> <p>SS.5.C.3.Su.b Recognize that the United States Constitution specifies the powers of the branches of government. <u>Date Adopted or Revised:</u> 12/08</p> <p>SS.5.C.3.Su.c Identify a power of the federal government—such as coining money, and a power of the state—such as creating public schools. <u>Date Adopted or Revised:</u> 12/08</p> <p>SS.5.C.3.Su.d Recognize that a</p>	<p>SS.5.C.3.Pa.a Recognize the United States has a government. <u>Date Adopted or Revised:</u> 12/08</p> <p>SS.5.C.3.Pa.b Recognize the United States has a government. <u>Date Adopted or Revised:</u> 12/08</p> <p>SS.5.C.3.Pa.c Recognize that government provides services, such as coining money or creating schools. <u>Date Adopted or Revised:</u> 12/08</p> <p>SS.5.C.3.Pa.d Recognize that a law can be changed. <u>Date Adopted or Revised:</u></p>

<p>to the Constitution (amendment) is created by following specific steps. <u>Date Adopted or Revised:</u> 12/08</p> <p>SS.5.C.3.In.e Identify rights granted in the Bill of Rights, such as freedom of speech, religion, and assembly. <u>Date Adopted or Revised:</u> 12/08</p> <p>SS.5.C.3.In.f Identify the role of the courts in the American legal system in settling conflicts. <u>Date Adopted or Revised:</u> 12/08</p>	<p>change to the law is an amendment. <u>Date Adopted or Revised:</u> 12/08</p> <p>SS.5.C.3.Su.e Recognize a right granted in the Bill of Rights, such as freedom of speech or religion. <u>Date Adopted or Revised:</u> 12/08</p> <p>SS.5.C.3.Su.f Recognize that a court settles conflicts between people. <u>Date Adopted or Revised:</u> 12/08</p>	<p>12/08</p> <p>SS.5.C.3.Pa.e Recognize that citizens have rights. <u>Date Adopted or Revised:</u> 12/08</p> <p>SS.5.C.3.Pa.f Recognize that conflicts can be settled. <u>Date Adopted or Revised:</u> 12/08</p>
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GRADE: 6

Strand: GEOGRAPHY		
Standard 1: Understand how to use maps and other geographic representations, tools and technology to report information.		
Access Point for Students with Significant Cognitive Disabilities		
<i>Independent</i>	<i>Supported</i>	<i>Participatory</i>
<p>SS.6.G.1.In.a Use lines of latitude and longitude to locate places and to identify climate and time zones. <u>Date Adopted or Revised:</u> 12/08</p> <p>SS.6.G.1.In.b Identify the purposes of different types of maps, such as political, physical, or special purpose. <u>Date Adopted or Revised:</u> 12/08</p> <p>SS.6.G.1.In.c Recognize natural wonders of the ancient world, such as the Seven Natural Wonders of Africa, Himalayas, and Gobi Desert. <u>Date Adopted or Revised:</u> 12/08</p>	<p>SS.6.G.1.Su.a Use a coordinate grid on a map to locate places. <u>Date Adopted or Revised:</u> 12/08</p> <p>SS.6.G.1.Su.b Identify differences between maps and globes. <u>Date Adopted or Revised:</u> 12/08</p> <p>SS.6.G.1.Su.c Recognize a natural wonder of the ancient world, such as the Himalayas or Gobi Desert. <u>Date Adopted or Revised:</u> 12/08</p> <p>SS.6.G.1.Su.d Use selected tools of geography, such as maps, globes, and charts.</p>	<p>SS.6.G.1.Pa.a Use positional words to identify a relative location. <u>Date Adopted or Revised:</u> 12/08</p> <p>SS.6.G.1.Pa.b Recognize a purpose of maps and globes. <u>Date Adopted or Revised:</u> 12/08</p> <p>SS.6.G.1.Pa.c Recognize natural landforms, such as mountains and deserts. <u>Date Adopted or Revised:</u> 12/08</p> <p>SS.6.G.1.Pa.d Use a tool</p>

<p>SS.6.G.1.In.d Use tools of geography, such as maps, globes, satellite images, and charts.</p>	<p><u>Date Adopted or Revised:</u> 12/08</p>	<p>of geography, such as a simple map or globe.</p>
<p><u>Date Adopted or Revised:</u> 12/08</p>		<p><u>Date Adopted or Revised:</u> 12/08</p>
<p>SS.6.G.1.In.e Use scale and cardinal directions to describe the relative location between two places on a map.</p>	<p>SS.6.G.1.Su.e Use cardinal directions to describe the relative location of a place on a map.</p>	<p>SS.6.G.1.Pa.e Use positional words to identify a relative location on a map.</p>
<p><u>Date Adopted or Revised:</u> 12/08</p>	<p><u>Date Adopted or Revised:</u> 12/08</p>	<p><u>Date Adopted or Revised:</u> 12/08</p>
<p>SS.6.G.1.In.f Use a map to identify major bodies of water in the world, such as major rivers, seas, and oceans, and recognize ways they have impacted civilization.</p>	<p>SS.6.G.1.Su.f Use a map to recognize major bodies of water in the world, such as major rivers, seas, and oceans, and recognize a way they have impacted civilization.</p>	<p>SS.6.G.1.Pa.f Use a map to recognize a body of water.</p>
<p><u>Date Adopted or Revised:</u> 12/08</p>	<p><u>Date Adopted or Revised:</u> 12/08</p>	<p><u>Date Adopted or Revised:</u> 12/08</p>
<p>SS.6.G.1.In.g Use a map to identify characteristics of ancient civilizations that have shaped the world today, such as Greece and Rome.</p>	<p>SS.6.G.1.Su.g Use a map to recognize a characteristic of ancient civilizations that have shaped the world today, such as Greece and Rome.</p>	<p>SS.6.G.1.Pa.g Use an outline map to recognize a country or civilization.</p>
<p><u>Date Adopted or Revised:</u> 12/08</p>	<p><u>Date Adopted or Revised:</u> 12/08</p>	<p><u>Date Adopted or Revised:</u> 12/08</p>

Standard 2: Understand physical and cultural characteristics of places.

Access Point for Students with Significant Cognitive Disabilities		
Independent	Supported	Participatory
<p>SS.6.G.2.In.a Identify how major physical characteristics, natural resources, climate, and location influenced where people settled in different ancient regions of the world.</p>	<p>SS.6.G.2.Su.a Recognize major physical characteristics, natural resources, climate, or location of ancient civilizations of the world.</p>	<p>SS.6.G.2.Pa.a Recognize a way the environment affects people.</p>
<p><u>Date Adopted or Revised:</u> 12/08</p>	<p><u>Date Adopted or Revised:</u> 12/08</p>	<p><u>Date Adopted or Revised:</u> 12/08</p>
<p>SS.6.G.2.In.b Differentiate continents, regions, countries, and cities in order to recognize different ways civilizations defined their territory, such as city-states, provinces, kingdoms, and empires.</p>	<p>SS.6.G.2.Su.b Recognize different ways civilizations defined their territory, such as city-states, provinces, kingdoms, and empires.</p>	<p>SS.6.G.2.Pa.b Recognize a way the environment affects people.</p>
<p><u>Date Adopted or Revised:</u> 12/08</p>	<p><u>Date Adopted or Revised:</u> 12/08</p>	<p><u>Date Adopted or Revised:</u> 12/08</p>
<p>SS.6.G.2.In.c Identify effects of living near</p>	<p>SS.6.G.2.Su.c Recognize effects of living near the water, such as the Nile River Valley.</p>	<p>SS.6.G.2.Pa.c Recognize a way living near water affects people.</p>
		<p><u>Date Adopted or Revised:</u> 12/08</p>

<p>rivers, such as the Tigris and Euphrates (Mesopotamia) or Nile River Valley. <u>Date Adopted or Revised:</u> 12/08</p> <p>SS.6.G.2.In.d Recognize ways the geographical location of ancient civilizations, such as Egypt, Rome, Greece, or China, contributed to the culture and politics. <u>Date Adopted or Revised:</u> 12/08</p> <p>SS.6.G.2.In.e Identify how selected geographic boundaries invite or limit interaction with other regions and cultures, such as China limits and Greece invites. <u>Date Adopted or Revised:</u> 12/08</p> <p>SS.6.G.2.In.f Recognize examples of cultural diffusion in ancient cultures, such as Romans adopting the Greek gods and goddesses and using Greek building techniques. <u>Date Adopted or Revised:</u> 12/08</p> <p>SS.6.G.2.In.g Identify relative population density on a map. <u>Date Adopted or Revised:</u> 12/08</p>	<p><u>Date Adopted or Revised:</u> 12/08</p> <p>SS.6.G.2.Su.d Recognize a way the geographical location of ancient civilizations, such as Egypt, Rome, Greece, or China, contributed to the culture and politics. <u>Date Adopted or Revised:</u> 12/08</p> <p>SS.6.G.2.Su.e Recognize how selected geographic boundaries invite or limit interaction with other regions and cultures, such as China limits and Greece invites. <u>Date Adopted or Revised:</u> 12/08</p> <p>SS.6.G.2.Su.f Recognize an example of cultural diffusion in ancient cultures, such as Romans adopting the Greek gods and goddesses or using Greek building techniques. <u>Date Adopted or Revised:</u> 12/08</p> <p>SS.6.G.2.Su.g Recognize relative population density on a map. <u>Date Adopted or Revised:</u> 12/08</p>	<p>SS.6.G.2.Pa.d Recognize a way the geographical location of a country or civilization affects people. <u>Date Adopted or Revised:</u> 12/08</p> <p>SS.6.G.2.Pa.e Recognize a way a geographic boundary affects people. <u>Date Adopted or Revised:</u> 12/08</p> <p>SS.6.G.2.Pa.f Recognize that people share culture. <u>Date Adopted or Revised:</u> 12/08</p> <p>SS.6.G.2.Pa.g Recognize a city on a map. <u>Date Adopted or Revised:</u> 12/08</p>
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Standard 3: Understand the relationships between the Earth's ecosystems and the populations that dwell within them.

Access Point for Students with Significant Cognitive Disabilities		
<i>Independent</i>	<i>Supported</i>	<i>Participatory</i>
<p>SS.6.G.3.In.a Identify physical characteristics of the environment that affected the development of agriculture in the ancient world, such as terracing and seasonal crop rotations. <u>Date Adopted or Revised:</u> 12/08</p> <p>SS.6.G.3.In.b Identify an impact of human</p>	<p>SS.6.G.3.Su.a Recognize a physical characteristic of the environment that affected agriculture in the ancient world, such as terracing and seasonal crop rotations. <u>Date Adopted or Revised:</u> 12/08</p> <p>SS.6.G.3.Su.b Recognize an impact of</p>	<p>SS.6.G.3.Pa.a Recognize a characteristic of the environment necessary for agriculture. <u>Date Adopted or Revised:</u> 12/08</p> <p>SS.6.G.3.Pa.b Recognize that humans affect the</p>

populations on the ancient world's ecosystems, such as deforestation, abuse of resources, or erosion. <u>Date Adopted or Revised:</u> 12/08	human populations on the ancient world's ecosystems, such as deforestation, abuse of resources, or erosion. <u>Date Adopted or Revised:</u> 12/08	environment. <u>Date Adopted or Revised:</u> 12/08
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Standard 4: Understand the characteristics, distribution, and migration of human populations.

Access Point for Students with Significant Cognitive Disabilities

Independent	Supported	Participatory
SS.6.G.4.In.a Recognize ways family or ethnic relationships influenced ancient cultures. <u>Date Adopted or Revised:</u> 12/08	SS.6.G.4.Su.a Recognize characteristics of families in an ancient culture. <u>Date Adopted or Revised:</u> 12/08	SS.6.G.4.Pa.a Recognize a characteristic of families. <u>Date Adopted or Revised:</u> 12/08
SS.6.G.4.In.b Use a map to identify a migration route of humans, such as prehistoric Asians to the Americas. <u>Date Adopted or Revised:</u> 12/08	SS.6.G.4.Su.b Use a map to recognize human migration, such as prehistoric Asians to the Americas. <u>Date Adopted or Revised:</u> 12/08	SS.6.G.4.Pa.b Recognize a result of migration. <u>Date Adopted or Revised:</u> 12/08
SS.6.G.4.In.c Identify a site in Africa or Asia where evidence of early human societies has been found. <u>Date Adopted or Revised:</u> 12/08	SS.6.G.4.Su.c Recognize an archeological site in Africa where evidence of early human societies has been found. <u>Date Adopted or Revised:</u> 12/08	SS.6.G.4.Pa.c Recognize a result of migration. <u>Date Adopted or Revised:</u> 12/08
SS.6.G.4.In.d Use a map to identify countries or regions where various belief systems, such as Buddhism, Christianity, and Judaism, spread in the ancient world. <u>Date Adopted or Revised:</u> 12/08	SS.6.G.4.Su.d Use a map to recognize a country or region where a belief system, such as Buddhism, Christianity, or Judaism, spread in the ancient world. <u>Date Adopted or Revised:</u> 12/08	SS.6.G.4.Pa.d Recognize that people have different religions (belief systems). <u>Date Adopted or Revised:</u> 12/08

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

Access Point for Students with Significant Cognitive Disabilities

Independent	Supported	Participatory
SS.6.G.5.In.a Recognize ways used to compensate for the scarcity of resources, such as water, fertile soil, and fuel, in the ancient world.	SS.6.G.5.Su.a Recognize a way used to compensate for the scarcity of resources, such as water, fertile soil, or fuel, in the	SS.6.G.5.Pa.a Recognize a way people compensate for the scarcity of resources. <u>Date Adopted or Revised:</u>

<p><u>Date Adopted or Revised:</u> 12/08</p> <p>SS.6.G.5.In.b Use geographic terms and tools to identify why ancient civilizations developed transportation networks of highways and waterways. <u>Date Adopted or Revised:</u> 12/08</p> <p>SS.6.G.5.In.c Use geographic terms and tools to identify effects of natural disasters or drought in ancient civilizations, such as flooding of the Nile, drought in Africa, volcanoes in the Mediterranean region, and famine in Asia. <u>Date Adopted or Revised:</u> 12/08</p>	<p>ancient world. <u>Date Adopted or Revised:</u> 12/08</p> <p>SS.6.G.5.Su.b Use geographic tools to identify a transportation network developed in an ancient civilization. <u>Date Adopted or Revised:</u> 12/08</p> <p>SS.6.G.5.Su.c Use geographic tools to locate areas where drought, famine, or natural disasters impacted ancient civilizations. <u>Date Adopted or Revised:</u> 12/08</p>	<p>12/08</p> <p>SS.6.G.5.Pa.b Recognize a way people overcome barriers, such as developing transportation networks. <u>Date Adopted or Revised:</u> 12/08</p> <p>SS.6.G.5.Pa.c Recognize an effect of a natural disaster. <u>Date Adopted or Revised:</u> 12/08</p>
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Standard 6: Understand how to apply geography to interpret the past and present and plan for the future.

Access Point for Students with Significant Cognitive Disabilities

<i>Independent</i>	<i>Supported</i>	<i>Participatory</i>
<p>SS.6.G.6.In.a Identify ways geographers organize information, such as by spatial terms, places and regions, human systems, and the environment. <u>Date Adopted or Revised:</u> 12/08</p>	<p>SS.6.G.6.Su.a Recognize a way that geographers organize information, such as by places and regions or the environment. <u>Date Adopted or Revised:</u> 12/08</p>	<p>SS.6.G.6.Pa.a Recognize types of geographic information, such as places or spatial terms. <u>Date Adopted or Revised:</u> 12/08</p>
<p>SS.6.G.6.In.b Identify differences in ancient and current maps of the world. <u>Date Adopted or Revised:</u> 12/08</p>	<p>SS.6.G.6.Su.b Recognize differences in ancient and current maps of the world. <u>Date Adopted or Revised:</u> 12/08</p>	<p>SS.6.G.6.Pa.b Recognize differences between maps. <u>Date Adopted or Revised:</u> 12/08</p>

Strand: ECONOMICS

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

Access Point for Students with Significant Cognitive Disabilities

<i>Independent</i>	<i>Supported</i>	<i>Participatory</i>
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<p>SS.6.E.1.In.a Recognize factors that increase the economy, such as new resources, increased productivity, and technology. <u>Date Adopted or Revised:</u> 12/08</p>	<p>SS.6.E.1.Su.a Recognize a factor that increases the economy, such as new resources, increased productivity, or technology. <u>Date Adopted or Revised:</u> 12/08</p>	<p>SS.6.E.1.Pa.a Recognize a result of an increase in the production of goods, such as increased productivity. <u>Date Adopted or Revised:</u> 12/08</p>
<p>SS.6.E.1.In.b Recognize basic characteristics of trade/barter (traditional) economies. <u>Date Adopted or Revised:</u> 12/08</p>	<p>SS.6.E.1.Su.b Recognize a basic characteristic of trade/barter (traditional) economies. <u>Date Adopted or Revised:</u> 12/08</p>	<p>SS.6.E.1.Pa.b Recognize that people can purchase or trade desired goods or services. <u>Date Adopted or Revised:</u> 12/08</p>
<p>SS.6.E.1.In.c Identify economic concepts as they relate to early civilization, such as scarcity, supply and demand, and trade. <u>Date Adopted or Revised:</u> 12/08</p>	<p>SS.6.E.1.Su.c Recognize economic concepts as they relate to early civilization, such as scarcity and trade. <u>Date Adopted or Revised:</u> 12/08</p>	<p>SS.6.E.1.Pa.c Recognize the meaning of economic terms, such as buy, sell, or exchange (trade). <u>Date Adopted or Revised:</u> 12/08</p>

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

Access Point for Students with Significant Cognitive Disabilities

<i>Independent</i>	<i>Supported</i>	<i>Participatory</i>
<p>SS.6.E.2.In.a Identify that leaders or family groups make economic decisions for their civilizations. <u>Date Adopted or Revised:</u> 12/08</p>	<p>SS.6.E.2.Su.a Recognize that leaders or family groups make economic decisions for their civilizations. <u>Date Adopted or Revised:</u> 12/08</p>	<p>SS.6.E.2.Pa.a Recognize that leaders make decisions about money. <u>Date Adopted or Revised:</u> 12/08</p>

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

Access Point for Students with Significant Cognitive Disabilities

<i>Independent</i>	<i>Supported</i>	<i>Participatory</i>
<p>SS.6.E.3.In.a Recognize why people used different types of currency for trade in past civilizations. <u>Date Adopted or Revised:</u> 12/08</p>	<p>SS.6.E.3.Su.a Recognize that people used different types of currency for trade in past civilizations. <u>Date Adopted or Revised:</u> 12/08</p>	<p>SS.6.E.3.Pa.a Recognize that people use money for trade. <u>Date Adopted or Revised:</u> 12/08</p>
<p>SS.6.E.3.In.b Identify products that were traded among civilizations and an example of</p>	<p>SS.6.E.3.Su.b Recognize products</p>	<p>SS.6.E.3.Pa.b Recognize an example of a product that was traded.</p>

<p>a barrier to trade. <u>Date Adopted or Revised:</u> 12/08</p> <p>SS.6.E.3.In.c Identify that the barter system (direct trading of goods and services) changed over time and some people became merchants. <u>Date Adopted or Revised:</u> 12/08</p> <p>SS.6.E.3.In.d Identify that voluntary trade occurs when all participants are free to trade and expect to gain from the trade. <u>Date Adopted or Revised:</u> 12/08</p>	<p>that were traded among civilizations. <u>Date Adopted or Revised:</u> 12/08</p> <p>SS.6.E.3.Su.c Recognize the role of the merchant in the exchange of goods and services. <u>Date Adopted or Revised:</u> 12/08</p> <p>SS.6.E.3.Su.d Recognize that both buyers and sellers expect to gain when making a trade. <u>Date Adopted or Revised:</u> 12/08</p>	<p><u>Date Adopted or Revised:</u> 12/08</p> <p>SS.6.E.3.Pa.c Recognize that some people (merchants) sell goods to others. <u>Date Adopted or Revised:</u> 12/08</p> <p>SS.6.E.3.Pa.d Recognize give and take in a voluntary trade. <u>Date Adopted or Revised:</u> 12/08</p>
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Strand: WORLD HISTORY

Standard 1: Utilize historical inquiry skills and analytical processes.

Access Point for Students with Significant Cognitive Disabilities

Independent	Supported	Participatory
<p>SS.6.W.1.In.a Use a simple timeline to identify the sequence of historical events. <u>Date Adopted or Revised:</u> 12/08</p>	<p>SS.6.W.1.Su.a Use a simple pictorial timeline to identify the sequence of historical events. <u>Date Adopted or Revised:</u> 12/08</p>	<p>SS.6.W.1.Pa.a Use a simple pictorial timeline to identify an event. <u>Date Adopted or Revised:</u> 12/08</p>
<p>SS.6.W.1.In.b Identify terms for time periods, such as decade and century. <u>Date Adopted or Revised:</u> 12/08</p>	<p>SS.6.W.1.Su.b Recognize terms for time periods, such as a decade. <u>Date Adopted or Revised:</u> 12/08</p>	<p>SS.6.W.1.Pa.b Recognize terms that relate to time, such as today and tomorrow. <u>Date Adopted or Revised:</u> 12/08</p>
<p>SS.6.W.1.In.c Describe information found in a primary and secondary source, such as artifacts, images, photos, sounds, and written documents. <u>Date Adopted or Revised:</u> 12/08</p>	<p>SS.6.W.1.Su.c Identify basic information found in a primary and secondary source, such as artifacts, images, photos, sounds, and written documents. <u>Date Adopted or Revised:</u> 12/08</p>	<p>SS.6.W.1.Pa.c Recognize information from a source, such as artifacts, images, photos, sounds, or written documents. <u>Date Adopted or Revised:</u> 12/08</p>
<p>SS.6.W.1.In.d Identify basic methods of historical inquiry and how history relates to geography, economics, and civics. <u>Date Adopted or Revised:</u></p>	<p>SS.6.W.1.Su.d Recognize a method of historical inquiry and how history relates to geography, economics, and civics. <u>Date Adopted or Revised:</u></p>	<p>SS.6.W.1.Pa.d Recognize information from a source, such as artifacts, images, photos, sounds, or written documents. <u>Date Adopted or Revised:</u></p>

<p>12/08</p> <p>SS.6.W.1.In.e Identify the role of historians and recognize that interpretations of historians may differ. <u>Date Adopted or Revised:</u> 12/08</p> <p>SS.6.W.1.In.f Identify how history transmits culture and models of human character. <u>Date Adopted or Revised:</u> 12/08</p>	<p>12/08</p> <p>SS.6.W.1.Su.e Recognize the role of historians. <u>Date Adopted or Revised:</u> 12/08</p> <p>SS.6.W.1.Su.f Recognize how history transmits culture. <u>Date Adopted or Revised:</u> 12/08</p>	<p>12/08</p> <p>SS.6.W.1.Pa.e Recognize information from a source, such as artifacts, images, photos, sounds, or written documents. <u>Date Adopted or Revised:</u> 12/08</p> <p>SS.6.W.1.Pa.f Recognize a characteristic of culture. <u>Date Adopted or Revised:</u> 12/08</p>
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Standard 2: Describe the emergence of early civilizations (Nile, Tigris-Euphrates, Indus, and Yellow Rivers, Meso and South American).

Access Point for Students with Significant Cognitive Disabilities

Independent	Supported	Participatory
<p>SS.6.W.2.In.a Identify differences in the lifestyles of hunter-gatherers and settlers of early agricultural communities. <u>Date Adopted or Revised:</u> 12/08</p>	<p>SS.6.W.2.Su.a Recognize differences in food and shelter (lifestyles) used by hunter/gatherers and settlers in early agricultural communities. <u>Date Adopted or Revised:</u> 12/08</p>	<p>SS.6.W.2.Pa.a Recognize that people need food and shelter. <u>Date Adopted or Revised:</u> 12/08</p>
<p>SS.6.W.2.In.b Identify ways that agriculture and metallurgy changed life in early civilizations, such as through the use of tools and cultivation of crops. <u>Date Adopted or Revised:</u> 12/08</p>	<p>SS.6.W.2.Su.b Recognize a way that agriculture and metallurgy changed life in early civilizations, such as through the use of tools or cultivation of crops. <u>Date Adopted or Revised:</u> 12/08</p>	<p>SS.6.W.2.Pa.b Recognize that tools make it easier to do work. <u>Date Adopted or Revised:</u> 12/08</p>
<p>SS.6.W.2.In.c Recognize common characteristics of civilizations, such as cities, technology, government, and religion. <u>Date Adopted or Revised:</u> 12/08</p>	<p>SS.6.W.2.Su.c Recognize a characteristic of civilizations, such as cities, technology, government, or religion. <u>Date Adopted or Revised:</u> 12/08</p>	<p>SS.6.W.2.Pa.c Recognize a characteristic of civilization, such as a city. <u>Date Adopted or Revised:</u> 12/08</p>
<p>SS.6.W.2.In.d Recognize ways of life in selected ancient river civilizations, such as Nile, Tigris-Euphrates, Indus, or Huang He. <u>Date Adopted or Revised:</u> 12/08</p>	<p>SS.6.W.2.Su.d Recognize a characteristic of life in selected ancient river civilizations, such as Nile, Tigris-Euphrates, Indus, or Huang He. <u>Date Adopted or Revised:</u> 12/08</p>	<p>SS.6.W.2.Pa.d Recognize a characteristic of civilization, such as a city. <u>Date Adopted or Revised:</u> 12/08</p>
		<p>SS.6.W.2.Pa.e Recognize an achievement of</p>

<p>SS.6.W.2.In.e Identify achievements from ancient Egyptian civilization, such as a calendar, pyramids, art and architecture, and mummification. <u>Date Adopted or Revised:</u> 12/08</p>	<p>SS.6.W.2.Su.e Recognize achievements from ancient Egyptian civilization, such as a calendar, pyramids, and art and architecture. <u>Date Adopted or Revised:</u> 12/08</p>	<p>civilization, such as art, architecture, writing, or technology. <u>Date Adopted or Revised:</u> 12/08</p>
<p>SS.6.W.2.In.f Recognize the contributions of selected key figures from ancient Egypt, such as Ramses and Tutankhamun. <u>Date Adopted or Revised:</u> 12/08</p>	<p>SS.6.W.2.Su.f Recognize a contribution of a key figure from ancient Egypt, such as Ramses or Tutankhamun. <u>Date Adopted or Revised:</u> 12/08</p>	<p>SS.6.W.2.Pa.f Recognize that civilizations had different leaders. <u>Date Adopted or Revised:</u> 12/08</p>
<p>SS.6.W.2.In.g Identify achievements of Mesopotamian civilization, such as writing, art and architecture, and technology—wheel, sail, and plow. <u>Date Adopted or Revised:</u> 12/08</p>	<p>SS.6.W.2.Su.g Recognize an achievement of Mesopotamian civilization, such as writing, art and architecture, or technology—wheel, sail, and plow. <u>Date Adopted or Revised:</u> 12/08</p>	<p>SS.6.W.2.Pa.g Recognize an achievement of civilization, such as art, architecture, writing, or technology. <u>Date Adopted or Revised:</u> 12/08</p>
<p>SS.6.W.2.In.h Recognize the impact of selected key figures, such as Hammurabi, Nebuchadnezzar, and Cyrus, from ancient Mesopotamian civilizations. <u>Date Adopted or Revised:</u> 12/08</p>	<p>SS.6.W.2.Su.h Recognize the impact of a key figure, such as Hammurabi, Nebuchadnezzar, or Cyrus, from ancient Mesopotamian civilizations. <u>Date Adopted or Revised:</u> 12/08</p>	<p>SS.6.W.2.Pa.h Recognize that civilizations had different leaders. <u>Date Adopted or Revised:</u> 12/08</p>
<p>SS.6.W.2.In.i Recognize key figures and a basic belief of the ancient Israelites, such as Abraham and Moses, and belief in monotheism and emphasis on individual worth and responsibility. <u>Date Adopted or Revised:</u> 12/08</p>	<p>SS.6.W.2.Su.i Recognize a basic belief of the ancient Israelites, such as monotheism, or emphasis on individual worth and responsibility. <u>Date Adopted or Revised:</u> 12/08</p>	<p>SS.6.W.2.Pa.i Recognize that civilizations had different leaders. <u>Date Adopted or Revised:</u> 12/08</p>
<p>SS.6.W.2.In.j Recognize similarities of the early river civilizations and the advanced civilizations in Meso and South America, such as the use of law, technology, and religion. <u>Date Adopted or Revised:</u> 12/08</p>	<p>SS.6.W.2.Su.j Recognize a common characteristic of the early river civilizations and the advanced civilizations in Meso and South America, such as the use of law, technology, or religion. <u>Date Adopted or Revised:</u> 12/08</p>	<p>SS.6.W.2.Pa.j Recognize a characteristic of civilization, such as the use of technology. <u>Date Adopted or Revised:</u> 12/08</p>

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

Access Point for Students with Significant Cognitive Disabilities

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

<p>SS.6.W.3.In.h Identify the impact of a significant figure associated with ancient Rome, such as Julius Caesar, Augustus, or Constantine the Great. <u>Date Adopted or Revised:</u> 12/08</p>	<p>SS.6.W.3.Su.h Recognize a significant figure associated with ancient Rome, such as Julius Caesar, Augustus, or Constantine the Great. <u>Date Adopted or Revised:</u> 12/08</p>	<p>leaders, scientists, soldiers, or teachers. <u>Date Adopted or Revised:</u> 12/08</p>
<p>SS.6.W.3.In.i Identify that Rome became an important power because it won the Punic Wars. <u>Date Adopted or Revised:</u> 12/08</p>	<p>SS.6.W.3.Su.i Recognize that Rome became an important power because it won a war. <u>Date Adopted or Revised:</u> 12/08</p>	<p>SS.6.W.3.Pa.i Recognize that wars are fought for control. <u>Date Adopted or Revised:</u> 12/08</p>
<p>SS.6.W.3.In.j Identify characteristics of the government of the Roman Republic that contributed to democratic principles, such as representative government and civic duty. <u>Date Adopted or Revised:</u> 12/08</p>	<p>SS.6.W.3.Su.j Recognize a characteristic of the government of the Roman Republic that contributed to democratic principles, such as representative government or civic duty. <u>Date Adopted or Revised:</u> 12/08</p>	<p>SS.6.W.3.Pa.j Recognize a contribution related to government from ancient civilization. <u>Date Adopted or Revised:</u> 12/08</p>
<p>SS.6.W.3.In.k Identify changes in characteristics of life and culture in the Roman Republic when it became Imperial Rome, such as the citizens lost their voice and role in government and were led by a dictator. <u>Date Adopted or Revised:</u> 12/08</p>	<p>SS.6.W.3.Su.k Recognize characteristics of ancient Roman life and culture. <u>Date Adopted or Revised:</u> 12/08</p>	<p>SS.6.W.3.Pa.k Recognize a characteristic of culture. <u>Date Adopted or Revised:</u> 12/08</p>
<p>SS.6.W.3.In.l Identify a cause for growth and longevity of the Roman Empire, such as centralized and efficient government, expansion of citizenship, and extension of road networks. <u>Date Adopted or Revised:</u> 12/08</p>	<p>SS.6.W.3.Su.l Recognize a cause for longevity of the Roman Empire, such as centralized and efficient government, expansion of citizenship, or extension of road networks. <u>Date Adopted or Revised:</u> 12/08</p>	<p>SS.6.W.3.Pa.l Recognize an achievement or contribution from ancient civilization. <u>Date Adopted or Revised:</u> 12/08</p>
<p>SS.6.W.3.In.m Identify key figures and basic beliefs of early Christianity, such as Jesus and one god. <u>Date Adopted or Revised:</u> 12/08</p>	<p>SS.6.W.3.Su.m Recognize that the religion known as Christianity began a long time ago. <u>Date Adopted or Revised:</u> 12/08</p>	<p>SS.6.W.3.Pa.m Recognize a characteristic of religion. <u>Date Adopted or Revised:</u> 12/08</p>
<p>SS.6.W.3.In.n Identify achievements and contributions of Roman civilization, such as art and architecture, law, literature, and technology. <u>Date Adopted or Revised:</u> 12/08</p>	<p>SS.6.W.3.Su.n Recognize achievements and contributions of Roman civilization, such as art and architecture, agriculture, technology, or government. <u>Date Adopted or Revised:</u> 12/08</p>	<p>SS.6.W.3.Pa.n Recognize an achievement or contribution from ancient civilization. <u>Date Adopted or Revised:</u> 12/08</p>
<p>SS.6.W.3.Su.o Recognize a reason for the gradual decline of the Western</p>	<p>SS.6.W.3.Su.o Recognize a reason for the gradual decline of the Western</p>	<p>SS.6.W.3.Pa.o Recognize a characteristic of a power struggle. <u>Date Adopted or Revised:</u> 12/08</p>

<p>SS.6.W.3.In.o Recognize reasons for the gradual decline of the Western Roman Empire, such as internal power struggles, pressures from outside groups, and overdependence on slavery. <u>Date Adopted or Revised:</u> 12/08</p> <p>SS.6.W.3.In.p Identify selected characteristics of life in the Roman Republic, such as the role of patricians, plebeians, women, children, and slaves. <u>Date Adopted or Revised:</u> 12/08</p> <p>SS.6.W.3.In.q Identify an influence of the Latin language on Western Civilization, such as education, law, medicine, religion, or science. <u>Date Adopted or Revised:</u> 12/08</p> <p>SS.6.W.3.In.r Recognize factors in the rise and fall of the ancient east African kingdoms, such as being an important center of art, learning, and trade; use of iron metallurgy; and power struggles. <u>Date Adopted or Revised:</u> 12/08</p>	<p>Roman Empire, such as pressures from outside groups or overdependence on slavery. <u>Date Adopted or Revised:</u> 12/08</p> <p>SS.6.W.3.Su.p Recognize selected characteristics of life in the Roman Republic, such as the role of women, children, and slaves. <u>Date Adopted or Revised:</u> 12/08</p> <p>SS.6.W.3.Su.q Recognize an influence of different languages on civilization, such as in education or science. <u>Date Adopted or Revised:</u> 12/08</p> <p>SS.6.W.3.Su.r Recognize a factor in the rise of the ancient east African kingdoms, such as being an important center of art, learning, and trade, or use of iron metallurgy. <u>Date Adopted or Revised:</u> 12/08</p>	<p>SS.6.W.3.Pa.p Recognize that people have different roles, such as citizens or soldiers. <u>Date Adopted or Revised:</u> 12/08</p> <p>SS.6.W.3.Pa.q Recognize the importance of language. <u>Date Adopted or Revised:</u> 12/08</p> <p>SS.6.W.3.Pa.r Recognize an achievement or contribution from ancient civilization. <u>Date Adopted or Revised:</u> 12/08</p>
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Standard 4: Recognize significant events, figures, and contributions of classical Asian civilizations (China, India).

Access Point for Students with Significant Cognitive Disabilities		
Independent	Supported	Participatory
<p>SS.6.W.4.In.a Recognize the significance of Ayran and other tribal migrations on Indian civilization, such as the spread of Hinduism. <u>Date Adopted or Revised:</u> 12/08</p> <p>SS.6.W.4.In.b Identify a major belief and practice associated with Hinduism, such as good deeds/bad deeds, duty, nonviolence, and the caste system. <u>Date Adopted or Revised:</u> 12/08</p>	<p>SS.6.W.4.Su.a Recognize that a group of people migrated to India and brought a new religion, Hinduism. <u>Date Adopted or Revised:</u> 12/08</p> <p>SS.6.W.4.Su.b Recognize a major belief or practice of Hinduism, such as good deeds/bad deeds, duty, nonviolence, or the caste system. <u>Date Adopted or Revised:</u> 12/08</p>	<p>SS.6.W.4.Pa.a Recognize an impact of migration. <u>Date Adopted or Revised:</u> 12/08</p> <p>SS.6.W.4.Pa.b Recognize that people have different beliefs (religions). <u>Date Adopted or Revised:</u> 12/08</p>

<p>SS.6.W.4.In.c Recognize achievements of the Mauryan and Gupta empires, such as the spread of Buddhism, science, mathematics, and astronomy. <u>Date Adopted or Revised:</u> 12/08</p> <p>SS.6.W.4.In.d Identify a teaching of Buddha, such as compassion, selflessness, or enlightenment. <u>Date Adopted or Revised:</u> 12/08</p> <p>SS.6.W.4.In.e Identify an important contribution of ancient Indian civilization, such as Sanskrit, medicine, or mathematics including Hindu-Arabic numerals and the concept of zero. <u>Date Adopted or Revised:</u> 12/08</p> <p>SS.6.W.4.In.f Identify that some Chinese dynasties believed their power came from the Mandate of Heaven. <u>Date Adopted or Revised:</u> 12/08</p> <p>SS.6.W.4.In.g Identify basic teachings of Confucius, such as love and respect for one's family (filial piety) and the role of kinship in maintaining order. <u>Date Adopted or Revised:</u> 12/08</p> <p>SS.6.W.4.In.h Identify contributions of classical and post classical China, such as the Great Wall, the Silk Road, paper-making, gunpowder, and compass. <u>Date Adopted or Revised:</u> 12/08</p> <p>SS.6.W.4.In.i Recognize a key figure from classical China, such as Shi Huangdi, the first emperor who built the Great Wall. <u>Date Adopted or Revised:</u> 12/08</p> <p>SS.6.W.4.In.j Recognize the significance of the</p>	<p>SS.6.W.4.Su.c Recognize an achievement of the Mauryan and Gupta empires, such as the spread of Buddhism, science, mathematics, or astronomy. <u>Date Adopted or Revised:</u> 12/08</p> <p>SS.6.W.4.Su.d Recognize a teaching of Buddha, such as compassion, selflessness, or enlightenment. <u>Date Adopted or Revised:</u> 12/08</p> <p>SS.6.W.4.Su.e Recognize an important contribution of ancient Indian civilization, such as Sanskrit, medicine, or mathematics including Hindu-Arabic numerals and the concept of zero. <u>Date Adopted or Revised:</u> 12/08</p> <p>SS.6.W.4.Su.f Recognize that some Chinese dynasties believed their power came from the Mandate of Heaven. <u>Date Adopted or Revised:</u> 12/08</p> <p>SS.6.W.4.Su.g Recognize a basic teaching of Confucius, such as love and respect for one's family (filial piety). <u>Date Adopted or Revised:</u> 12/08</p> <p>SS.6.W.4.Su.h Recognize a contribution of classical and post classical China, such as the Great Wall, the Silk Road, paper-making, gunpowder, or compass. <u>Date Adopted or Revised:</u> 12/08</p> <p>SS.6.W.4.Su.i Recognize that the first emperor in China built the Great Wall. <u>Date Adopted or Revised:</u> 12/08</p> <p>SS.6.W.4.Su.j Recognize that people</p>	<p><u>Revised:</u> 12/08</p> <p>SS.6.W.4.Pa.c Recognize an achievement or contribution of Asian civilizations. <u>Date Adopted or Revised:</u> 12/08</p> <p>SS.6.W.4.Pa.d Recognize that people have different beliefs (religions). <u>Date Adopted or Revised:</u> 12/08</p> <p>SS.6.W.4.Pa.e Recognize an achievement or contribution of Asian civilizations. <u>Date Adopted or Revised:</u> 12/08</p> <p>SS.6.W.4.Pa.f Recognize that the leadership of government changes. <u>Date Adopted or Revised:</u> 12/08</p> <p>SS.6.W.4.Pa.g Recognize an achievement or contribution of Asian civilizations. <u>Date Adopted or Revised:</u> 12/08</p> <p>SS.6.W.4.Pa.h Recognize an achievement or contribution of Asian civilizations.</p>
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<p>silk roads and maritime routes for trade in Asia, East Africa, and the Mediterranean Basin. <u>Date Adopted or Revised:</u> 12/08</p>	<p>traveled on land and water to trade goods and ideas in Asia, East Africa, and the Mediterranean Basin. <u>Date Adopted or Revised:</u> 12/08</p>	<p><u>Date Adopted or Revised:</u> 12/08</p>
<p>SS.6.W.4.In.k Recognize the cause of the Mongol empire expansion and its effects on the peoples of Asia and Europe, such as conquering and using fear to control the people, and providing protected trade and travel networks. <u>Date Adopted or Revised:</u> 12/08</p>	<p>SS.6.W.4.Su.k Recognize that the Mongols used fighting and fear to control other countries. <u>Date Adopted or Revised:</u> 12/08</p>	<p>SS.6.W.4.Pa.i Recognize that Asian civilizations have leaders. <u>Date Adopted or Revised:</u> 12/08</p>
<p>SS.6.W.4.In.l Recognize a cause of Chinese isolation and decision to limit trade during the 1400s, such as geographic isolation and the Great Wall and the Chinese belief that their country was the center of the universe. <u>Date Adopted or Revised:</u> 12/08</p>	<p>SS.6.W.4.Su.l Recognize that the Chinese had limited contact with other civilizations during the 1400s because of their location and the Great Wall. <u>Date Adopted or Revised:</u> 12/08</p>	<p>SS.6.W.4.Pa.j Recognize that people exchange goods. <u>Date Adopted or Revised:</u> 12/08</p>
		<p>SS.6.W.4.Pa.k Recognize that people fight to gain control of a country. <u>Date Adopted or Revised:</u> 12/08</p>
		<p>SS.6.W.4.Pa.l Recognize a characteristic of isolation. <u>Date Adopted or Revised:</u> 12/08</p>

Strand: CIVICS AND GOVERNMENT

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

Access Point for Students with Significant Cognitive Disabilities

Independent	Supported	Participatory
<p>SS.6.C.1.In.a Identify foundations of a democratic government developed in ancient Greece, such as civic participation and voting, legislative bodies, and rule of law. <u>Date Adopted or Revised:</u> 12/08</p>	<p>SS.6.C.1.Su.a Recognize a foundation of a democratic government developed in ancient Greece, such as civic participation or voting. <u>Date Adopted or Revised:</u> 12/08</p>	<p>SS.6.C.1.Pa.a Recognize that citizens vote for leaders. <u>Date Adopted or Revised:</u> 12/08</p>

<p>SS.6.C.1.In.b Identify foundations of a democratic government developed in the Roman Republic, such as separation of powers, representative government, and civic duty. <u>Date Adopted or Revised:</u> 12/08</p>	<p>SS.6.C.1.Su.b Recognize a foundation of a democratic government developed in the Roman Republic, such as representative government or civic duty. <u>Date Adopted or Revised:</u> 12/08</p>	<p>SS.6.C.1.Pa.b Recognize that citizens must obey the law. <u>Date Adopted or Revised:</u> 12/08</p>
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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.

Access Point for Students with Significant Cognitive Disabilities

Independent	Supported	Participatory
<p>SS.6.C.2.In.a Identify a characteristic of ancient Greek and Roman civilizations that is part of the United States government today, such as citizen participation in government. <u>Date Adopted or Revised:</u> 12/08</p>	<p>SS.6.C.2.Su.a Recognize a characteristic of ancient civilizations that is part of the United States government today, such as citizen participation in government. <u>Date Adopted or Revised:</u> 12/08</p>	<p>SS.6.C.2.Pa.a Recognize that citizens participate in government. <u>Date Adopted or Revised:</u> 12/08</p>

GRADE: 7

Strand: GEOGRAPHY

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

Access Point for Students with Significant Cognitive Disabilities

Independent	Supported	Participatory
<p>SS.7.G.1.In.a Locate selected states, capitals, and the nation's capital on a map. <u>Date Adopted or Revised:</u> 12/08</p>	<p>SS.7.G.1.Su.a Locate selected states and their capitals on a map. <u>Date Adopted or Revised:</u> 12/08</p>	<p>SS.7.G.1.Pa.a Locate the United States on a map. <u>Date Adopted or Revised:</u> 12/08</p>
<p>SS.7.G.1.In.b Locate on a world map selected United States territories, such as Guam, U.S. Virgin Islands, and Puerto Rico. <u>Date Adopted or Revised:</u> 12/08</p>	<p>SS.7.G.1.Su.b Locate on a world map a United States territory, such as Guam, U.S. Virgin Islands, or Puerto Rico. <u>Date Adopted or Revised:</u> 12/08</p>	<p>SS.7.G.1.Pa.b Locate the United States on a map. <u>Date Adopted or Revised:</u> 12/08</p>

<p>SS.7.G.1.In.c Identify the divisions and boundaries of places in North America, including the United States, Canada, Mexico, and Central America. <u>Date Adopted or Revised:</u> 12/08</p>	<p>SS.7.G.1.Su.c Identify the boundaries of United States, Canada, and Mexico on a map. <u>Date Adopted or Revised:</u> 12/08</p>	<p>SS.7.G.1.Pa.c Locate the United States on a map. <u>Date Adopted or Revised:</u> 12/08</p>
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Standard 2: Understand physical and cultural characteristics of places.

Access Point for Students with Significant Cognitive Disabilities		
Independent	Supported	Participatory
<p>SS.7.G.2.In.a Recognize major cultural landmarks that are emblematic of the United States, such as the Statue of Liberty, White House, and Mount Rushmore. <u>Date Adopted or Revised:</u> 12/08</p>	<p>SS.7.G.2.Su.a Recognize a major cultural landmark that is emblematic of the United States, such as the Statue of Liberty or the White House. <u>Date Adopted or Revised:</u> 12/08</p>	<p>SS.7.G.2.Pa.a Associate a major cultural landmark with the United States, such as the Statue of Liberty. <u>Date Adopted or Revised:</u> 12/08</p>
<p>SS.7.G.2.In.b Locate selected major physical landmarks that are emblematic of the United States, such as the Grand Canyon, Everglades, Great Salt Lake, and Great Plains. <u>Date Adopted or Revised:</u> 12/08</p>	<p>SS.7.G.2.Su.b Locate a major physical landmark that is emblematic of the United States, such as the Grand Canyon, Everglades, Great Salt Lake, or Great Plains. <u>Date Adopted or Revised:</u> 12/08</p>	<p>SS.7.G.2.Pa.b Associate a major physical landmark with the United States, such as the Grand Canyon. <u>Date Adopted or Revised:</u> 12/08</p>
<p>SS.7.G.2.In.c Identify how major physical characteristics, climate, and location have influenced settlement and the economy in the United States. <u>Date Adopted or Revised:</u> 12/08</p>	<p>SS.7.G.2.Su.c Recognize major physical characteristics, climate, and location that have influenced settlement and the economy in the United States. <u>Date Adopted or Revised:</u> 12/08</p>	<p>SS.7.G.2.Pa.c Recognize how a physical characteristic of a location affects people. <u>Date Adopted or Revised:</u> 12/08</p>
<p>SS.7.G.2.In.d Recognize major cultural regions of the United States, such as the South, West Coast, and Midwest. <u>Date Adopted or Revised:</u> 12/08</p>	<p>SS.7.G.2.Su.d Recognize a major cultural region of the United States, such as the South. <u>Date Adopted or Revised:</u> 12/08</p>	<p>SS.7.G.2.Pa.d Recognize a characteristic of culture in North America. <u>Date Adopted or Revised:</u> 12/08</p>

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

Access Point for Students with Significant Cognitive Disabilities		
<i>Independent</i>	<i>Supported</i>	<i>Participatory</i>
SS.7.G.3.In.a Use maps to identify natural resources in North America. <u>Date Adopted or Revised:</u> 12/08	SS.7.G.3.Su.a Use maps to recognize natural resources in North America. <u>Date Adopted or Revised:</u> 12/08	SS.7.G.3.Pa.a Use a pictorial map to recognize a natural resource. <u>Date Adopted or Revised:</u> 12/08

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

Access Point for Students with Significant Cognitive Disabilities		
<i>Independent</i>	<i>Supported</i>	<i>Participatory</i>
SS.7.G.4.In.a Use geographic terms and tools to identify different cultures in North America. <u>Date Adopted or Revised:</u> 12/08	SS.7.G.4.Su.a Use geographic tools to recognize a different culture in North America. <u>Date Adopted or Revised:</u> 12/08	SS.7.G.4.Pa.a Use a geographic tool to recognize a characteristic of culture in North America. <u>Date Adopted or Revised:</u> 12/08
SS.7.G.4.In.b Use maps and other geographic tools to identify different population groups of the United States. <u>Date Adopted or Revised:</u> 12/08	SS.7.G.4.Su.b Use maps and other geographic tools to recognize a population group of the United States. <u>Date Adopted or Revised:</u> 12/08	SS.7.G.4.Pa.b Use a geographic tool to recognize a characteristic of culture in North America. <u>Date Adopted or Revised:</u> 12/08

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

Access Point for Students with Significant Cognitive Disabilities		
<i>Independent</i>	<i>Supported</i>	<i>Participatory</i>
SS.7.G.5.In.a Use a map to display information about issues of conservation or ecology in the local community. <u>Date Adopted or Revised:</u> 12/08	SS.7.G.5.Su.a Use a map to display information about an issue of conservation or ecology in the local community. <u>Date Adopted or Revised:</u> 12/08	SS.7.G.5.Pa.a Use a map to display information about the local environment. <u>Date Adopted or Revised:</u> 12/08

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

Access Point for Students with Significant Cognitive Disabilities		
<i>Independent</i>	<i>Supported</i>	<i>Participatory</i>
SS.7.G.6.In.a Use a form of technology to locate and view maps with current	SS.7.G.6.Su.a Use a form of technology to view maps with current information	SS.7.G.6.Pa.a Use technology to view

information about the United States, such as population density. <u>Date Adopted or Revised:</u> 12/08	about a region of the United States, such as population maps. <u>Date Adopted or Revised:</u> 12/08	information about the United States. <u>Date Adopted or Revised:</u> 12/08
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Strand: ECONOMICS

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

Access Point for Students with Significant Cognitive Disabilities

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

12/08		
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Standard 2: Understand the fundamental concepts relevant to the institutions, structure, and functions of a national economy.

Access Point for Students with Significant Cognitive Disabilities		
<i>Independent</i>	<i>Supported</i>	<i>Participatory</i>
SS.7.E.2.In.a Identify how federal and local taxes are used by the government. <u>Date Adopted or Revised:</u> 12/08	SS.7.E.2.Su.a Recognize how taxes are used by the government. <u>Date Adopted or Revised:</u> 12/08	SS.7.E.2.Pa.a Recognize that taxes pay for services. <u>Date Adopted or Revised:</u> 12/08
SS.7.E.2.In.b Identify that the banking system in the United States controls the money supply and interest rates. <u>Date Adopted or Revised:</u> 12/08	SS.7.E.2.Su.b Recognize that the banking system in the United States controls money. <u>Date Adopted or Revised:</u> 12/08	SS.7.E.2.Pa.b Associate banks with money. <u>Date Adopted or Revised:</u> 12/08
SS.7.E.2.In.c Identify that there are laws that affect the economy, such as anti-monopoly or patent laws. <u>Date Adopted or Revised:</u> 12/08	SS.7.E.2.Su.c Recognize that there are laws that affect the economy, such as patent laws. <u>Date Adopted or Revised:</u> 12/08	SS.7.E.2.Pa.c Recognize that businesses must follow rules. <u>Date Adopted or Revised:</u> 12/08
SS.7.E.2.In.d Identify people from diverse backgrounds who have created successful businesses. <u>Date Adopted or Revised:</u> 12/08	SS.7.E.2.Su.d Recognize people from diverse backgrounds who have created successful businesses. <u>Date Adopted or Revised:</u> 12/08	SS.7.E.2.Pa.d Recognize that people create businesses. <u>Date Adopted or Revised:</u> 12/08
SS.7.E.2.In.e Identify an impact that financial institutions have on the national economy, such as the stock market, banks, and credit unions. <u>Date Adopted or Revised:</u> 12/08	SS.7.E.2.Su.e Recognize that financial institutions impact the national economy, such as banks and credit unions. <u>Date Adopted or Revised:</u> 12/08	SS.7.E.2.Pa.e Associate banks with money. <u>Date Adopted or Revised:</u> 12/08

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

Access Point for Students with Significant Cognitive Disabilities		
<i>Independent</i>	<i>Supported</i>	<i>Participatory</i>

<p>SS.7.E.3.In.a Recognize that currencies from different countries can be exchanged for trade. <u>Date Adopted or Revised:</u> 12/08</p>	<p>SS.7.E.3.Su.a Recognize that countries use different types of currency for trade. <u>Date Adopted or Revised:</u> 12/08</p>	<p>SS.7.E.3.Pa.a Recognize coins or bills from the United States. <u>Date Adopted or Revised:</u> 12/08</p>
<p>SS.7.E.3.In.b Recognize that currencies from different countries can be exchanged for trade. <u>Date Adopted or Revised:</u> 12/08</p>	<p>SS.7.E.3.Su.b Recognize that countries use different types of currency for trade. <u>Date Adopted or Revised:</u> 12/08</p>	<p>SS.7.E.3.Pa.b Recognize coins or bills from the United States. <u>Date Adopted or Revised:</u> 12/08</p>
<p>SS.7.E.3.In.c Identify differences between a single resource economy and a diversified economy. <u>Date Adopted or Revised:</u> 12/08</p>	<p>SS.7.E.3.Su.c Recognize a difference between a single resource economy and a diversified economy. <u>Date Adopted or Revised:</u> 12/08</p>	<p>SS.7.E.3.Pa.c Recognize a product of an economy. <u>Date Adopted or Revised:</u> 12/08</p>
<p>SS.7.E.3.In.d Identify characteristics of the standard of living in the United States and other countries. <u>Date Adopted or Revised:</u> 12/08</p>	<p>SS.7.E.3.Su.d Recognize characteristics of the standard of living in the United States. <u>Date Adopted or Revised:</u> 12/08</p>	<p>SS.7.E.3.Pa.d Recognize that some people have more than others. <u>Date Adopted or Revised:</u> 12/08</p>

Strand: CIVICS AND GOVERNMENT

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

Access Point for Students with Significant Cognitive Disabilities

Independent	Supported	Participatory
<p>SS.7.C.1.In.a Recognize that ideas of separation of powers and natural rights influenced the authors of the United States Constitution. <u>Date Adopted or Revised:</u> 12/08</p>	<p>SS.7.C.1.Su.a Recognize the United States Constitution was based on ideas from the past. <u>Date Adopted or Revised:</u> 12/08</p>	<p>SS.7.C.1.Pa.a Recognize that ideas of people influence others. <u>Date Adopted or Revised:</u> 12/08</p>
<p>SS.7.C.1.In.b Recognize influences on the colonists' view of government, such as the Magna Carta, the Mayflower Compact, and Thomas Paine's "Common Sense." <u>Date Adopted or Revised:</u> 12/08</p>	<p>SS.7.C.1.Su.b Recognize an influence on the colonists' view of government, such as the Mayflower Compact. <u>Date Adopted or Revised:</u> 12/08</p>	<p>SS.7.C.1.Pa.b Recognize that ideas of people influence others. <u>Date Adopted or Revised:</u> 12/08</p>
<p>SS.7.C.1.In.c Identify concerns of the American colonists that led to the writing of</p>	<p>SS.7.C.1.Su.c Recognize that American colonists were unhappy with the way England was treating them and this led to the writing of the Declaration</p>	<p>SS.7.C.1.Pa.c Recognize people in the American colonies were unhappy with the way England was treating</p>

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

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.

Access Point for Students with Significant Cognitive Disabilities

Independent	Supported	Participatory
<p>SS.7.C.2.In.a Identify that a citizen is a legal resident of a country and recognize that people become citizens by birth or naturalization. <u>Date Adopted or Revised:</u> 12/08</p>	<p>SS.7.C.2.Su.a Recognize that a citizen is a legal resident of a country. <u>Date Adopted or Revised:</u> 12/08</p>	<p>SS.7.C.2.Pa.a Recognize a person who is an American citizen. <u>Date Adopted or Revised:</u> 12/08</p>
<p>SS.7.C.2.In.b Identify obligations of citizens, such as obeying laws, paying taxes, and serving on juries. <u>Date Adopted or Revised:</u> 12/08</p>	<p>SS.7.C.2.Su.b Recognize obligations of citizens, such as obeying laws, paying taxes, and serving on juries. <u>Date Adopted or Revised:</u> 12/08</p>	<p>SS.7.C.2.Pa.b Recognize an obligation of citizens, such as obeying laws. <u>Date Adopted or Revised:</u> 12/08</p>
<p>SS.7.C.2.In.c Describe the responsibilities of a good citizen, such as registering and voting and keeping informed about current issues. <u>Date Adopted or Revised:</u> 12/08</p>	<p>SS.7.C.2.Su.c Identify the responsibilities of a good citizen, such as voting and keeping informed about current issues. <u>Date Adopted or Revised:</u> 12/08</p>	<p>SS.7.C.2.Pa.c Recognize a responsibility of a good citizen, such as voting. <u>Date Adopted or Revised:</u> 12/08</p>
<p>SS.7.C.2.In.d Identify the rights of individuals in the Bill of Rights and other amendments to the Constitution. <u>Date Adopted or Revised:</u> 12/08</p>	<p>SS.7.C.2.Su.d Recognize the rights of individuals in the Bill of Rights. <u>Date Adopted or Revised:</u> 12/08</p>	<p>SS.7.C.2.Pa.d Recognize a right of citizens guaranteed by law. <u>Date Adopted or Revised:</u> 12/08</p>
<p>SS.7.C.2.In.e Identify the rights of individuals in the Bill of Rights and other amendments to the Constitution. <u>Date Adopted or Revised:</u> 12/08</p>	<p>SS.7.C.2.Su.e Recognize the rights of individuals in the Bill of Rights. <u>Date Adopted or Revised:</u> 12/08</p>	<p>SS.7.C.2.Pa.e Recognize a right of citizens guaranteed by law. <u>Date Adopted or Revised:</u> 12/08</p>
<p>SS.7.C.2.In.f Identify the purpose of a jury in a trial. <u>Date Adopted or Revised:</u> 12/08</p>	<p>SS.7.C.2.Su.f Recognize the purpose of the jury in a trial. <u>Date Adopted or Revised:</u> 12/08</p>	<p>SS.7.C.2.Pa.f Recognize a right of citizens guaranteed by law. <u>Date Adopted or Revised:</u> 12/08</p>
<p>SS.7.C.2.In.g Describe the voting process for selecting leaders in the school or community. <u>Date Adopted or Revised:</u> 12/08</p>	<p>SS.7.C.2.Su.g Identify how to vote for a leader in the school or community. <u>Date Adopted or Revised:</u> 12/08</p>	<p>SS.7.C.2.Pa.g Recognize that people can vote to select a leader in the school or community. <u>Date Adopted or Revised:</u> 12/08</p>
<p>SS.7.C.2.In.h Describe the voting process for selecting leaders in the school or community. <u>Date Adopted or Revised:</u> 12/08</p>	<p>SS.7.C.2.Su.h Recognize the current political parties in America.</p>	<p>SS.7.C.2.Pa.h Recognize that there are political parties in America. <u>Date Adopted or Revised:</u> 12/08</p>

<p>SS.7.C.2.In.h Identify the current political parties in America. <u>Date Adopted or Revised:</u> 12/08</p> <p>SS.7.C.2.In.i Identify the qualifications of candidates for a political office. <u>Date Adopted or Revised:</u> 12/08</p> <p>SS.7.C.2.In.j Identify how the media and people influence government. <u>Date Adopted or Revised:</u> 12/08</p> <p>SS.7.C.2.In.k Identify how the media and people influence government. <u>Date Adopted or Revised:</u> 12/08</p> <p>SS.7.C.2.In.l Recognize a problem in the local community and the appropriate governmental agency to respond to that problem. <u>Date Adopted or Revised:</u> 12/08</p> <p>SS.7.C.2.In.m Identify different perspectives on current issues. <u>Date Adopted or Revised:</u> 12/08</p> <p>SS.7.C.2.In.n Engage in a service project to further the public good, such as at school, community, or state levels. <u>Date Adopted or Revised:</u> 12/08</p>	<p><u>Date Adopted or Revised:</u> 12/08</p> <p>SS.7.C.2.Su.i Recognize that candidates run for a political office. <u>Date Adopted or Revised:</u> 12/08</p> <p>SS.7.C.2.Su.j Recognize that the media and people can influence government. <u>Date Adopted or Revised:</u> 12/08</p> <p>SS.7.C.2.Su.k Recognize that the media and people can influence government. <u>Date Adopted or Revised:</u> 12/08</p> <p>SS.7.C.2.Su.l Recognize a problem in the local community and an authority to respond to that problem. <u>Date Adopted or Revised:</u> 12/08</p> <p>SS.7.C.2.Su.m Recognize different perspectives on current issues. <u>Date Adopted or Revised:</u> 12/08</p> <p>SS.7.C.2.Su.n Assist with a service project to further the public good, such as at school, community, or state levels. <u>Date Adopted or Revised:</u> 12/08</p>	<p>SS.7.C.2.Pa.i Recognize a political office. <u>Date Adopted or Revised:</u> 12/08</p> <p>SS.7.C.2.Pa.j Recognize that the media influences people. <u>Date Adopted or Revised:</u> 12/08</p> <p>SS.7.C.2.Pa.k Recognize that the media influences people. <u>Date Adopted or Revised:</u> 12/08</p> <p>SS.7.C.2.Pa.l Recognize an authority to respond to a problem. <u>Date Adopted or Revised:</u> 12/08</p> <p>SS.7.C.2.Pa.m Recognize a point of view on current issues. <u>Date Adopted or Revised:</u> 12/08</p> <p>SS.7.C.2.Pa.n Participate in a service project to further the public good, such as at school, community, or state levels. <u>Date Adopted or Revised:</u> 12/08</p>
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Standard 3: Demonstrate an understanding of the principles, functions, and organization of government.

Access Point for Students with Significant Cognitive Disabilities

Independent	Supported	Participatory
SS.7.C.3.In.a Identify characteristics of	SS.7.C.3.Su.a Recognize different forms	SS.7.C.3.Pa.a

<p>different forms of government, such as democracy, monarchy, and communism. <u>Date Adopted or Revised:</u> 12/08</p>	<p>of government, such as democracy and communism. <u>Date Adopted or Revised:</u> 12/08</p>	<p>Recognize that in a democracy, people vote to elect government leaders. <u>Date Adopted or Revised:</u> 12/08</p>
<p>SS.7.C.3.In.b Identify characteristics of different forms of government, such as democracy, monarchy, and communism. <u>Date Adopted or Revised:</u> 12/08</p>	<p>SS.7.C.3.Su.b Recognize different forms of government, such as democracy and communism. <u>Date Adopted or Revised:</u> 12/08</p>	<p>SS.7.C.3.Pa.b Recognize that in a democracy, people vote to elect government leaders. <u>Date Adopted or Revised:</u> 12/08</p>
<p>SS.7.C.3.In.c Identify the major function of the three branches of the United States government established by the Constitution. <u>Date Adopted or Revised:</u> 12/08</p>	<p>SS.7.C.3.Su.c Recognize the major function of the three branches of the United States government. <u>Date Adopted or Revised:</u> 12/08</p>	<p>SS.7.C.3.Pa.c Recognize that the United States government has three parts. <u>Date Adopted or Revised:</u> 12/08</p>
<p>SS.7.C.3.In.d Identify the relationship of power between the federal and state governments. <u>Date Adopted or Revised:</u> 12/08</p>	<p>SS.7.C.3.Su.d Recognize the relationship of power between the federal and state governments. <u>Date Adopted or Revised:</u> 12/08</p>	<p>SS.7.C.3.Pa.d Recognize that governments have different powers. <u>Date Adopted or Revised:</u> 12/08</p>
<p>SS.7.C.3.In.e Identify steps to amending the Constitution. <u>Date Adopted or Revised:</u> 12/08</p>	<p>SS.7.C.3.Su.e Identify that the Constitution can be changed by amendments. <u>Date Adopted or Revised:</u> 12/08</p>	<p>SS.7.C.3.Pa.e Recognize that the government can change laws. <u>Date Adopted or Revised:</u> 12/08</p>
<p>SS.7.C.3.In.f Identify the rights of individuals provided by the Constitution and Bill of Rights. <u>Date Adopted or Revised:</u> 12/08</p>	<p>SS.7.C.3.Su.f Recognize the rights of individuals provided by the Constitution and Bill of Rights. <u>Date Adopted or Revised:</u> 12/08</p>	<p>SS.7.C.3.Pa.f Recognize individual rights provided by the government. <u>Date Adopted or Revised:</u> 12/08</p>
<p>SS.7.C.3.In.g Identify ways amendments to the United States Constitution have promoted the full participation of minority groups in American democracy, such as the abolition of slavery, the right to vote, and nondiscrimination on account of race. <u>Date Adopted or Revised:</u> 12/08</p>	<p>SS.7.C.3.Su.g Recognize that amendments to the United States Constitution promoted the full participation of minority groups in American democracy, such as the right to vote and nondiscrimination on account of race. <u>Date Adopted or Revised:</u> 12/08</p>	<p>SS.7.C.3.Pa.g</p>
<p>SS.7.C.3.In.h Identify the major function of the three branches of the United States government established by the Constitution. <u>Date Adopted or Revised:</u> 12/08</p>	<p>SS.7.C.3.Su.h Recognize the major function of the three branches of the United States government. <u>Date Adopted or Revised:</u> 12/08</p>	

<p>SS.7.C.3.In.i Identify how government makes a law. <u>Date Adopted or Revised:</u> 12/08</p>	<p>SS.7.C.3.Su.i Recognize how government makes a law. <u>Date Adopted or Revised:</u> 12/08</p>	<p>Recognize that American citizens have the right to vote. <u>Date Adopted or Revised:</u> 12/08</p>
<p>SS.7.C.3.In.j Identify how government makes a law. <u>Date Adopted or Revised:</u> 12/08</p>	<p>SS.7.C.3.Su.j Recognize how government makes a law. <u>Date Adopted or Revised:</u> 12/08</p>	<p>SS.7.C.3.Pa.h Recognize that the United States government has three parts. <u>Date Adopted or Revised:</u> 12/08</p>
<p>SS.7.C.3.In.k Identify court systems, such as criminal and civil courts at different levels of government. <u>Date Adopted or Revised:</u> 12/08</p>	<p>SS.7.C.3.Su.k Recognize different court systems, such as criminal and civil courts. <u>Date Adopted or Revised:</u> 12/08</p>	<p>SS.7.C.3.Pa.i Recognize that the government makes laws. <u>Date Adopted or Revised:</u> 12/08</p>
<p>SS.7.C.3.In.l Identify the importance of landmark Supreme Court cases, such as Brown v. Board of Education and Miranda v. Arizona. <u>Date Adopted or Revised:</u> 12/08</p>	<p>SS.7.C.3.Su.l Recognize the importance of landmark Supreme Court cases, such as Brown v. Board of Education. <u>Date Adopted or Revised:</u> 12/08</p>	<p>SS.7.C.3.Pa.j Recognize that the government makes laws. <u>Date Adopted or Revised:</u> 12/08</p>
<p>SS.7.C.3.In.m Describe the Constitution of the State of Florida. <u>Date Adopted or Revised:</u> 12/08</p>	<p>SS.7.C.3.Su.m Identify the Constitution of the State of Florida. <u>Date Adopted or Revised:</u> 12/08</p>	<p>SS.7.C.3.Pa.k Recognize that courts settle conflicts. <u>Date Adopted or Revised:</u> 12/08</p>
<p>SS.7.C.3.In.n Identify obligations and services of local, state, and federal governments. <u>Date Adopted or Revised:</u> 12/08</p>	<p>SS.7.C.3.Su.n Recognize major obligations and services of local, state, and federal governments. <u>Date Adopted or Revised:</u> 12/08</p>	<p>SS.7.C.3.Pa.l Recognize that the Supreme Court recognizes that all citizens are equal. <u>Date Adopted or Revised:</u> 12/08</p>
		<p>SS.7.C.3.Pa.m Recognize that the State of Florida has</p>

		<p>laws. <u>Date Adopted or Revised:</u> 12/08</p> <p>SS.7.C.3.Pa.n Recognize that local, state, and federal governments provide services. <u>Date Adopted or Revised:</u> 12/08</p>
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Standard 4: Demonstrate an understanding of contemporary issues in world affairs, and evaluate the role and impact of United States foreign policy.

Access Point for Students with Significant Cognitive Disabilities		
<i>Independent</i>	<i>Supported</i>	<i>Participatory</i>
<p>SS.7.C.4.In.a Identify that the United States government creates domestic policy to guide decisions at home and foreign policy to guide decisions in foreign countries. <u>Date Adopted or Revised:</u> 12/08</p>	<p>SS.7.C.4.Su.a Recognize that the United States government solves problems at home (domestic policies) and in other countries (foreign policies). <u>Date Adopted or Revised:</u> 12/08</p>	<p>SS.7.C.4.Pa.a Recognize that the government solves problems. <u>Date Adopted or Revised:</u> 12/08</p>
<p>SS.7.C.4.In.b Identify ways the United States works with other nations through international organizations, such as the United Nations, Peace Corps, and World Health Organization. <u>Date Adopted or Revised:</u> 12/08</p>	<p>SS.7.C.4.Su.b Recognize that the United States assists other nations, such as providing aid through the United Nations and Peace Corps. <u>Date Adopted or Revised:</u> 12/08</p>	<p>SS.7.C.4.Pa.b Recognize that the United States helps other countries. <u>Date Adopted or Revised:</u> 12/08</p>
<p>SS.7.C.4.In.c Identify how the United States has been involved in an international conflict. <u>Date Adopted or Revised:</u> 12/08</p>	<p>SS.7.C.4.Su.c Recognize that the United States has been involved in an international conflict. <u>Date Adopted or Revised:</u> 12/08</p>	<p>SS.7.C.4.Pa.c Recognize an international conflict. <u>Date Adopted or Revised:</u> 12/08</p>

GRADE: 8

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

Access Point for Students with Significant Cognitive Disabilities

Independent	Supported	Participatory
<p>SS.8.A.1.In.a Provide supporting details for an answer from a reference, ask questions to gather information for oral history, and check the accuracy of a source. <u>Date Adopted or Revised:</u> 12/08</p>	<p>SS.8.A.1.Su.a Select a supporting detail for an answer from a reference and ask questions to gather information. <u>Date Adopted or Revised:</u> 12/08</p>	<p>SS.8.A.1.Pa.a Ask simple questions to gather information. <u>Date Adopted or Revised:</u> 12/08</p>
<p>SS.8.A.1.In.b Interpret graphs, maps, photographs, and timelines. <u>Date Adopted or Revised:</u> 12/08</p>	<p>SS.8.A.1.Su.b Interpret simple graphs, maps, photographs, and pictorial timelines. <u>Date Adopted or Revised:</u> 12/08</p>	<p>SS.8.A.1.Pa.b Gather information from simple maps, photographs, and pictorial timelines. <u>Date Adopted or Revised:</u> 12/08</p>
<p>SS.8.A.1.In.c Identify current events relevant to American History topics using media resources and print. <u>Date Adopted or Revised:</u> 12/08</p>	<p>SS.8.A.1.Su.c Recognize current events relevant to American History topics using media resources and print. <u>Date Adopted or Revised:</u> 12/08</p>	<p>SS.8.A.1.Pa.c Recognize a current event in a media resource or book. <u>Date Adopted or Revised:</u> 12/08</p>
<p>SS.8.A.1.In.d Identify the difference between fact and opinion and use appropriate resources and support materials to gather information. <u>Date Adopted or Revised:</u> 12/08</p>	<p>SS.8.A.1.Su.d Recognize fact and opinion and use appropriate resources and support materials to gather information. <u>Date Adopted or Revised:</u> 12/08</p>	<p>SS.8.A.1.Pa.d Use appropriate resources to obtain factual information. <u>Date Adopted or Revised:</u> 12/08</p>
<p>SS.8.A.1.In.e Identify the author and purpose of significant historical documents and distinguish between a primary and secondary historical source. <u>Date Adopted or Revised:</u> 12/08</p>	<p>SS.8.A.1.Su.e Recognize the author and purpose of significant historical documents. <u>Date Adopted or Revised:</u> 12/08</p>	<p>SS.8.A.1.Pa.e Use appropriate resources to obtain factual information. <u>Date Adopted or Revised:</u> 12/08</p>
<p>SS.8.A.1.In.f Identify similarities and differences in points of view of historical interpretations of key events. <u>Date Adopted or Revised:</u> 12/08</p>	<p>SS.8.A.1.Su.f Recognize differences in points of view of historical interpretations of key events. <u>Date Adopted or Revised:</u> 12/08</p>	<p>SS.8.A.1.Pa.f Use appropriate resources to obtain factual information. <u>Date Adopted or Revised:</u> 12/08</p>
<p>SS.8.A.1.In.g Identify well-known historical events shown in art, writings, music, and artifacts. <u>Date Adopted or Revised:</u> 12/08</p>	<p>SS.8.A.1.Su.g Recognize well-known historical events shown in art, writings, music, or artifacts. <u>Date Adopted or Revised:</u> 12/08</p>	<p>SS.8.A.1.Pa.g Recognize a well-known historical event shown in art or artifacts. <u>Date Adopted or Revised:</u> 12/08</p>

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

Access Point for Students with Significant Cognitive Disabilities

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

SS.8.A.2.In.g Identify contributions of Africans, Native Americans, women, and children to colonial America. <u>Date Adopted or Revised:</u> 12/08	SS.8.A.2.Su.g Recognize contributions of Africans, Native Americans, women, and children to colonial America. <u>Date Adopted or Revised:</u> 12/08	to colonial society. <u>Date Adopted or Revised:</u> 12/08
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Standard 3: Demonstrate an understanding of the causes, course, and consequences of the American Revolution and the founding principles of our nation.

Access Point for Students with Significant Cognitive Disabilities

<i>Independent</i>	<i>Supported</i>	<i>Participatory</i>
SS.8.A.3.In.a Identify the consequences of the French and Indian War on the British rule of the colonies, such as the Proclamation of 1763, the Stamp Act, and the Tea Act. <u>Date Adopted or Revised:</u> 12/08	SS.8.A.3.Su.a Recognize a consequence of the French and Indian War on British rule of the colonies, such as restricting freedom and creating more taxes. <u>Date Adopted or Revised:</u> 12/08	SS.8.A.3.Pa.a Recognize that the colonists were unhappy with British rule. <u>Date Adopted or Revised:</u> 12/08
SS.8.A.3.In.b Identify American colonial reaction to British policy, such as protests to the acts, the Boston Massacre, the Boston Tea Party, and the First Continental Congress. <u>Date Adopted or Revised:</u> 12/08	SS.8.A.3.Su.b Recognize American colonial reaction to British policy, such as protests to the acts, the Boston Massacre, the Boston Tea Party, and the First Continental Congress. <u>Date Adopted or Revised:</u> 12/08	SS.8.A.3.Pa.b Recognize that the colonists were unhappy with British rule. <u>Date Adopted or Revised:</u> 12/08
SS.8.A.3.In.c Recognize major contributions of the Founding Fathers, such as John Adams, Benjamin Franklin, Thomas Jefferson, and George Washington. <u>Date Adopted or Revised:</u> 12/08	SS.8.A.3.Su.c Recognize a contribution of one of the Founding Fathers, such as Benjamin Franklin, Thomas Jefferson, or George Washington. <u>Date Adopted or Revised:</u> 12/08	SS.8.A.3.Pa.c Recognize a Founding Father, such as George Washington. <u>Date Adopted or Revised:</u> 12/08
SS.8.A.3.In.d Identify contributions of key groups to the outcomes of the American Revolutionary War, including Native Americans, slaves, and women. <u>Date Adopted or Revised:</u> 12/08	SS.8.A.3.Su.d Recognize contributions of a key group to the American Revolutionary War, including Native Americans, slaves, or women. <u>Date Adopted or Revised:</u> 12/08	SS.8.A.3.Pa.d Recognize ways groups help during times of war. <u>Date Adopted or Revised:</u> 12/08
SS.8.A.3.In.e Identify the influence of individuals on social and political developments, such as James Otis—“taxation without representation,” Abigail	SS.8.A.3.Su.e Recognize an influence of an individual on social and political developments, such as James Otis—“taxation without representation,” Abigail Adams—women’s rights, Mercy Otis Warren—abolition of slavery, or Benjamin	SS.8.A.3.Pa.e Recognize that an individual can influence social developments. <u>Date Adopted or</u>

<p>Adams—women’s rights, Mercy Otis Warren—abolition of slavery, or Benjamin Banneker—architecture. <u>Date Adopted or Revised:</u> 12/08</p>	<p>Banneker—architecture. <u>Date Adopted or Revised:</u> 12/08</p>	<p><u>Revised:</u> 12/08</p>
<p>SS.8.A.3.In.f Identify major causes, events, and consequences of the American Revolution, such as “Common Sense,” unfair taxes, the Declaration of Independence, winter at Valley Forge, and the Treaty of Paris. <u>Date Adopted or Revised:</u> 12/08</p>	<p>SS.8.A.3.Su.f Recognize major causes and consequences of the American Revolution, such as “Common Sense,” unfair taxes, the Declaration of Independence, winter at Valley Forge, and the Treaty of Paris. <u>Date Adopted or Revised:</u> 12/08</p>	<p>SS.8.A.3.Pa.f Recognize that the colonists were unhappy with British rule. <u>Date Adopted or Revised:</u> 12/08</p>
<p>SS.8.A.3.In.g Identify important content of the Declaration of Independence. <u>Date Adopted or Revised:</u> 12/08</p>	<p>SS.8.A.3.Su.g Recognize the key ideas included in the Declaration of Independence. <u>Date Adopted or Revised:</u> 12/08</p>	<p>SS.8.A.3.Pa.g Recognize freedom as a goal of the Declaration of Independence. <u>Date Adopted or Revised:</u> 12/08</p>
<p>SS.8.A.3.In.h Identify the impact of individuals and groups on the American Revolution, such as Ethan Allen, the Sons of Liberty, Patrick Henry, Patriots, and individual militias. <u>Date Adopted or Revised:</u> 12/08</p>	<p>SS.8.A.3.Su.h Recognize the impact of individuals and groups on the American Revolution, such as some led resistance toward the British while others provided support for the British. <u>Date Adopted or Revised:</u> 12/08</p>	<p>SS.8.A.3.Pa.h Recognize ways groups help during times of war. <u>Date Adopted or Revised:</u> 12/08</p>
<p>SS.8.A.3.In.i Identify major characteristics of the Articles of Confederation, such as a weak central government and power for the states. <u>Date Adopted or Revised:</u> 12/08</p>	<p>SS.8.A.3.Su.i Recognize that the Articles of Confederation set up a weak central government. <u>Date Adopted or Revised:</u> 12/08</p>	<p>SS.8.A.3.Pa.i Recognize that people can work together to set up a government. <u>Date Adopted or Revised:</u> 12/08</p>
<p>SS.8.A.3.In.j Identify major consequences of the Constitutional Convention, such as developing different plans for the number of votes allotted for each state in Congress, the Great Compromise (the makeup of Congress), and the power of the president. <u>Date Adopted or Revised:</u> 12/08</p>	<p>SS.8.A.3.Su.j Recognize major consequences of the Constitutional Convention, such as the makeup of Congress, how votes would be given to states, and the power of the president. <u>Date Adopted or Revised:</u> 12/08</p>	<p>SS.8.A.3.Pa.j Recognize a way individuals or groups reach agreement. <u>Date Adopted or Revised:</u> 12/08</p>
<p>SS.8.A.3.In.k Recognize reasons why people supported or opposed the Constitution, such as the inclusion of the Bill of Rights. <u>Date Adopted or Revised:</u> 12/08</p>	<p>SS.8.A.3.Su.k Recognize that some people supported and others opposed the Constitution. <u>Date Adopted or Revised:</u> 12/08</p>	<p>SS.8.A.3.Pa.k Recognize a way individuals or groups reach agreement. <u>Date Adopted or Revised:</u> 12/08</p>
<p>SS.8.A.3.In.l Recognize reasons why people supported or opposed the Constitution, such as the inclusion of the Bill of Rights. <u>Date Adopted or Revised:</u> 12/08</p>	<p>SS.8.A.3.Su.l Recognize an influence of George Washington’s presidency, such as forming the Cabinet and establishing a national bank and money system.</p>	<p>SS.8.A.3.Pa.l Recognize that George Washington was the first president.</p>

<p>SS.8.A.3.In.l Identify influences of George Washington's presidency, such as forming the Cabinet, keeping the country out of war, paying off the debt, and establishing a national bank and money system. <u>Date Adopted or Revised:</u> 12/08</p> <p>SS.8.A.3.In.m Identify major developments of the presidency of John Adams, such as extending the waiting period for citizenship (Alien Act) and prohibiting criticism of the government (Sedition Act). <u>Date Adopted or Revised:</u> 12/08</p> <p>SS.8.A.3.In.n Identify major developments of the presidency of Thomas Jefferson, such as the Louisiana Purchase, the Lewis and Clark Expedition, and the embargo on goods traded with Great Britain and France. <u>Date Adopted or Revised:</u> 12/08</p> <p>SS.8.A.3.In.o Identify the quality of life of under-represented groups during the American Revolution and after, such as children, indentured servants, Native Americans, slaves, women, and the working class. <u>Date Adopted or Revised:</u> 12/08</p> <p>SS.8.A.3.In.p Identify the consequences of key events in Florida history as they relate to the American Revolution, such as Florida being a refuge for Loyalists, Indian resistance, and Spanish control of Florida. <u>Date Adopted or Revised:</u> 12/08</p>	<p><u>Date Adopted or Revised:</u> 12/08</p> <p>SS.8.A.3.Su.m Recognize a major development of the presidency of John Adams, such as prohibiting criticism of the government (Sedition Act). <u>Date Adopted or Revised:</u> 12/08</p> <p>SS.8.A.3.Su.n Recognize a major development of the presidency of Thomas Jefferson, such as the Louisiana Purchase and the Lewis and Clark Expedition. <u>Date Adopted or Revised:</u> 12/08</p> <p>SS.8.A.3.Su.o Recognize the quality of life of an under-represented group, such as children, indentured servants, Native Americans, slaves, women, or the working class. <u>Date Adopted or Revised:</u> 12/08</p> <p>SS.8.A.3.Su.p Recognize a consequence of key events in Florida as they relate to the American Revolution, such as Florida being a refuge for Loyalists, Indian resistance, or Spanish control of Florida. <u>Date Adopted or Revised:</u> 12/08</p>	<p><u>Date Adopted or Revised:</u> 12/08</p> <p>SS.8.A.3.Pa.m Recognize that new leaders bring changes to the country. <u>Date Adopted or Revised:</u> 12/08</p> <p>SS.8.A.3.Pa.n Recognize that new leaders bring changes to the country. <u>Date Adopted or Revised:</u> 12/08</p> <p>SS.8.A.3.Pa.o Recognize an aspect of the quality of life. <u>Date Adopted or Revised:</u> 12/08</p> <p>SS.8.A.3.Pa.p Recognize a consequence of a key event in Florida during this era of American history. <u>Date Adopted or Revised:</u> 12/08</p>
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Standard 4: Demonstrate an understanding of the domestic and international causes, course, and consequences of westward expansion.		
Access Point for Students with Significant Cognitive Disabilities		
<i>Independent</i>	<i>Supported</i>	<i>Participatory</i>

<p>SS.8.A.4.In.a Identify major events and consequences of America's westward expansion, such as the War of 1812, the acquisition of Florida, the Trail of Tears, and the California Gold Rush. <u>Date Adopted or Revised:</u> 12/08</p>	<p>SS.8.A.4.Su.a Recognize major events and consequences of America's westward expansion, such as the acquisition of Florida, the Trail of Tears, and the California Gold Rush. <u>Date Adopted or Revised:</u> 12/08</p>	<p>SS.8.A.4.Pa.a Recognize a consequence of America's westward expansion. <u>Date Adopted or Revised:</u> 12/08</p>
<p>SS.8.A.4.In.b Identify reasons why people supported or opposed slavery in the western territories and Florida. <u>Date Adopted or Revised:</u> 12/08</p>	<p>SS.8.A.4.Su.b Recognize why people supported or opposed slavery in the western territories and Florida. <u>Date Adopted or Revised:</u> 12/08</p>	<p>SS.8.A.4.Pa.b Recognize that groups did not agree about slavery. <u>Date Adopted or Revised:</u> 12/08</p>
<p>SS.8.A.4.In.c Identify the roles of individuals and groups during westward expansion, such as Lewis and Clark, Sacajawea, Native Americans, slaves, and Chinese immigrants. <u>Date Adopted or Revised:</u> 12/08</p>	<p>SS.8.A.4.Su.c Recognize the role of an individual or group during westward expansion, such as Lewis and Clark, Sacajawea, Native Americans, slaves, or Chinese immigrants. <u>Date Adopted or Revised:</u> 12/08</p>	<p>SS.8.A.4.Pa.c Recognize a consequence of America's westward expansion. <u>Date Adopted or Revised:</u> 12/08</p>
<p>SS.8.A.4.In.d Identify the roles of individuals and groups during westward expansion, such as Lewis and Clark, Sacajawea, Native Americans, slaves, and Chinese immigrants. <u>Date Adopted or Revised:</u> 12/08</p>	<p>SS.8.A.4.Su.d Recognize the role of an individual or group during westward expansion, such as Lewis and Clark, Sacajawea, Native Americans, slaves, or Chinese immigrants. <u>Date Adopted or Revised:</u> 12/08</p>	<p>SS.8.A.4.Pa.d Recognize a consequence of America's westward expansion. <u>Date Adopted or Revised:</u> 12/08</p>
<p>SS.8.A.4.In.e Identify how transportation changed America's economy in the 1800s. <u>Date Adopted or Revised:</u> 12/08</p>	<p>SS.8.A.4.Su.e Recognize how transportation changed America's economy in the 1800s. <u>Date Adopted or Revised:</u> 12/08</p>	<p>SS.8.A.4.Pa.e Recognize an effect of transportation. <u>Date Adopted or Revised:</u> 12/08</p>
<p>SS.8.A.4.In.f Recognize technological improvements in industry, such as Eli Whitney and the cotton gin, Robert Fulton and the steam engine, and Francis Cabot Lowell and the mechanized cotton mill. <u>Date Adopted or Revised:</u> 12/08</p>	<p>SS.8.A.4.Su.f Recognize a technological improvement in industry, such as Eli Whitney and the cotton gin. <u>Date Adopted or Revised:</u> 12/08</p>	<p>SS.8.A.4.Pa.f Recognize the benefit of an invention. <u>Date Adopted or Revised:</u> 12/08</p>
<p>SS.8.A.4.In.g Identify working conditions in textile mills in New England as they affected women and children. <u>Date Adopted or Revised:</u> 12/08</p>	<p>SS.8.A.4.Su.g Recognize working conditions in textile mills in New England in the 1800s. <u>Date Adopted or Revised:</u> 12/08</p>	<p>SS.8.A.4.Pa.g Recognize a</p>
<p>SS.8.A.4.In.h Identify the influence of individuals on social and political developments, such as Thomas Jefferson—</p>	<p>SS.8.A.4.Su.h Recognize the influence of individuals on social and political developments, such as Thomas Jefferson—westward expansion, Frederick Douglass—</p>	<p>SS.8.A.4.Pa.g Recognize a</p>

<p>westward expansion, Frederick Douglass—the abolitionist movement, Dorothea Dix—social reforms, and Susan B. Anthony—women's rights. <u>Date Adopted or Revised:</u> 12/08</p>	<p>the abolitionist movement, Dorothea Dix—social reforms, and Susan B. Anthony—women's rights. <u>Date Adopted or Revised:</u> 12/08</p>	<p>characteristic of poor working conditions. <u>Date Adopted or Revised:</u> 12/08</p>
<p>SS.8.A.4.In.i Identify the influence of individuals on social and political developments, such as Thomas Jefferson—westward expansion, Frederick Douglass—the abolitionist movement, Dorothea Dix—social reforms, and Susan B. Anthony—women's rights. <u>Date Adopted or Revised:</u> 12/08</p>	<p>SS.8.A.4.Su.i Recognize the influence of individuals on social and political developments, such as Thomas Jefferson—westward expansion, Frederick Douglass—the abolitionist movement, Dorothea Dix—social reforms, and Susan B. Anthony—women's rights. <u>Date Adopted or Revised:</u> 12/08</p>	<p>SS.8.A.4.Pa.h Recognize a social justice issue. <u>Date Adopted or Revised:</u> 12/08</p>
<p>SS.8.A.4.In.j Recognize technological improvements in industry, such as Eli Whitney and the cotton gin, Robert Fulton and the steam engine, and Francis Cabot Lowell and the mechanized cotton mill. <u>Date Adopted or Revised:</u> 12/08</p>	<p>SS.8.A.4.Su.j Recognize a technological improvement in industry, such as Eli Whitney and the cotton gin. <u>Date Adopted or Revised:</u> 12/08</p>	<p>SS.8.A.4.Pa.i Recognize a social justice issue. <u>Date Adopted or Revised:</u> 12/08</p>
<p>SS.8.A.4.In.k Identify characteristics of slave life on plantations, including resistance efforts. <u>Date Adopted or Revised:</u> 12/08</p>	<p>SS.8.A.4.Su.k Recognize characteristics of slave life on plantations. <u>Date Adopted or Revised:</u> 12/08</p>	<p>SS.8.A.4.Pa.j Recognize the benefit of an invention. <u>Date Adopted or Revised:</u> 12/08</p>
<p>SS.8.A.4.In.l Identify an effect of the Haitian Revolution, such as forcing the French to give up the Louisiana Territory to the United States. <u>Date Adopted or Revised:</u> 12/08</p>	<p>SS.8.A.4.Su.l Recognize an effect of the Haitian Revolution, such as forcing the French to give up the Louisiana Territory to the United States. <u>Date Adopted or Revised:</u> 12/08</p>	<p>SS.8.A.4.Pa.k Recognize a characteristic of slave life on a plantation. <u>Date Adopted or Revised:</u> 12/08</p>
<p>SS.8.A.4.In.m Identify a consequence of landmark Supreme Court cases during the westward expansion, such as that Native American tribes came under federal jurisdiction and were subsequently forced from their land. <u>Date Adopted or Revised:</u> 12/08</p>	<p>SS.8.A.4.Su.m Recognize a consequence of landmark Supreme Court cases during the westward expansion, such as the forced removal of Native Americans from their lands. <u>Date Adopted or Revised:</u> 12/08</p>	<p>SS.8.A.4.Pa.l Recognize an unintended effect of a revolution. <u>Date Adopted or Revised:</u> 12/08</p>
<p>SS.8.A.4.In.n Identify the major causes, events, and consequences of the women's suffrage movement. <u>Date Adopted or Revised:</u></p>	<p>SS.8.A.4.Su.n Recognize the major cause and consequences of the women's suffrage movement. <u>Date Adopted or Revised:</u> 12/08</p>	<p>SS.8.A.4.Pa.m Recognize a social justice issue. <u>Date Adopted or Revised:</u> 12/08</p>
<p>SS.8.A.4.In.o Identify the major causes, events, and consequences of the women's suffrage movement. <u>Date Adopted or Revised:</u></p>	<p>SS.8.A.4.Su.o Recognize stories and poems written to support social reform in the era of</p>	

<p>12/08</p> <p>SS.8.A.4.In.o Identify literature that supported social reform in the era of westward expansion. <u>Date Adopted or Revised:</u> 12/08</p> <p>SS.8.A.4.In.p Recognize influences of Jacksonian democracy, such as an expansion of voting rights, the spoils system, a strong federal government, and the Indian Removal Act. <u>Date Adopted or Revised:</u> 12/08</p> <p>SS.8.A.4.In.q Identify impacts that Florida had on the era of the westward expansion, such as relations with Seminoles and runaway slaves, and the establishment of Florida as a territory and admittance as a state. <u>Date Adopted or Revised:</u> 12/08</p> <p>SS.8.A.4.In.r Identify impacts that Florida had on the era of the westward expansion, such as relations with Seminoles and runaway slaves, and the establishment of Florida as a territory and admittance as a state. <u>Date Adopted or Revised:</u> 12/08</p>	<p>westward expansion. <u>Date Adopted or Revised:</u> 12/08</p> <p>SS.8.A.4.Su.p Recognize a key idea of Jacksonian democracy, such as an expansion of voting rights, the spoils system, a strong federal government, or the Indian Removal Act. <u>Date Adopted or Revised:</u> 12/08</p> <p>SS.8.A.4.Su.q Recognize an impact that Florida had on the era of the westward expansion, such as relations with Seminoles and runaway slaves, or the establishment of Florida as a territory and admittance as a state. <u>Date Adopted or Revised:</u> 12/08</p> <p>SS.8.A.4.Su.r Recognize an impact that Florida had on the era of the westward expansion, such as relations with Seminoles and runaway slaves, or the establishment of Florida as a territory and admittance as a state. <u>Date Adopted or Revised:</u> 12/08</p>	<p>SS.8.A.4.Pa.n Recognize that women can vote. <u>Date Adopted or Revised:</u> 12/08</p> <p>SS.8.A.4.Pa.o Recognize that stories tell about the era of westward expansion. <u>Date Adopted or Revised:</u> 12/08</p> <p>SS.8.A.4.Pa.p Recognize that new leaders bring change to the government. <u>Date Adopted or Revised:</u> 12/08</p> <p>SS.8.A.4.Pa.q Recognize that Florida became a state. <u>Date Adopted or Revised:</u> 12/08</p> <p>SS.8.A.4.Pa.r Recognize a contribution of a key group to Florida's culture. <u>Date Adopted or Revised:</u> 12/08</p>
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Standard 5: Examine the causes, course, and consequence of the Civil War and Reconstruction including its effects on American peoples.

Access Point for Students with Significant Cognitive Disabilities		
Independent	Supported	Participatory
<p>SS.8.A.5.In.a Identify the major causes, events, and consequence of the Civil War, such as states' rights, sectional differences, war between the northern and southern states, and slaves being freed.</p>	<p>SS.8.A.5.Su.a Recognize a major cause and consequence of the Civil War, such as states' rights, sectional differences, and slaves being freed. <u>Date Adopted or Revised:</u></p>	<p>SS.8.A.5.Pa.a Recognize that groups of people disagreed about slavery. <u>Date Adopted or</u></p>

<p><u>Date Adopted or Revised:</u> 12/08</p> <p>SS.8.A.5.In.b Identify factors related to slavery that led to the Civil War, such as the Abolition Movement, Nat Turner's Rebellion, the Underground Railroad, and Southern secession. <u>Date Adopted or Revised:</u> 12/08</p> <p>SS.8.A.5.In.c Identify major developments during Abraham Lincoln's presidency, such as the defeat of Confederate States in the Civil War, the Emancipation Proclamation, and the Gettysburg Address. <u>Date Adopted or Revised:</u> 12/08</p> <p>SS.8.A.5.In.d Identify the Union and Confederate States at the outbreak of the Civil War. <u>Date Adopted or Revised:</u> 12/08</p> <p>SS.8.A.5.In.e Identify a strength and weakness of the Union and Confederacy, such as technology, resources, and military leaders. <u>Date Adopted or Revised:</u> 12/08</p> <p>SS.8.A.5.In.f Identify outcomes of significant Civil War battles, such as Fort Sumter, the Monitor v. Merrimack, Gettysburg, and the surrender of General Lee at Appomattox. <u>Date Adopted or Revised:</u> 12/08</p> <p>SS.8.A.5.In.g Identify key events in Florida that impacted the nation during the time of the Civil War, such as membership in the Confederate states, Union occupation of coastal towns, battles in Florida, and the quality of life in the pioneer environment. <u>Date Adopted or Revised:</u> 12/08</p> <p>SS.8.A.5.In.h Identify changes that occurred during the period of</p>	<p>12/08</p> <p>SS.8.A.5.Su.b Recognize a factor related to slavery that led to the Civil War, such as the support for freeing slaves or the secession of the Southern states from the Union. <u>Date Adopted or Revised:</u> 12/08</p> <p>SS.8.A.5.Su.c Recognize a major development during the presidency of Abraham Lincoln, such as the defeat of the Confederate States in the Civil War or the Emancipation Proclamation. <u>Date Adopted or Revised:</u> 12/08</p> <p>SS.8.A.5.Su.d Recognize the Union and Confederate States at the outbreak of the Civil War. <u>Date Adopted or Revised:</u> 12/08</p> <p>SS.8.A.5.Su.e Recognize a strength and weakness of the Union and Confederacy, such as technology, resources, and military leaders. <u>Date Adopted or Revised:</u> 12/08</p> <p>SS.8.A.5.Su.f Recognize the outcome of a significant Civil War battle, such as Fort Sumter, Gettysburg, or the surrender of General Lee at Appomattox. <u>Date Adopted or Revised:</u> 12/08</p> <p>SS.8.A.5.Su.g Recognize key events in Florida that impacted the nation during the time of the Civil War, such as membership in the Confederate states, Union occupation of coastal towns, battles in Florida, and the quality of life in the pioneer environment. <u>Date Adopted or Revised:</u> 12/08</p> <p>SS.8.A.5.Su.h Recognize changes that occurred during the period of Reconstruction, such as reuniting of the governments and the treatment of freed</p>	<p><u>Revised:</u> 12/08</p> <p>SS.8.A.5.Pa.b Recognize that groups of people disagreed about slavery. <u>Date Adopted or Revised:</u> 12/08</p> <p>SS.8.A.5.Pa.c Recognize that President Abraham Lincoln ended slavery. <u>Date Adopted or Revised:</u> 12/08</p> <p>SS.8.A.5.Pa.d Recognize that states disagreed about slavery. <u>Date Adopted or Revised:</u> 12/08</p> <p>SS.8.A.5.Pa.e Recognize a strength of groups in a war. <u>Date Adopted or Revised:</u> 12/08</p> <p>SS.8.A.5.Pa.f Recognize a strength of groups in a war. <u>Date Adopted or Revised:</u> 12/08</p> <p>SS.8.A.5.Pa.g Recognize an aspect of the quality of life during the time of the Civil War. <u>Date Adopted or Revised:</u> 12/08</p>
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Reconstruction, such as the reuniting of the governments and the treatment of freed slaves. <u>Date Adopted or Revised:</u> 12/08	slaves. <u>Date Adopted or Revised:</u> 12/08	SS.8.A.5.Pa.h Recognize an aspect of the quality of life during Reconstruction. <u>Date Adopted or Revised:</u> 12/08
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Strand: GEOGRAPHY

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

Access Point for Students with Significant Cognitive Disabilities

Independent	Supported	Participatory
SS.8.G.1.In.a Use maps to identify physical and cultural attributes of major regions of the United States throughout American history. <u>Date Adopted or Revised:</u> 12/08	SS.8.G.1.Su.a Use maps to recognize physical or cultural attributes of major regions of the United States. <u>Date Adopted or Revised:</u> 12/08	SS.8.G.1.Pa.a Use a map to recognize a physical or cultural attribute of the United States. <u>Date Adopted or Revised:</u> 12/08
SS.8.G.1.In.b Use appropriate geographic terms and tools to identify places and regions in American history. <u>Date Adopted or Revised:</u> 12/08	SS.8.G.1.Su.b Use appropriate geographic tools to recognize places and regions of the United States. <u>Date Adopted or Revised:</u> 12/08	SS.8.G.1.Pa.b Use a map to recognize a physical or cultural attribute of the United States. <u>Date Adopted or Revised:</u> 12/08

Standard 2: Understand physical and cultural characteristics of places.

Access Point for Students with Significant Cognitive Disabilities

Independent	Supported	Participatory
SS.8.G.2.In.a Identify physical elements, such as climate and terrain, and human elements—religion and economy—that explain settlement patterns in regions of the United States over time. <u>Date Adopted or Revised:</u> 12/08	SS.8.G.2.Su.a Recognize physical elements, such as climate and terrain, and human elements—religion and economy—that affected where people settled in the United States. <u>Date Adopted or Revised:</u> 12/08	SS.8.G.2.Pa.a Recognize the effect of a physical element of a place, such as climate or terrain, on people. <u>Date Adopted or Revised:</u> 12/08
SS.8.G.2.In.b Use geographic terms and tools to describe areas of the United States that have experienced critical economic or physical changes, such as flooding, earthquakes, or oil spills from	SS.8.G.2.Su.b Use geographic tools to identify areas in the United States that have experienced a critical economic or physical change, such as flooding, earthquakes, or oil spills from ships.	SS.8.G.2.Pa.b Recognize a change in a place due to a natural disaster or other event in the United States. <u>Date Adopted or Revised:</u> 12/08

ships. <u>Date Adopted or Revised:</u> 12/08	<u>Date Adopted or Revised:</u> 12/08	
SS.8.G.2.In.c Use geographic terms and tools to examine how selected regions in the United States have changed over time. <u>Date Adopted or Revised:</u> 12/08	SS.8.G.2.Su.c Use geographic tools to identify a way that a region in the United States has changed over time. <u>Date Adopted or Revised:</u> 12/08	SS.8.G.2.Pa.c Recognize a change in a place due to a natural disaster or other event in the United States. <u>Date Adopted or Revised:</u> 12/08

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

Access Point for Students with Significant Cognitive Disabilities		
<i>Independent</i>	<i>Supported</i>	<i>Participatory</i>
SS.8.G.3.In.a Locate and identify characteristics of major ecosystems of the United States. <u>Date Adopted or Revised:</u> 12/08	SS.8.G.3.Su.a Locate and recognize characteristics of selected major ecosystems of the United States. <u>Date Adopted or Revised:</u> 12/08	SS.8.G.3.Pa.a Recognize a characteristic of a major ecosystem. <u>Date Adopted or Revised:</u> 12/08
SS.8.G.3.In.b Use geographic terms and tools to identify different opinions on the use of renewable and non-renewable resources in the United States and Florida. <u>Date Adopted or Revised:</u> 12/08	SS.8.G.3.Su.b Use geographic tools to recognize ways that people have used renewable and non-renewable resources in the United States and Florida. <u>Date Adopted or Revised:</u> 12/08	SS.8.G.3.Pa.b Recognize a resource as recyclable. <u>Date Adopted or Revised:</u> 12/08

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

Access Point for Students with Significant Cognitive Disabilities		
<i>Independent</i>	<i>Supported</i>	<i>Participatory</i>
SS.8.G.4.In.a Identify changes in population for selected places in the United States over time. <u>Date Adopted or Revised:</u> 12/08	SS.8.G.4.Su.a Recognize changes in population for selected places in the United States over time. <u>Date Adopted or Revised:</u> 12/08	SS.8.G.4.Pa.a Recognize that change is a characteristic of population. <u>Date Adopted or Revised:</u> 12/08
SS.8.G.4.In.b Use geographic terms and tools to examine effects of migration to and within the United States, such as westward expansion and crossing the Mexican	SS.8.G.4.Su.b Use geographic tools to recognize effects of migration within the United States, such as westward expansion.	SS.8.G.4.Pa.b Recognize that change is a characteristic of population. <u>Date Adopted or Revised:</u>

<p>border. <u>Date Adopted or Revised:</u> 12/08</p> <p>SS.8.G.4.In.c Use geographic terms and tools to identify characteristics of different cultures that spread to different regions of the United States over time. <u>Date Adopted or Revised:</u> 12/08</p> <p>SS.8.G.4.In.d Use geographic tools or case studies to identify the role that selected regions play in influencing trade, migration, and cultural interaction in the United States over time. <u>Date Adopted or Revised:</u> 12/08</p> <p>SS.8.G.4.In.e Use geographic terms and tools to identify changes in cities and urban centers in the United States over time. <u>Date Adopted or Revised:</u> 12/08</p> <p>SS.8.G.4.In.f Use political maps to identify changes in boundaries of the United States throughout American history. <u>Date Adopted or Revised:</u> 12/08</p>	<p><u>Date Adopted or Revised:</u> 12/08</p> <p>SS.8.G.4.Su.c Use geographic tools to recognize characteristics of different cultures that spread to different regions of the United States over time. <u>Date Adopted or Revised:</u> 12/08</p> <p>SS.8.G.4.Su.d Use geographic tools to recognize the role that selected regions play in influencing trade, migration, and cultural interaction in the United States over time. <u>Date Adopted or Revised:</u> 12/08</p> <p>SS.8.G.4.Su.e Use geographic tools to recognize changes in cities and urban centers in the United States over time. <u>Date Adopted or Revised:</u> 12/08</p> <p>SS.8.G.4.Su.f Use political maps to recognize changes in boundaries of the United States throughout American history. <u>Date Adopted or Revised:</u> 12/08</p>	<p>12/08</p> <p>SS.8.G.4.Pa.c Use a geographic tool to recognize characteristics of trade, culture, or migration. <u>Date Adopted or Revised:</u> 12/08</p> <p>SS.8.G.4.Pa.d Use a geographic tool to recognize characteristics of trade, culture, or migration. <u>Date Adopted or Revised:</u> 12/08</p> <p>SS.8.G.4.Pa.e Recognize characteristics of a city. <u>Date Adopted or Revised:</u> 12/08</p> <p>SS.8.G.4.Pa.f Use a map to recognize a boundary. <u>Date Adopted or Revised:</u> 12/08</p>
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Standard 5: Understand how human actions can impact the environment.		
Access Point for Students with Significant Cognitive Disabilities		
Independent	Supported	Participatory
<p>SS.8.G.5.In.a Identify ways humans depend on the physical environment and natural resources to satisfy basic needs in their local environments in the United States. <u>Date Adopted or Revised:</u> 12/08</p> <p>SS.8.G.5.In.b Identify impacts of selected human modifications, such as deforestation and agriculture, on the environment in the United States</p>	<p>SS.8.G.5.Su.a Recognize ways that humans depend on the physical environment and natural resources to satisfy basic needs in their local environments in the United States. <u>Date Adopted or Revised:</u> 12/08</p> <p>SS.8.G.5.Su.b Recognize impacts of a selected human modification, such as deforestation, on the environment in the United States.</p>	<p>SS.8.G.5.Pa.a Recognize that people use natural resources to satisfy basic needs. <u>Date Adopted or Revised:</u> 12/08</p> <p>SS.8.G.5.Pa.b Recognize the impact of a human modification on the environment. <u>Date Adopted or Revised:</u></p>

throughout history. <u>Date Adopted or Revised:</u> 12/08	<u>Date Adopted or Revised:</u> 12/08	12/08
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Standard 6: Understand how to apply geography to interpret the past and present and plan for the future.

Access Point for Students with Significant Cognitive Disabilities

Independent	Supported	Participatory
SS.8.G.6.In.a Use maps and other graphic representations to describe geographic problems and changes in the United States over time. <u>Date Adopted or Revised:</u> 12/08	SS.8.G.6.Su.a Use a map or other graphic representation to identify a geographic problem or change in the United States. <u>Date Adopted or Revised:</u> 12/08	SS.8.G.6.Pa.a Use a map or other graphic representation to recognize a geographic change. <u>Date Adopted or Revised:</u> 12/08
SS.8.G.6.In.b Illustrate a place or event in United States history using a narrative and graphic representation, such as a map, graph, or table. <u>Date Adopted or Revised:</u> 12/08	SS.8.G.6.Su.b Illustrate a place or event in United States history using a graphic representation, such as a map, graph, or table. <u>Date Adopted or Revised:</u> 12/08	SS.8.G.6.Pa.b Create a simple representation about a place or event in the United States. <u>Date Adopted or Revised:</u> 12/08

Strand: ECONOMICS

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

Access Point for Students with Significant Cognitive Disabilities

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

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

Access Point for Students with Significant Cognitive Disabilities

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

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

Access Point for Students with Significant Cognitive Disabilities

Independent	Supported	Participatory
<p>SS.8.E.3.In.a Identify examples of domestic and international interdependence, such as regional exchange of resources. <u>Date Adopted or Revised:</u> 12/08</p>	<p>SS.8.E.3.Su.a Recognize ways that countries are interdependent, such as exchange of resources. <u>Date Adopted or Revised:</u> 12/08</p>	<p>SS.8.E.3.Pa.a Recognize that groups depend on each other. <u>Date Adopted or Revised:</u> 12/08</p>

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.

Access Point for Students with Significant Cognitive Disabilities

Independent	Supported	Participatory
<p>SS.8.C.1.In.a Identify ways the Constitution</p>	<p>SS.8.C.1.Su.a Recognize a way the</p>	<p>SS.8.C.1.Pa.a Recognize</p>

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

Access Point for Students with Significant Cognitive Disabilities

Independent	Supported	Participatory
SS.8.C.2.In.a Identify principles of the	SS.8.C.2.Su.a Recognize a principle of	SS.8.C.2.Pa.a Recognize

American government, such as representative democracy (republicanism), separation of powers, and freedom expressed in important documents in American history. <u>Date Adopted or Revised:</u> 12/08	the American government, such as representative democracy (republicanism) or separation of powers expressed in important documents in American history. <u>Date Adopted or Revised:</u> 12/08	that the government in the United States is based on freedom. <u>Date Adopted or Revised:</u> 12/08
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GRADE: 912

Strand: AMERICAN HISTORY

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

Access Point for Students with Significant Cognitive Disabilities

<i>Independent</i>	<i>Supported</i>	<i>Participatory</i>
SS.912.A.1.In.a Identify the importance of the use of authentic sources and critical review by historians to write about events. <u>Date Adopted or Revised:</u> 12/08	SS.912.A.1.Su.a Identify the importance of the use of authentic sources by historians to write about events. <u>Date Adopted or Revised:</u> 12/08	SS.912.A.1.Pa.a Recognize that historians write about events. <u>Date Adopted or Revised:</u> 12/08
SS.912.A.1.In.b Identify the author and purpose of significant historical documents using primary and secondary sources. <u>Date Adopted or Revised:</u> 12/08	SS.912.A.1.Su.b Identify the author and purpose of significant historical documents. <u>Date Adopted or Revised:</u> 12/08	SS.912.A.1.Pa.b Use appropriate sources to obtain information about history. <u>Date Adopted or Revised:</u> 12/08
SS.912.A.1.In.c Use a timeline to identify the sequence of historical data. <u>Date Adopted or Revised:</u> 12/08	SS.912.A.1.Su.c Use a timeline to identify a historical event. <u>Date Adopted or Revised:</u> 12/08	SS.912.A.1.Pa.c Use a timeline to recognize an event that occurred in the past. <u>Date Adopted or Revised:</u> 12/08
SS.912.A.1.In.d Interpret pictures, cartoons, graphs, artwork, artifacts, or writings to obtain information about a time period and events from the past. <u>Date Adopted or Revised:</u> 12/08	SS.912.A.1.Su.d Use pictures, cartoons, graphs, artwork, artifacts, or writings to obtain information about a time period and events from the past. <u>Date Adopted or Revised:</u> 12/08	SS.912.A.1.Pa.d Recognize pictures, cartoons, or artifacts about the past. <u>Date Adopted or Revised:</u> 12/08
SS.912.A.1.In.e Determine the accuracy of current events and	SS.912.A.1.Su.e Recognize the accuracy of current events and Internet resources by comparing them to reliable sources. <u>Date Adopted or Revised:</u>	SS.912.A.1.Pa.e Recognize information about current events. <u>Date Adopted or Revised:</u> 12/08
		SS.912.A.1.Pa.f Use a case study to

<p>Internet resources by comparing them to reliable sources. <u>Date Adopted or Revised:</u> 12/08</p> <p>SS.912.A.1.In.f Use a case study to identify social, political, legal, and economic relationships in history. <u>Date Adopted or Revised:</u> 12/08</p> <p>SS.912.A.1.In.g Identify selected socio-cultural aspects of American life, such as the arts, artifacts, literature, education, and publications. <u>Date Adopted or Revised:</u> 12/08</p>	<p>12/08</p> <p>SS.912.A.1.Su.f Use a case study to recognize social, political, legal, and economic relationships in history. <u>Date Adopted or Revised:</u> 12/08</p> <p>SS.912.A.1.Su.g Recognize selected socio-cultural aspects of American life, such as the arts, artifacts, literature, education, and publications. <u>Date Adopted or Revised:</u> 12/08</p>	<p>obtain information on history. <u>Date Adopted or Revised:</u> 12/08</p> <p>SS.912.A.1.Pa.g Recognize a selected socio-cultural aspect of American life, such as the arts, artifacts, literature, education, or publications. <u>Date Adopted or Revised:</u> 12/08</p>
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Standard 2: Understand the causes, course, and consequences of the Civil War and Reconstruction and its effects on the American people.

Access Point for Students with Significant Cognitive Disabilities		
Independent	Supported	Participatory
<p>SS.912.A.2.In.a Identify the major causes and consequences of the Civil War. <u>Date Adopted or Revised:</u> 12/08</p> <p>SS.912.A.2.In.b Describe the influence of significant people or groups on Reconstruction, such as Andrew Johnson, Ulysses S. Grant, Robert E. Lee, Buffalo Soldiers, and Harriet Tubman. <u>Date Adopted or Revised:</u> 12/08</p> <p>SS.912.A.2.In.c Identify major challenges during Reconstruction, such as initial resistance to readmission by Southern states, disagreements between President Johnson and the Congress, and opposition to blacks by white extremist organizations, such as the Ku Klux Klan (KKK). <u>Date Adopted or Revised:</u> 12/08</p>	<p>SS.912.A.2.Su.a Recognize the major causes and consequences of the Civil War. <u>Date Adopted or Revised:</u> 12/08</p> <p>SS.912.A.2.Su.b Recognize the influence of significant people or groups on Reconstruction, such as Andrew Johnson, Ulysses S. Grant, Robert E. Lee, Buffalo Soldiers, and Harriet Tubman. <u>Date Adopted or Revised:</u> 12/08</p> <p>SS.912.A.2.Su.c Recognize major challenges in the period of Reconstruction, such as the disagreements between the President and Congress and opposition to blacks by groups such as the Ku Klux Klan (KKK). <u>Date Adopted or Revised:</u> 12/08</p>	<p>SS.912.A.2.Pa.a Recognize characteristics of life during the Civil War. <u>Date Adopted or Revised:</u> 12/08</p> <p>SS.912.A.2.Pa.b Recognize there were leaders who promoted social justice. <u>Date Adopted or Revised:</u> 12/08</p> <p>SS.912.A.2.Pa.c Recognize that groups of people continued to disagree about slavery after the war. <u>Date Adopted or Revised:</u> 12/08</p> <p>SS.912.A.2.Pa.d Recognize that African</p>

<p>SS.912.A.2.In.d Identify freedoms guaranteed to African American males in the amendments to the Constitution, such as the abolition of slavery, the right to citizenship, and the right to vote. <u>Date Adopted or Revised:</u> 12/08</p>	<p>SS.912.A.2.Su.d Recognize freedoms guaranteed to African American males in the amendments to the Constitution, such as the abolition of slavery and the right to vote. <u>Date Adopted or Revised:</u> 12/08</p>	<p>American males have the right to vote. <u>Date Adopted or Revised:</u> 12/08</p>
<p>SS.912.A.2.In.e Identify the purpose of laws of segregation, often called Jim Crow Laws. <u>Date Adopted or Revised:</u> 12/08</p>	<p>SS.912.A.2.Su.e Recognize examples of laws of segregation, often called Jim Crow Laws. <u>Date Adopted or Revised:</u> 12/08</p>	<p>SS.912.A.2.Pa.e Recognize the social issue of segregation. <u>Date Adopted or Revised:</u> 12/08</p>
<p>SS.912.A.2.In.f Identify the sharecropping and debt peonage system that was practiced in the United States. <u>Date Adopted or Revised:</u> 12/08</p>	<p>SS.912.A.2.Su.f Recognize that sharecropping was a common way of life for freed people. <u>Date Adopted or Revised:</u> 12/08</p>	<p>SS.912.A.2.Pa.f Recognize the social issue of segregation. <u>Date Adopted or Revised:</u> 12/08</p>
<p>SS.912.A.2.In.g Identify the Native American experience during the westward expansion, such as being forced to leave their native lands to go to reservations and give up tribal identity and culture. <u>Date Adopted or Revised:</u> 12/08</p>	<p>SS.912.A.2.Su.g Recognize the Native American experience during the westward expansion, such as being forced to leave their native lands to go to reservations and give up tribal identity and culture. <u>Date Adopted or Revised:</u> 12/08</p>	<p>SS.912.A.2.Pa.g Recognize the social issue of forced integration. <u>Date Adopted or Revised:</u> 12/08</p>

Standard 3: Analyze the transformation of the American economy and the changing social and political conditions in response to the Industrial Revolution.

Access Point for Students with Significant Cognitive Disabilities		
Independent	Supported	Participatory
<p>SS.912.A.3.In.a Identify responses to economic challenges faced by farmers, such as shifting from hand labor to machine farming, the creation of colleges to support agricultural development, and increasing the use of commercial agriculture. <u>Date Adopted or Revised:</u> 12/08</p>	<p>SS.912.A.3.Su.a Recognize responses to economic challenges faced by farmers, such as shifting from hand labor to machine farming, the creation of colleges to support agricultural development, and increasing the use of commercial agriculture. <u>Date Adopted or Revised:</u> 12/08</p>	<p>SS.912.A.3.Pa.a Recognize employment options in America. <u>Date Adopted or Revised:</u> 12/08</p>
<p>SS.912.A.3.In.b Identify economic developments in the second Industrial</p>	<p>SS.912.A.3.Su.b Recognize that mass production of transportation, food, and clothing was developed during the second</p>	<p>SS.912.A.3.Pa.b Recognize goods that are manufactured, such as clothing. <u>Date Adopted or Revised:</u> 12/08</p>

<p>Revolution, such as mass production of consumer goods, including transportation, food and drink, clothing, and entertainment (cinema, radio, the gramophone). <u>Date Adopted or Revised:</u> 12/08</p>	<p>Industrial Revolution. <u>Date Adopted or Revised:</u> 12/08</p>	<p>SS.912.A.3.Pa.c Recognize that inventions changed life in the United States.</p>
<p>SS.912.A.3.In.c Identify technological developments and inventions in the Industrial Revolutions in the United States. <u>Date Adopted or Revised:</u> 12/08</p>	<p>SS.912.A.3.Su.c Recognize technological developments and inventions in the Industrial Revolutions in the United States. <u>Date Adopted or Revised:</u> 12/08</p>	<p><u>Date Adopted or Revised:</u> 12/08</p>
<p>SS.912.A.3.In.d Identify how developments in industry affected the United States economy, such as railroads, forms of communication, and corporations. <u>Date Adopted or Revised:</u> 12/08</p>	<p>SS.912.A.3.Su.d Recognize how a development in industry affected the United States economy, such as railroads or forms of communication. <u>Date Adopted or Revised:</u> 12/08</p>	<p>SS.912.A.3.Pa.d Recognize transportation and communication systems. <u>Date Adopted or Revised:</u> 12/08</p>
<p>SS.912.A.3.In.e Identify a significant inventor of the Industrial Revolution, including an African American or a woman. <u>Date Adopted or Revised:</u> 12/08</p>	<p>SS.912.A.3.Su.e Recognize a significant inventor of the Industrial Revolution, including an African American or a woman. <u>Date Adopted or Revised:</u> 12/08</p>	<p>SS.912.A.3.Pa.e Recognize that inventions help people. <u>Date Adopted or Revised:</u> 12/08</p>
<p>SS.912.A.3.In.f Identify changes that occurred as the United States shifted from an agrarian to an industrial society, such as laissez-faire policies and government regulations of food and drugs. <u>Date Adopted or Revised:</u> 12/08</p>	<p>SS.912.A.3.Su.f Recognize changes that occurred as the United States shifted from an agrarian to an industrial society, such as laissez-faire policies and government regulations of food and drugs. <u>Date Adopted or Revised:</u> 12/08</p>	<p>SS.912.A.3.Pa.f Recognize that government can control business. <u>Date Adopted or Revised:</u> 12/08</p>
<p>SS.912.A.3.In.g Identify similarities in the way European immigrants in the east and Asian immigrants in the west were treated, such as discrimination in housing and employment. <u>Date Adopted or Revised:</u> 12/08</p>	<p>SS.912.A.3.Su.g Recognize similarities in the way European immigrants in the east and Asian immigrants in the west were treated, such as discrimination in housing and employment. <u>Date Adopted or Revised:</u> 12/08</p>	<p>SS.912.A.3.Pa.g Recognize the social issue of inequality. <u>Date Adopted or Revised:</u> 12/08</p>
<p>SS.912.A.3.In.h Identify the importance of social change and reform, such as settlement houses and churches that helped the poor during the early 1900s. <u>Date Adopted or Revised:</u> 12/08</p>	<p>SS.912.A.3.Su.h Recognize the importance of social change and reform, such as settlement houses and churches that helped the poor during the early 1900s. <u>Date Adopted or Revised:</u> 12/08</p>	<p>SS.912.A.3.Pa.h Recognize types of assistance for personal and social needs. <u>Date Adopted or Revised:</u> 12/08</p>
<p>SS.912.A.3.In.i Identify a cause and</p>	<p>SS.912.A.3.Su.i Recognize a cause and consequence of the labor movement in the late 1800s and early 1900s, such as the need to improve working conditions and the</p>	<p>SS.912.A.3.Pa.i Recognize that workers have rights. <u>Date Adopted or Revised:</u> 12/08</p> <p>SS.912.A.3.Pa.j</p>

<p>consequence of the labor movement in the late 1800s and early 1900s, such as the need to improve working conditions and the resulting child labor laws and work regulations. <u>Date Adopted or Revised:</u> 12/08</p> <p>SS.912.A.3.In.j Identify major differences in economic systems, such as capitalism and communism. <u>Date Adopted or Revised:</u> 12/08</p> <p>SS.912.A.3.In.k Identify ways powerful groups (political machines) in United States cities controlled the government, such as having enough votes to maintain control of the city and giving jobs or contracts only to people who supported them. <u>Date Adopted or Revised:</u> 12/08</p> <p>SS.912.A.3.In.l Identify ways organizations and people have shaped public policy and corrected injustices in American life, such as the NAACP, the YMCA, Theodore Roosevelt, and Booker T. Washington. <u>Date Adopted or Revised:</u> 12/08</p> <p>SS.912.A.3.In.m Identify key events and people in Florida history related to United States history, such as the railroad industry, the cattle industry, and the influence of immigrants. <u>Date Adopted or Revised:</u> 12/08</p>	<p>resulting child labor laws and work regulations. <u>Date Adopted or Revised:</u> 12/08</p> <p>SS.912.A.3.Su.j Recognize an example of an economic system, such as capitalism. <u>Date Adopted or Revised:</u> 12/08</p> <p>SS.912.A.3.Su.k Recognize that powerful groups in United States cities controlled the government and gave favors to people who supported them. <u>Date Adopted or Revised:</u> 12/08</p> <p>SS.912.A.3.Su.l Recognize a way an organization or person has shaped public policy and corrected injustices in American life, such as the NAACP, the YMCA, Theodore Roosevelt, or Booker T. Washington. <u>Date Adopted or Revised:</u> 12/08</p> <p>SS.912.A.3.Su.m Recognize a key event or person in Florida history related to United States history, such as the railroad industry, the cattle industry, or the influence of immigrants. <u>Date Adopted or Revised:</u> 12/08</p>	<p>Recognize that people buy and sell goods and services. <u>Date Adopted or Revised:</u> 12/08</p> <p>SS.912.A.3.Pa.k Recognize that powerful groups have a strong influence on government. <u>Date Adopted or Revised:</u> 12/08</p> <p>SS.912.A.3.Pa.l Recognize an organization in the community that helps people. <u>Date Adopted or Revised:</u> 12/08</p> <p>SS.912.A.3.Pa.m Recognize a key event or person in Florida history. <u>Date Adopted or Revised:</u> 12/08</p>
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Standard 4: Demonstrate an understanding of the changing role of the United States in world affairs through the end of World War I.

Access Point for Students with Significant Cognitive Disabilities		
Independent	Supported	Participatory
<p>SS.912.A.4.In.a Identify major factors that drove the United States to expand its influence to other territories, such as forced trade with China and Japan, policies that</p>	<p>SS.912.A.4.Su.a Recognize a factor that drove the United States to expand its influence to other territories, such as forced trade with China and Japan, policies that</p>	<p>SS.912.A.4.Pa.a Recognize the continuing growth over time of the United</p>

<p>restricted access to the Western Hemisphere, and the construction of the Panama Canal.</p>	<p>restricted access to the Western Hemisphere, or the construction of the Panama Canal.</p>	<p>States. <u>Date Adopted or Revised:</u> 12/08</p>
<p><u>Date Adopted or Revised:</u> 12/08</p>	<p><u>Date Adopted or Revised:</u> 12/08</p>	
<p>SS.912.A.4.In.b Identify the benefits of expanding into other territories by the United States, such as Alaska and Hawaii, Puerto Rico, and other islands.</p>	<p>SS.912.A.4.Su.b Recognize a benefit of expanding into other territories by the United States, such as Alaska and Hawaii, Puerto Rico, and other islands.</p>	<p>SS.912.A.4.Pa.b Recognize the continuing growth over time of the United States.</p>
<p><u>Date Adopted or Revised:</u> 12/08</p>	<p><u>Date Adopted or Revised:</u> 12/08</p>	<p><u>Date Adopted or Revised:</u> 12/08</p>
<p>SS.912.A.4.In.c Identify consequences of the Spanish American War, such as ending the Spanish control over Cuba and gaining control of islands in the Caribbean and Pacific.</p>	<p>SS.912.A.4.Su.c Recognize a consequence of the Spanish American War, such as ending the Spanish control over Cuba or gaining control of islands in the Caribbean and Pacific.</p>	<p>SS.912.A.4.Pa.c Recognize the continuing growth over time of the United States.</p>
<p><u>Date Adopted or Revised:</u> 12/08</p>	<p><u>Date Adopted or Revised:</u> 12/08</p>	<p><u>Date Adopted or Revised:</u> 12/08</p>
<p>SS.912.A.4.In.d Identify reasons why the United States completed the Panama Canal, such as improving trade and decreasing travel time; and identify challenges that were faced during its construction, such as disease and environmental impact.</p>	<p>SS.912.A.4.Su.d Recognize why the United States completed the Panama Canal, such as improving trade and decreasing travel time; and recognize challenges that were faced during its construction, such as disease and environmental impact.</p>	<p>SS.912.A.4.Pa.d Recognize that a canal is a man-made waterway for travel.</p>
<p><u>Date Adopted or Revised:</u> 12/08</p>	<p><u>Date Adopted or Revised:</u> 12/08</p>	<p><u>Date Adopted or Revised:</u> 12/08</p>
<p>SS.912.A.4.In.e Identify causes and consequences of United States involvement in World War I, such as conflicts among European nations, sinking of the Lusitania, threats by Germany, the arms race, and the Allies' plan for peace.</p>	<p>SS.912.A.4.Su.e Recognize a cause and consequence of United States involvement in World War I, such as conflicts among European nations, sinking of the Lusitania, threats by Germany, the arms race, and the Allies' plan for peace.</p>	<p>SS.912.A.4.Pa.e Recognize how countries help each other in a war.</p>
<p><u>Date Adopted or Revised:</u> 12/08</p>	<p><u>Date Adopted or Revised:</u> 12/08</p>	<p><u>Date Adopted or Revised:</u> 12/08</p>
<p>SS.912.A.4.In.f Identify ways the United States government prepared the nation for World War I, such as initiating the draft, issuing war bonds, and using propaganda.</p>	<p>SS.912.A.4.Su.f Recognize a way the United States government prepared the nation for World War I, such as initiating the draft, issuing war bonds, or using propaganda.</p>	<p>SS.912.A.4.Pa.f Recognize that citizens support their country during a war.</p>
<p><u>Date Adopted or Revised:</u> 12/08</p>	<p><u>Date Adopted or Revised:</u> 12/08</p>	<p><u>Date Adopted or Revised:</u> 12/08</p>
<p>SS.912.A.4.In.g Identify impacts of the development of airplanes, battleships, and new weapons during World War I.</p>	<p>SS.912.A.4.Su.g Recognize an impact of the development of airplanes, battleships, or new weapons during World War I.</p>	<p>SS.912.A.4.Pa.g Recognize types of transportation used in wars.</p>
<p><u>Date Adopted or Revised:</u></p>	<p><u>Date Adopted or Revised:</u></p>	

<p>12/08</p> <p>SS.912.A.4.In.h Identify experiences Americans had while serving in Europe, including groups such as African Americans and women. <u>Date Adopted or Revised:</u> 12/08</p> <p>SS.912.A.4.In.i Identify impacts of the war on diverse groups of people in the United States, including dissenters. <u>Date Adopted or Revised:</u> 12/08</p> <p>SS.912.A.4.In.j Identify that the Treaty of Versailles held Germany responsible for the damages of World War I and established the League of Nations. <u>Date Adopted or Revised:</u> 12/08</p> <p>SS.912.A.4.In.k Identify key events and people in Florida history, such as the participation of Florida troops and the role of Tampa during the Spanish-American War. <u>Date Adopted or Revised:</u> 12/08</p>	<p>12/08</p> <p>SS.912.A.4.Su.h Recognize experiences Americans had while serving in Europe, including groups such as African Americans and women. <u>Date Adopted or Revised:</u> 12/08</p> <p>SS.912.A.4.Su.i Recognize an impact of the war on diverse groups of people in the United States, including dissenters. <u>Date Adopted or Revised:</u> 12/08</p> <p>SS.912.A.4.Su.j Recognize that the Treaty of Versailles held Germany responsible for the damages of World War I and established the League of Nations. <u>Date Adopted or Revised:</u> 12/08</p> <p>SS.912.A.4.Su.k Recognize key events and people in Florida history, such as the participation of Florida troops in the Spanish American War. <u>Date Adopted or Revised:</u> 12/08</p>	<p><u>Date Adopted or Revised:</u> 12/08</p> <p>SS.912.A.4.Pa.h Recognize people in the armed services. <u>Date Adopted or Revised:</u> 12/08</p> <p>SS.912.A.4.Pa.i Recognize that some people do not support war. <u>Date Adopted or Revised:</u> 12/08</p> <p>SS.912.A.4.Pa.j Recognize an unintended effect of an agreement (treaty). <u>Date Adopted or Revised:</u> 12/08</p> <p>SS.912.A.4.Pa.k Recognize a contribution of Florida as it relates to American history. <u>Date Adopted or Revised:</u> 12/08</p>
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Standard 5: Analyze the effects of the changing social, political, and economic conditions of the Roaring Twenties and the Great Depression.

Access Point for Students with Significant Cognitive Disabilities		
<i>Independent</i>	<i>Supported</i>	<i>Participatory</i>
<p>SS.912.A.5.In.a Identify an economic result of demobilization, such as reintegration of soldiers into civilian life or reconstruction. <u>Date Adopted or Revised:</u> 12/08</p>	<p>SS.912.A.5.Su.a Recognize a result of demobilization, such as the reintegration of soldiers into civilian life. <u>Date Adopted or Revised:</u> 12/08</p>	<p>SS.912.A.5.Pa.a Recognize that soldiers return home after a war. <u>Date Adopted or Revised:</u> 12/08</p>

<p>SS.912.A.5.In.b Identify the causes and reactions associated with the Red Scare, such as fear of a communist revolution, strikes by workers, laws limiting immigration, and racial unrest. <u>Date Adopted or Revised:</u> 12/08</p>	<p>SS.912.A.5.Su.b Recognize a cause and a reaction of the Red Scare, such as fear of a communist revolution, strikes by workers, laws limiting immigration, or racial unrest. <u>Date Adopted or Revised:</u> 12/08</p>	<p>SS.912.A.5.Pa.b Recognize behaviors that result from fears. <u>Date Adopted or Revised:</u> 12/08</p>
<p>SS.912.A.5.In.c Identify impacts of United States government economic policies during the 1920s, such as tax cuts, a reduction in federal spending, and high tariffs. <u>Date Adopted or Revised:</u> 12/08</p>	<p>SS.912.A.5.Su.c Recognize an impact of United States government economic policies during the 1920s, such as tax cuts, a reduction in federal spending, and high tariffs. <u>Date Adopted or Revised:</u> 12/08</p>	<p>SS.912.A.5.Pa.c Recognize that the government makes rules about taxes and spending. <u>Date Adopted or Revised:</u> 12/08</p>
<p>SS.912.A.5.In.d Identify results of the economic boom of the Roaring Twenties, such as the rise of automobile ownership, the mass production of goods, and the use of marketing. <u>Date Adopted or Revised:</u> 12/08</p>	<p>SS.912.A.5.Su.d Recognize a result of the economic boom of the Roaring Twenties, such as the rise of automobile ownership, the mass production of goods, or the use of marketing. <u>Date Adopted or Revised:</u> 12/08</p>	<p>SS.912.A.5.Pa.d Recognize that when people have more money, they can buy more goods. <u>Date Adopted or Revised:</u> 12/08</p>
<p>SS.912.A.5.In.e Identify actions of the United States and world powers to avoid future wars, such as forming the League of Nations. <u>Date Adopted or Revised:</u> 12/08</p>	<p>SS.912.A.5.Su.e Recognize that the League of Nations was formed to prevent wars. <u>Date Adopted or Revised:</u> 12/08</p>	<p>SS.912.A.5.Pa.e Recognize that countries want to prevent wars. <u>Date Adopted or Revised:</u> 12/08</p>
<p>SS.912.A.5.In.f Identify the influences of Hollywood, the Harlem Renaissance, and prohibition on American society in the 1920s. <u>Date Adopted or Revised:</u> 12/08</p>	<p>SS.912.A.5.Su.f Recognize an influence of Hollywood, the Harlem Renaissance, or prohibition on American society in the 1920s. <u>Date Adopted or Revised:</u> 12/08</p>	<p>SS.912.A.5.Pa.f Recognize the influences of groups with different beliefs. <u>Date Adopted or Revised:</u> 12/08</p>
<p>SS.912.A.5.In.g Identify the effects of freedom movements that advocated for civil rights for African Americans, Latinos, Asians, and women, such as a feeling of unity and a sense of community. <u>Date Adopted or Revised:</u> 12/08</p>	<p>SS.912.A.5.Su.g Recognize the effects of freedom movements that advocated for civil rights for African Americans, Latinos, Asians, and women, such as a feeling of unity and a sense of community. <u>Date Adopted or Revised:</u> 12/08</p>	<p>SS.912.A.5.Pa.g Recognize that people in the same ethnic group may feel a sense of community. <u>Date Adopted or Revised:</u> 12/08</p>
<p>SS.912.A.5.In.h Identify the major view of a leader relating to the African American experience, such as Booker T.</p>	<p>SS.912.A.5.Su.h Recognize the view of a leader relating to the African American experience, such as the way African Americans should go about obtaining their rights. <u>Date Adopted or Revised:</u></p>	<p>SS.912.A.5.Pa.i Recognize that groups may fear people who are different. <u>Date Adopted or Revised:</u></p>

<p>Washington, W.E.B. DuBois, or Marcus Garvey. <u>Date Adopted or Revised:</u> 12/08</p> <p>SS.912.A.5.In.i Identify that support of the Ku Klux Klan changed during the 1920s with respect to groups, such as immigrants, African Americans, Catholics, Jews, women, and unions. <u>Date Adopted or Revised:</u> 12/08</p> <p>SS.912.A.5.In.j Identify reasons why there was support for and resistance to civil rights for women, African Americans, Native Americans, and other minorities. <u>Date Adopted or Revised:</u> 12/08</p> <p>SS.912.A.5.In.k Identify a cause of the Great Depression, such as drought, inflation, or the stock market crash, and a consequence, such as the New Deal plan for relief, recovery, and reform. <u>Date Adopted or Revised:</u> 12/08</p> <p>SS.912.A.5.In.l Identify key events and people in Florida, such as the Florida land boom, air conditioning, New Deal programs, and Marjorie Kinnan Rawlings. <u>Date Adopted or Revised:</u> 12/08</p>	<p>12/08</p> <p>SS.912.A.5.Su.i Recognize that support of the Ku Klux Klan changed during the 1920s with respect to groups, such as immigrants, African Americans, Catholics, Jews, women, and unions. <u>Date Adopted or Revised:</u> 12/08</p> <p>SS.912.A.5.Su.j Recognize a reason why there was support for and resistance to civil rights for women, African Americans, Native Americans, and other minorities. <u>Date Adopted or Revised:</u> 12/08</p> <p>SS.912.A.5.Su.k Recognize a cause of the Great Depression, such as drought, inflation, or the stock market crash, and a consequence, such as the New Deal plan for relief, recovery, and reform. <u>Date Adopted or Revised:</u> 12/08</p> <p>SS.912.A.5.Su.l Recognize key events in Florida, such as the Florida land boom and the development of air conditioning. <u>Date Adopted or Revised:</u> 12/08</p>	<p>12/08</p> <p>SS.912.A.5.Pa.j Recognize that groups may fear people who are different. <u>Date Adopted or Revised:</u> 12/08</p> <p>SS.912.A.5.Pa.k Recognize that people struggle to meet their needs when they don't have enough money. <u>Date Adopted or Revised:</u> 12/08</p> <p>SS.912.A.5.Pa.l Recognize an important development in Florida, such as air conditioning. <u>Date Adopted or Revised:</u> 12/08</p>
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Standard 6: Understand the causes and course of World War II, the character of the war at home and abroad, and its reshaping of the United States role in the post-war world.

Access Point for Students with Significant Cognitive Disabilities

Independent	Supported	Participatory
<p>SS.912.A.6.In.a Identify major causes and consequences of World War II on the United States and the world. <u>Date Adopted or Revised:</u> 12/08</p>	<p>SS.912.A.6.Su.a Recognize a major cause and result of World War II on the United States and the world. <u>Date Adopted or Revised:</u> 12/08</p>	<p>SS.912.A.6.Pa.a Recognize that the United States fought in a war. <u>Date Adopted or Revised:</u> 12/08</p>

<p>SS.912.A.6.In.b Identify the United States response in the early years of World War II, such as the Neutrality Act, giving aid to Britain, and supplying war material to other countries. <u>Date Adopted or Revised:</u> 12/08</p>	<p>SS.912.A.6.Su.b Recognize the United States response in the early years of World War II, such as trying to stay out of the war and providing aid and war material to other countries fighting in the war. <u>Date Adopted or Revised:</u> 12/08</p>	<p>SS.912.A.6.Pa.b Recognize that a country can provide aid to other countries (allies) during a war. <u>Date Adopted or Revised:</u> 12/08</p>
<p>SS.912.A.6.In.c Identify the impact of the Holocaust during World War II on Jews and other groups. <u>Date Adopted or Revised:</u> 12/08</p>	<p>SS.912.A.6.Su.c Recognize an impact of the Holocaust during World War II on Jews and other groups. <u>Date Adopted or Revised:</u> 12/08</p>	<p>SS.912.A.6.Pa.c Recognize that groups may be treated badly because they are different. <u>Date Adopted or Revised:</u> 12/08</p>
<p>SS.912.A.6.In.d Identify actions related to rights for groups during World War II, such as women, African Americans, German Americans, Japanese Americans, Native Americans, Hispanic Americans, or Italian Americans. <u>Date Adopted or Revised:</u> 12/08</p>	<p>SS.912.A.6.Su.d Recognize an action related to rights for groups during World War II, such as women, African Americans, German Americans, Japanese Americans, Native Americans, Hispanic Americans, or Italian Americans. <u>Date Adopted or Revised:</u> 12/08</p>	<p>SS.912.A.6.Pa.d Recognize that groups may be treated differently during a war. <u>Date Adopted or Revised:</u> 12/08</p>
<p>SS.912.A.6.In.e Identify an impact of World War II on domestic government policy, such as rationing, national security, civil rights, and increased job opportunities. <u>Date Adopted or Revised:</u> 12/08</p>	<p>SS.912.A.6.Su.e Recognize an impact of World War II on domestic government policy, such as rationing, national security, civil rights, or increased job opportunities. <u>Date Adopted or Revised:</u> 12/08</p>	<p>SS.912.A.6.Pa.e Recognize that war causes changes in home life. <u>Date Adopted or Revised:</u> 12/08</p>
<p>SS.912.A.6.In.f Identify a reason why the United States decided to use atomic weapons against Japan and identify the aftermath, such as destruction and the ending of World War II. <u>Date Adopted or Revised:</u> 12/08</p>	<p>SS.912.A.6.Su.f Recognize the aftermath of the use of atomic weapons against Japan, such as destruction and the ending of World War II. <u>Date Adopted or Revised:</u> 12/08</p>	<p>SS.912.A.6.Pa.f Recognize that countries may take drastic measures to end a war. <u>Date Adopted or Revised:</u> 12/08</p>
<p>SS.912.A.6.In.g Identify attempts to promote international justice by trying Nazi war crimes after World War II (Nuremberg Trials). <u>Date Adopted or Revised:</u> 12/08</p>	<p>SS.912.A.6.Su.g Recognize attempts to promote international justice by trying Nazi war crimes after World War II (Nuremberg Trials). <u>Date Adopted or Revised:</u> 12/08</p>	<p>SS.912.A.6.Pa.g Recognize that people who commit war crimes may have a trial. <u>Date Adopted or Revised:</u> 12/08</p>
<p>SS.912.A.6.In.h Identify the effects of the Red Scare on the United States, such as the loyalty review program and the House Un-American Activities</p>	<p>SS.912.A.6.Su.h Recognize an effect of the Red Scare on the United States, such as the loyalty review program. <u>Date Adopted or Revised:</u> 12/08</p>	<p>SS.912.A.6.Pa.h Recognize loyalty to one's country. <u>Date Adopted or Revised:</u> 12/08</p>

<p>Committee. <u>Date Adopted or Revised:</u> 12/08</p> <p>SS.912.A.6.In.i Identify that the United Nations was formed as an international organization to keep world peace and Mary McLeod Bethune was involved in developing the charter. <u>Date Adopted or Revised:</u> 12/08</p> <p>SS.912.A.6.In.j Identify the consequences of the early years of the Cold War, such as the establishment of the Truman Doctrine, the Marshall Plan, NATO, and the Warsaw Pact. <u>Date Adopted or Revised:</u> 12/08</p> <p>SS.912.A.6.In.k Identify concerns about the spread of nuclear technology in the United States and the world. <u>Date Adopted or Revised:</u> 12/08</p> <p>SS.912.A.6.In.l Identify a cause and consequence of the Korean War. <u>Date Adopted or Revised:</u> 12/08</p> <p>SS.912.A.6.In.m Identify results of significant foreign policy events, such as the Cuban missile crisis, the Gulf of Tonkin Resolution—Vietnam, and relations with China. <u>Date Adopted or Revised:</u> 12/08</p> <p>SS.912.A.6.In.n Identify causes and results of the Vietnam War. <u>Date Adopted or Revised:</u> 12/08</p> <p>SS.912.A.6.In.o Identify key events in Florida, such as the construction of military bases and World War II training centers and the development of the space program and NASA. <u>Date Adopted or Revised:</u></p>	<p>SS.912.A.6.Su.i Recognize a peacekeeping role of the United Nations. <u>Date Adopted or Revised:</u> 12/08</p> <p>SS.912.A.6.Su.j Recognize a consequence of the Cold War, such as the arms race, fear of the spread of communism, plans to help countries rebuild after World War II, or that countries in communist and western nations formed separate alliances. <u>Date Adopted or Revised:</u> 12/08</p> <p>SS.912.A.6.Su.k Recognize a concern about the spread of nuclear technology in the United States and the world. <u>Date Adopted or Revised:</u> 12/08</p> <p>SS.912.A.6.Su.l Recognize a cause and consequence of the Korean War. <u>Date Adopted or Revised:</u> 12/08</p> <p>SS.912.A.6.Su.m Recognize the results of a significant foreign policy event, such as the Cuban missile crisis, the Gulf of Tonkin Resolution—Vietnam, or relations with China. <u>Date Adopted or Revised:</u> 12/08</p> <p>SS.912.A.6.Su.n Recognize a cause and result of the Vietnam War. <u>Date Adopted or Revised:</u> 12/08</p> <p>SS.912.A.6.Su.o Recognize key events in Florida, such as the construction of military bases and the development of the space program. <u>Date Adopted or Revised:</u> 12/08</p>	<p>SS.912.A.6.Pa.i Recognize that countries work together in the United Nations. <u>Date Adopted or Revised:</u> 12/08</p> <p>SS.912.A.6.Pa.j Recognize that countries help each other to prevent wars. <u>Date Adopted or Revised:</u> 12/08</p> <p>SS.912.A.6.Pa.k Recognize that countries make agreements to prevent war. <u>Date Adopted or Revised:</u> 12/08</p> <p>SS.912.A.6.Pa.l Recognize that countries help other countries in war. <u>Date Adopted or Revised:</u> 12/08</p> <p>SS.912.A.6.Pa.m Recognize that the United States is involved with other nations. <u>Date Adopted or Revised:</u> 12/08</p> <p>SS.912.A.6.Pa.n Recognize that countries help other countries in war. <u>Date Adopted or Revised:</u> 12/08</p> <p>SS.912.A.6.Pa.o Recognize a development in Florida, such as the space program. <u>Date Adopted or Revised:</u> 12/08</p>
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Standard 7: Understand the rise and continuing international influence of the United States as a world leader and the impact of contemporary social and political movements on American life.

Access Point for Students with Significant Cognitive Disabilities

Independent	Supported	Participatory
<p>SS.912.A.7.In.a Identify effects of post-World War II prosperity on American society, such as the Baby Boom and the growth of suburbs. <u>Date Adopted or Revised:</u> 12/08</p>	<p>SS.912.A.7.Su.a Recognize an effect of post-World War II prosperity on American society, such as the Baby Boom or the growth of suburbs. <u>Date Adopted or Revised:</u> 12/08</p>	<p>SS.912.A.7.Pa.a Recognize a characteristic of post-World War II, such as suburbs and modern appliances. <u>Date Adopted or Revised:</u> 12/08</p>
<p>SS.912.A.7.In.b Identify the prosperity of different ethnic groups and social classes in the post-World War II period. <u>Date Adopted or Revised:</u> 12/08</p>	<p>SS.912.A.7.Su.b Recognize the prosperity of different ethnic groups and social classes in the post-World War II period. <u>Date Adopted or Revised:</u> 12/08</p>	<p>SS.912.A.7.Pa.b Recognize that different groups of people may be rich or poor. <u>Date Adopted or Revised:</u> 12/08</p>
<p>SS.912.A.7.In.c Identify ways that the role of women in the United States has changed since World War II, such as having more women in the workforce and politics and the use of birth control. <u>Date Adopted or Revised:</u> 12/08</p>	<p>SS.912.A.7.Su.c Recognize a way that the role of women in the United States has changed since World War II, such as having more women in the workforce and politics or the use of birth control. <u>Date Adopted or Revised:</u> 12/08</p>	<p>SS.912.A.7.Pa.c Recognize a role of women, such as working outside the home. <u>Date Adopted or Revised:</u> 12/08</p>
<p>SS.912.A.7.In.d Examine government policies and programs in the 1960s, such as civil rights legislation, the Space Race, and the Great Society. <u>Date Adopted or Revised:</u> 12/08</p>	<p>SS.912.A.7.Su.d Identify a government policy or program in the 1960s, such as civil rights legislation, the Space Race, or the Great Society. <u>Date Adopted or Revised:</u> 12/08</p>	<p>SS.912.A.7.Pa.d Recognize a government program that helps people. <u>Date Adopted or Revised:</u> 12/08</p>
<p>SS.912.A.7.In.e Identify violent and nonviolent approaches used by groups, such as African Americans, women, Native Americans, and Hispanics, to achieve civil rights. <u>Date Adopted or Revised:</u> 12/08</p>	<p>SS.912.A.7.Su.e Recognize violent and nonviolent approaches used by groups, such as African Americans, women, Native Americans, and Hispanics, to achieve civil rights. <u>Date Adopted or Revised:</u> 12/08</p>	<p>SS.912.A.7.Pa.e Recognize that people act in violent and nonviolent ways to bring about change. <u>Date Adopted or Revised:</u> 12/08</p>
<p>SS.912.A.7.In.f Identify important acts of key persons and organizations in the Civil Rights Movement and Black Power Movement, such as Martin Luther King,</p>	<p>SS.912.A.7.Su.f Recognize important acts of key persons and organizations in the Civil Rights Movement and Black Power Movement, such as Martin Luther King,</p>	

<p>Rosa Parks, the NAACP, and Malcolm X. <u>Date Adopted or Revised:</u> 12/08</p>	<p>Rosa Parks, the NAACP, and Malcolm X. <u>Date Adopted or Revised:</u> 12/08</p>	
<p>SS.912.A.7.In.g Identify ways African Americans, whites, and other groups joined together to bring about changes in integration and equal rights, such as the Freedom Rides and the March on Washington. <u>Date Adopted or Revised:</u> 12/08</p>	<p>SS.912.A.7.Su.g Recognize ways African Americans, whites, and other groups joined together to bring about changes in integration and equal rights, such as the Freedom Rides and the March on Washington. <u>Date Adopted or Revised:</u> 12/08</p>	<p>SS.912.A.7.Pa.f Recognize that people act in violent and nonviolent ways to bring about change. <u>Date Adopted or Revised:</u> 12/08</p>
<p>SS.912.A.7.In.h Identify the importance of landmark Supreme Court cases, such as integration—Brown v. Board of Education (1954), affirmative action—Regents of the University of California v. Bakke (1978), rights of the accused—Gideon v. Wainwright (1963), and reproductive rights—Roe v. Wade (1973). <u>Date Adopted or Revised:</u> 12/08</p>	<p>SS.912.A.7.Su.h Recognize the importance of landmark Supreme Court cases, such as integration—Brown v. Board of Education (1954), affirmative action—Regents of the University of California v. Bakke (1978), rights of the accused—Gideon v. Wainwright (1963), and reproductive rights—Roe v. Wade (1973). <u>Date Adopted or Revised:</u> 12/08</p>	<p>SS.912.A.7.Pa.g Recognize that people act in violent and nonviolent ways to bring about change. <u>Date Adopted or Revised:</u> 12/08</p>
<p>SS.912.A.7.In.i Identify social movements of the 1960s and 1970s, such as reimbursement for Native American lands, working conditions of Hispanics and bilingual and bicultural education, and women's rights. <u>Date Adopted or Revised:</u> 12/08</p>	<p>SS.912.A.7.Su.i Recognize social movements of the 1960s and 1970s, such as reimbursement for Native American lands, working conditions of Hispanics and bilingual and bicultural education, and women's rights. <u>Date Adopted or Revised:</u> 12/08</p>	<p>SS.912.A.7.Pa.h Recognize that Supreme Court cases have important outcomes that affect all citizens. <u>Date Adopted or Revised:</u> 12/08</p>
<p>SS.912.A.7.In.j Identify the impact of the Vietnam War and Watergate on the United States. <u>Date Adopted or Revised:</u> 12/08</p>	<p>SS.912.A.7.Su.j Recognize an impact of the Vietnam War and Watergate on the United States. <u>Date Adopted or Revised:</u> 12/08</p>	<p>SS.912.A.7.Pa.i Recognize that people work together for positive change. <u>Date Adopted or Revised:</u> 12/08</p>
<p>SS.912.A.7.In.k Identify aspects of United States foreign policy as it relates to Africa, Asia, the Caribbean, Latin America, and the Middle East. <u>Date Adopted or Revised:</u> 12/08</p>	<p>SS.912.A.7.Su.k Recognize an aspect of United States foreign policy as it relates to Africa, Asia, the Caribbean, Latin America, and the Middle East. <u>Date Adopted or Revised:</u> 12/08</p>	<p>SS.912.A.7.Pa.j Recognize an impact of war on people. <u>Date Adopted or Revised:</u> 12/08</p>
<p>SS.912.A.7.In.l Identify political, economic, and social concerns that emerged from the late 1900s to early 2000s. <u>Date Adopted or Revised:</u> 12/08</p>	<p>SS.912.A.7.Su.l Recognize political, economic, and social concerns that emerged from the late 1900s to early 2000s. <u>Date Adopted or Revised:</u> 12/08</p>	<p>SS.912.A.7.Pa.k Recognize that the United States has interests in other countries. <u>Date Adopted or Revised:</u> 12/08</p>

<p>SS.912.A.7.In.m Identify components of the Great Society program, such as Medicare and Medicaid, urban development, housing, and transit. <u>Date Adopted or Revised:</u> 12/08</p> <p>SS.912.A.7.In.n Identify ways the United States participates in the global economy, such as by trading with other countries and making trade agreements. <u>Date Adopted or Revised:</u> 12/08</p> <p>SS.912.A.7.In.o Identify effects of terrorism in the United States, such as the attacks on September 11, 2001, which led to the wars in Afghanistan and Iraq. <u>Date Adopted or Revised:</u> 12/08</p> <p>SS.912.A.7.In.p Identify ways that immigration policy and attitudes have changed since 1950. <u>Date Adopted or Revised:</u> 12/08</p> <p>SS.912.A.7.In.q Identify key events in Florida, such as the construction of Disney World, the growth of the citrus industry, changes in the space program, and immigration. <u>Date Adopted or Revised:</u> 12/08</p>	<p>SS.912.A.7.Su.m Recognize a component of the Great Society program, such as Medicare and Medicaid, or housing. <u>Date Adopted or Revised:</u> 12/08</p> <p>SS.912.A.7.Su.n Recognize a way the United States participates in the global economy, such as by trading with other countries or making trade agreements. <u>Date Adopted or Revised:</u> 12/08</p> <p>SS.912.A.7.Su.o Recognize that the United States has been affected by acts of terrorism, such as the attacks on September 11, 2001. <u>Date Adopted or Revised:</u> 12/08</p> <p>SS.912.A.7.Su.p Recognize that immigration policy and attitudes have changed since 1950. <u>Date Adopted or Revised:</u> 12/08</p> <p>SS.912.A.7.Su.q Identify a key event in Florida, such as the construction of Disney World, the growth of the citrus industry, changes in the space program, or immigration. <u>Date Adopted or Revised:</u> 12/08</p>	<p>SS.912.A.7.Pa.l Recognize a social or economic concern of people. <u>Date Adopted or Revised:</u> 12/08</p> <p>SS.912.A.7.Pa.m Recognize a social program of the government. <u>Date Adopted or Revised:</u> 12/08</p> <p>SS.912.A.7.Pa.n Recognize a product produced in another country. <u>Date Adopted or Revised:</u> 12/08</p> <p>SS.912.A.7.Pa.o Recognize an act of terrorism, such as September 11, 2001. <u>Date Adopted or Revised:</u> 12/08</p> <p>SS.912.A.7.Pa.p Recognize that people immigrate to this country. <u>Date Adopted or Revised:</u> 12/08</p> <p>SS.912.A.7.Pa.q Recognize a key event in Florida, such as construction of Disney World. <u>Date Adopted or Revised:</u> 12/08</p>
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Strand: GEOGRAPHY

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

Access Point for Students with Significant Cognitive Disabilities

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

Standard 2: Understand physical and cultural characteristics of places.

Access Point for Students with Significant Cognitive Disabilities

Independent	Supported	Participatory
<p>SS.912.G.2.In.a Identify physical characteristics—such as climate and terrain, and human elements—such as religion and economy, that explain settlement patterns in the United States regions over time. <u>Date Adopted or Revised:</u> 12/08</p>	<p>SS.912.G.2.Su.a Recognize physical characteristics—such as climate and terrain, and human elements—such as religion and economy, that affected where people settled in the United States. <u>Date Adopted or Revised:</u> 12/08</p>	<p>SS.912.G.2.Pa.a Recognize the effect of a physical characteristic of a place on people. <u>Date Adopted or Revised:</u> 12/08</p>
		<p>SS.912.G.2.Pa.b Recognize</p>

<p>SS.912.G.2.In.b Recognize factors and processes that contribute to differences between developing and developed regions of the world. <u>Date Adopted or Revised:</u> 12/08</p> <p>SS.912.G.2.In.c Use geographic terms and tools to describe areas of the world that have experienced critical economic or physical changes, such as desertification, global warming, or natural disasters. <u>Date Adopted or Revised:</u> 12/08</p> <p>SS.912.G.2.In.d Use geographic terms and tools to describe how regions of the world have changed over time. <u>Date Adopted or Revised:</u> 12/08</p> <p>SS.912.G.2.In.e Use geographic terms and tools to describe how human actions modify selected regions, such as mining, drilling, farming, and housing. <u>Date Adopted or Revised:</u> 12/08</p>	<p>SS.912.G.2.Su.b Recognize a factor that contributes to differences between developing and developed regions of the world. <u>Date Adopted or Revised:</u> 12/08</p> <p>SS.912.G.2.Su.c Use geographic tools to identify areas in the world that have experienced a critical economic or physical change, such as desertification, global warming, or natural disasters. <u>Date Adopted or Revised:</u> 12/08</p> <p>SS.912.G.2.Su.d Use geographic terms and tools to identify how regions of the world have changed over time. <u>Date Adopted or Revised:</u> 12/08</p> <p>SS.912.G.2.Su.e Use geographic terms and tools to identify how human actions modify selected regions, such as mining, drilling, farming, and housing. <u>Date Adopted or Revised:</u> 12/08</p>	<p>a characteristic of development. <u>Date Adopted or Revised:</u> 12/08</p> <p>SS.912.G.2.Pa.c Recognize a change in a place due to a natural disaster or other event in the world. <u>Date Adopted or Revised:</u> 12/08</p> <p>SS.912.G.2.Pa.d Recognize a change in a place due to a natural disaster or other event in the world. <u>Date Adopted or Revised:</u> 12/08</p> <p>SS.912.G.2.Pa.e Recognize how human actions change a location. <u>Date Adopted or Revised:</u> 12/08</p>
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Standard 3: Understand the relationships between the Earth's ecosystems and the populations that dwell within them.

Access Point for Students with Significant Cognitive Disabilities		
<i>Independent</i>	<i>Supported</i>	<i>Participatory</i>
<p>SS.912.G.3.In.a Using geographic terms, identify characteristics of major ecosystems of Earth, such as location, climate, landforms, and resources. <u>Date Adopted or Revised:</u> 12/08</p> <p>SS.912.G.3.In.b Use geographic terms and tools to describe how weather and climate influence a location. <u>Date Adopted or Revised:</u> 12/08</p>	<p>SS.912.G.3.Su.a Using geographic terms, recognize characteristics of selected major ecosystems of Earth, such as location, climate, and landforms. <u>Date Adopted or Revised:</u> 12/08</p> <p>SS.912.G.3.Su.b Use geographic terms and tools to identify how weather and climate influence a location. <u>Date Adopted or Revised:</u> 12/08</p>	<p>SS.912.G.3.Pa.a Recognize characteristics of a major ecosystem. <u>Date Adopted or Revised:</u> 12/08</p> <p>SS.912.G.3.Pa.b Use a geographic tool to recognize weather conditions. <u>Date Adopted or Revised:</u> 12/08</p>

<p>SS.912.G.3.In.c Use geographic terms and tools to identify different opinions on the use of renewable and non-renewable resources in Florida, the United States, and the world. <u>Date Adopted or Revised:</u> 12/08</p>	<p>SS.912.G.3.Su.c Use geographic terms and tools to recognize ways that people have used renewable and non-renewable resources in Florida, the United States, or the world. <u>Date Adopted or Revised:</u> 12/08</p>	<p>SS.912.G.3.Pa.c Recognize a way to recycle resources. <u>Date Adopted or Revised:</u> 12/08</p>
<p>SS.912.G.3.In.d Use geographic terms and tools to describe how Earth's internal changes—such as volcanoes and earthquakes—and external changes—such as droughts, floods, and erosion—impact the characteristics of locations. <u>Date Adopted or Revised:</u> 12/08</p>	<p>SS.912.G.3.Su.d Use geographic terms and tools to identify how Earth's external changes—such as volcanoes and earthquakes—and internal changes—such as floods and erosion—impact the characteristics of locations. <u>Date Adopted or Revised:</u> 12/08</p>	<p>SS.912.G.3.Pa.d Recognize that natural forces can change the characteristics of a location. <u>Date Adopted or Revised:</u> 12/08</p>
<p>SS.912.G.3.In.e Use geographic terms and tools to describe how changes in the distribution or use of water (hydrology), such as damming a river or building an irrigation system, impact locations. <u>Date Adopted or Revised:</u> 12/08</p>	<p>SS.912.G.3.Su.e Use geographic terms and tools to identify how changes in the distribution or use of water (hydrology), such as building a dam, can impact a location. <u>Date Adopted or Revised:</u> 12/08</p>	<p>SS.912.G.3.Pa.e Recognize the influence of water flow on a place. <u>Date Adopted or Revised:</u> 12/08</p>

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

Access Point for Students with Significant Cognitive Disabilities

Independent	Supported	Participatory
<p>SS.912.G.4.In.a Identify changes in population for selected places. <u>Date Adopted or Revised:</u> 12/08</p>	<p>SS.912.G.4.Su.a Recognize changes in population for selected places. <u>Date Adopted or Revised:</u> 12/08</p>	<p>SS.912.G.4.Pa.a Recognize that change is a characteristic of population. <u>Date Adopted or Revised:</u> 12/08</p>
<p>SS.912.G.4.In.b Use geographic terms and tools to describe the push/pull factors contributing to human migration. <u>Date Adopted or Revised:</u> 12/08</p>	<p>SS.912.G.4.Su.b Use geographic terms and tools to identify the push/pull factors contributing to human migration. <u>Date Adopted or Revised:</u> 12/08</p>	<p>SS.912.G.4.Pa.b Recognize a cause of migration. <u>Date Adopted or Revised:</u> 12/08</p>
<p>SS.912.G.4.In.c Use geographic terms and tools to examine effects of migration on the place of origin and destination. <u>Date Adopted or Revised:</u> 12/08</p>	<p>SS.912.G.4.Su.c Use geographic terms and tools to identify an effect of migration on the place of origin and destination. <u>Date Adopted or Revised:</u> 12/08</p>	<p>SS.912.G.4.Pa.c Recognize an effect of migration. <u>Date Adopted or Revised:</u> 12/08</p>
		<p>SS.912.G.4.Pa.d Recognize an effect of globalization.</p>

<p>SS.912.G.4.In.d Use geographic terms and tools to identify issues in globalization, such as outsourcing and unfair treatment of certain population groups. <u>Date Adopted or Revised:</u> 12/08</p>	<p>SS.912.G.4.Su.d Use geographic terms and tools to recognize an issue in globalization, such as outsourcing or unfair treatment of certain population groups. <u>Date Adopted or Revised:</u> 12/08</p>	<p><u>Date Adopted or Revised:</u> 12/08</p> <p>SS.912.G.4.Pa.e Recognize changes in the characteristics of a city. <u>Date Adopted or Revised:</u> 12/08</p>
<p>SS.912.G.4.In.e Use geographic terms and tools to identify changes in cities and urban centers. <u>Date Adopted or Revised:</u> 12/08</p>	<p>SS.912.G.4.Su.e Use geographic terms and tools to recognize changes in cities and urban centers. <u>Date Adopted or Revised:</u> 12/08</p>	<p>SS.912.G.4.Pa.f Use a geographic term, such as movement, to recognize a change in the population of a place. <u>Date Adopted or Revised:</u> 12/08</p>
<p>SS.912.G.4.In.f Use geographic terms and tools to identify an effect of a change in a specific characteristic of a place on the human population of that place. <u>Date Adopted or Revised:</u> 12/08</p>	<p>SS.912.G.4.Su.f Use geographic terms and tools to recognize an effect of a change in a specific characteristic of a place on the human population of that place. <u>Date Adopted or Revised:</u> 12/08</p>	<p>SS.912.G.4.Pa.g Use a geographic term, such as movement, to recognize a change in the population of a place. <u>Date Adopted or Revised:</u> 12/08</p>
<p>SS.912.G.4.In.g Use geographic terms and tools to identify characteristics of cultural diffusion throughout selected places, regions, and the world. <u>Date Adopted or Revised:</u> 12/08</p>	<p>SS.912.G.4.Su.g Use geographic terms and tools to recognize characteristics of cultural diffusion throughout selected places, regions, and the world. <u>Date Adopted or Revised:</u> 12/08</p>	<p>SS.912.G.4.Pa.h Recognize uses of land. <u>Date Adopted or Revised:</u> 12/08</p>
<p>SS.912.G.4.In.h Use geographic concepts to describe factors that define space, such as patterns of land use and availability of transportation systems. <u>Date Adopted or Revised:</u> 12/08</p>	<p>SS.912.G.4.Su.h Use geographic concepts to identify factors that define space, such as patterns of land use. <u>Date Adopted or Revised:</u> 12/08</p>	<p>SS.912.G.4.Pa.i Use maps to recognize changes in boundaries. <u>Date Adopted or Revised:</u> 12/08</p>
<p>SS.912.G.4.In.i Use political maps to identify changes in boundaries or governments within a continent. <u>Date Adopted or Revised:</u> 12/08</p>	<p>SS.912.G.4.Su.i Use political maps to recognize changes in boundaries or governments within a continent. <u>Date Adopted or Revised:</u> 12/08</p>	

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

Access Point for Students with Significant Cognitive Disabilities

Independent	Supported	Participatory
SS.912.G.5.In.a Identify examples of how the Earth's physical systems, such as landforms, locations, resources, and climate affect humans. <u>Date Adopted or Revised:</u> 12/08	SS.912.G.5.Su.a Recognize examples of how the Earth's physical systems, such as landforms, locations, resources, and climate affect humans. <u>Date Adopted or Revised:</u> 12/08	SS.912.G.5.Pa.a Recognize an effect of a physical system on humans. <u>Date Adopted or Revised:</u> 12/08
SS.912.G.5.In.b Identify how changes in the physical environment of a place can impact its capacity to support human activity. <u>Date Adopted or Revised:</u> 12/08	SS.912.G.5.Su.b Recognize how changes in the physical environment of a place can impact its capacity to support human activity. <u>Date Adopted or Revised:</u> 12/08	SS.912.G.5.Pa.b Recognize an effect of the physical environment on human activity. <u>Date Adopted or Revised:</u> 12/08
SS.912.G.5.In.c Identify how human use of technology affects the environment of places. <u>Date Adopted or Revised:</u> 12/08	SS.912.G.5.Su.c Recognize how human use of technology affects the environment of places. <u>Date Adopted or Revised:</u> 12/08	SS.912.G.5.Pa.c Recognize an effect of technology on the environment. <u>Date Adopted or Revised:</u> 12/08
SS.912.G.5.In.d Identify how humans impact the diversity and productivity of an ecosystem. <u>Date Adopted or Revised:</u> 12/08	SS.912.G.5.Su.d Recognize how humans impact the diversity and productivity of an ecosystem. <u>Date Adopted or Revised:</u> 12/08	SS.912.G.5.Pa.d Recognize an impact of humans on an ecosystem. <u>Date Adopted or Revised:</u> 12/08
SS.912.G.5.In.e Use geographic terms and tools to identify effects of government policies or programs for resource use and management. <u>Date Adopted or Revised:</u> 12/08	SS.912.G.5.Su.e Use geographic terms and tools to recognize effects of government policies or programs for resource use and management. <u>Date Adopted or Revised:</u> 12/08	SS.912.G.5.Pa.e Recognize an impact of humans on an ecosystem. <u>Date Adopted or Revised:</u> 12/08
SS.912.G.5.In.f Identify how change to an environmental factor can affect an ecosystem. <u>Date Adopted or Revised:</u> 12/08	SS.912.G.5.Su.f Recognize how change to an environmental factor can affect an ecosystem. <u>Date Adopted or Revised:</u> 12/08	SS.912.G.5.Pa.f Recognize an impact of humans on an ecosystem. <u>Date Adopted or Revised:</u> 12/08

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

Access Point for Students with Significant Cognitive Disabilities

Independent	Supported	Participatory
SS.912.G.6.In.a Use appropriate	SS.912.G.6.Su.a Use an appropriate	SS.912.G.6.Pa.a Use an appropriate

maps and other graphic representations to examine geographic problems and changes over time. <u>Date Adopted or Revised:</u> 12/08	map or other graphic representation to identify a geographic problem or change over time. <u>Date Adopted or Revised:</u> 12/08	map or other graphic representation to recognize a geographic problem or change. <u>Date Adopted or Revised:</u> 12/08
SS.912.G.6.In.b Identify, organize, and determine the importance of information about a specific place. <u>Date Adopted or Revised:</u> 12/08	SS.912.G.6.Su.b Identify and organize information about a specific place. <u>Date Adopted or Revised:</u> 12/08	SS.912.G.6.Pa.b Recognize information about a specific place. <u>Date Adopted or Revised:</u> 12/08
SS.912.G.6.In.c Identify the relationship between physical and cultural phenomena in specific places. <u>Date Adopted or Revised:</u> 12/08	SS.912.G.6.Su.c Recognize the relationship between physical and cultural phenomena of a specific place. <u>Date Adopted or Revised:</u> 12/08	SS.912.G.6.Pa.c Recognize information about a specific place. <u>Date Adopted or Revised:</u> 12/08
SS.912.G.6.In.d Use narratives about places and events to create graphic representations, such as maps, tables, or graphs. <u>Date Adopted or Revised:</u> 12/08	SS.912.G.6.Su.d Create graphic representations, such as maps, tables, or graphs, about places and events. <u>Date Adopted or Revised:</u> 12/08	SS.912.G.6.Pa.d Create a simple representation about a place or event. <u>Date Adopted or Revised:</u> 12/08
SS.912.G.6.In.e Identify the relationship between physical and cultural phenomena in specific places. <u>Date Adopted or Revised:</u> 12/08	SS.912.G.6.Su.e Recognize the relationship between physical and cultural phenomena of a specific place. <u>Date Adopted or Revised:</u> 12/08	SS.912.G.6.Pa.e Recognize information about a specific place. <u>Date Adopted or Revised:</u> 12/08

Strand: ECONOMICS

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

Access Point for Students with Significant Cognitive Disabilities

Independent	Supported	Participatory
SS.912.E.1.In.a Identify examples of factors of production, such as land, labor, and capital. <u>Date Adopted or Revised:</u> 12/08	SS.912.E.1.Su.a Recognize examples of factors of production, such as land, labor, and capital. <u>Date Adopted or Revised:</u> 12/08	SS.912.E.1.Pa.a Recognize that products are made from resources. <u>Date Adopted or Revised:</u> 12/08
SS.912.E.1.In.b Identify the impact of	SS.912.E.1.Su.b Identify an example	SS.912.E.1.Pa.b Recognize

<p>scarcity, choice, and opportunity costs on the production of goods and services. <u>Date Adopted or Revised:</u> 12/08</p>	<p>of scarcity, choice, and trade-offs in the production of goods. <u>Date Adopted or Revised:</u> 12/08</p>	<p>examples of scarcity and choice. <u>Date Adopted or Revised:</u> 12/08</p>
<p>SS.912.E.1.In.c Identify differences in the major characteristics of the market, command, and mixed economic systems. <u>Date Adopted or Revised:</u> 12/08</p>	<p>SS.912.E.1.Su.c Recognize a major characteristic of the market and the command economic systems. <u>Date Adopted or Revised:</u> 12/08</p>	<p>SS.912.E.1.Pa.c Recognize that goods are produced because people want or need them (supply and demand). <u>Date Adopted or Revised:</u> 12/08</p>
<p>SS.912.E.1.In.d Describe how the interaction between supply and demand affects the price of a product. <u>Date Adopted or Revised:</u> 12/08</p>	<p>SS.912.E.1.Su.d Identify examples of the interaction between supply and demand. <u>Date Adopted or Revised:</u> 12/08</p>	<p>SS.912.E.1.Pa.d Recognize that goods are produced because people want or need them (supply and demand). <u>Date Adopted or Revised:</u> 12/08</p>
<p>SS.912.E.1.In.e Identify forms of business organization, such as sole proprietorship, partnership, and corporation. <u>Date Adopted or Revised:</u> 12/08</p>	<p>SS.912.E.1.Su.e Recognize forms of business organization, such as sole proprietorship, partnership, or corporation. <u>Date Adopted or Revised:</u> 12/08</p>	<p>SS.912.E.1.Pa.e Recognize that some businesses are owned by people. <u>Date Adopted or Revised:</u> 12/08</p>
<p>SS.912.E.1.In.f Identify differences between a monopoly and pure competition market structure. <u>Date Adopted or Revised:</u> 12/08</p>	<p>SS.912.E.1.Su.f Recognize a difference between a monopoly and pure competition market structure. <u>Date Adopted or Revised:</u> 12/08</p>	<p>SS.912.E.1.Pa.f Recognize a basic characteristic of a market structure, such as buyers and sellers. <u>Date Adopted or Revised:</u> 12/08</p>
<p>SS.912.E.1.In.g Identify factors that determine the price of a good or service, such as fixed and variable costs. <u>Date Adopted or Revised:</u> 12/08</p>	<p>SS.912.E.1.Su.g Recognize factors that determine the price of a good or service, such as fixed costs. <u>Date Adopted or Revised:</u> 12/08</p>	<p>SS.912.E.1.Pa.g Recognize that goods are produced because people want or need them (supply and demand). <u>Date Adopted or Revised:</u> 12/08</p>
<p>SS.912.E.1.In.h Identify characteristics of price and non-price competition, such as discounts and rebates, and quality and extra service. <u>Date Adopted or Revised:</u> 12/08</p>	<p>SS.912.E.1.Su.h Recognize an example of price and non-price competition, such as discounts or extra service. <u>Date Adopted or Revised:</u> 12/08</p>	<p>SS.912.E.1.Pa.h Recognize that products have different prices. <u>Date Adopted or Revised:</u> 12/08</p>
<p>SS.912.E.1.In.i Identify factors that determine the earnings of workers, such as minimum wage, the market value of the product, and worker productivity. <u>Date Adopted or Revised:</u> 12/08</p>	<p>SS.912.E.1.Su.i Recognize that the earnings of workers reflect worker productivity. <u>Date Adopted or Revised:</u> 12/08</p>	<p>SS.912.E.1.Pa.i Recognize that workers receive wages. <u>Date Adopted or Revised:</u> 12/08</p>

<p>SS.912.E.1.In.j Identify that the government uses taxation and oversight of government spending to support the economy. <u>Date Adopted or Revised:</u> 12/08</p> <p>SS.912.E.1.In.k Identify that the Federal Reserve controls interest rates to affect economic growth. <u>Date Adopted or Revised:</u> 12/08</p> <p>SS.912.E.1.In.l Identify changes in the business cycle, such as peak, contraction-unemployment, trough, and expansion-inflation. <u>Date Adopted or Revised:</u> 12/08</p> <p>SS.912.E.1.In.m Describe the basic functions of money in the United States. <u>Date Adopted or Revised:</u> 12/08</p> <p>SS.912.E.1.In.n Identify major differences between credit, savings, and investment services. <u>Date Adopted or Revised:</u> 12/08</p> <p>SS.912.E.1.In.o Identify sources of information on investments, such as stocks, bonds, and mutual funds. <u>Date Adopted or Revised:</u> 12/08</p> <p>SS.912.E.1.In.p Identify a budget plan that includes wages for a specific career, ongoing expenses, and a plan for purchasing a major item. <u>Date Adopted or Revised:</u> 12/08</p>	<p>SS.912.E.1.Su.j Recognize that the government uses tax money to support the economy. <u>Date Adopted or Revised:</u> 12/08</p> <p>SS.912.E.1.Su.k Recognize that the bank of the federal government (Federal Reserve) controls some interest rates. <u>Date Adopted or Revised:</u> 12/08</p> <p>SS.912.E.1.Su.l Recognize changes in the business cycle, such as peak, contraction-unemployment, trough, and expansion-inflation. <u>Date Adopted or Revised:</u> 12/08</p> <p>SS.912.E.1.Su.m Identify the basic functions of money in the United States. <u>Date Adopted or Revised:</u> 12/08</p> <p>SS.912.E.1.Su.n Recognize a credit and savings service. <u>Date Adopted or Revised:</u> 12/08</p> <p>SS.912.E.1.Su.o Recognize the purpose of saving and investing money. <u>Date Adopted or Revised:</u> 12/08</p> <p>SS.912.E.1.Su.p Recognize a budget plan that includes wages and essential expenses, such as food and housing. <u>Date Adopted or Revised:</u> 12/08</p>	<p>SS.912.E.1.Pa.j Recognize that the government makes rules about money. <u>Date Adopted or Revised:</u> 12/08</p> <p>SS.912.E.1.Pa.k Recognize that the government makes rules about money. <u>Date Adopted or Revised:</u> 12/08</p> <p>SS.912.E.1.Pa.l Recognize a change in the business cycle, such as growth (peak). <u>Date Adopted or Revised:</u> 12/08</p> <p>SS.912.E.1.Pa.m Recognize a use for money in the United States. <u>Date Adopted or Revised:</u> 12/08</p> <p>SS.912.E.1.Pa.n Recognize that money in a bank can be withdrawn. <u>Date Adopted or Revised:</u> 12/08</p> <p>SS.912.E.1.Pa.o Recognize the purpose of saving money. <u>Date Adopted or Revised:</u> 12/08</p> <p>SS.912.E.1.Pa.p Recognize a plan (budget) to save and spend money. <u>Date Adopted or Revised:</u> 12/08</p>
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Standard 2: Understand the fundamental concepts relevant to the institutions, structure, and functions of a national economy.

Access Point for Students with Significant Cognitive Disabilities

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

<p>SS.912.E.2.In.h Identify different types of taxes, such as income, sales, and social security. <u>Date Adopted or Revised:</u> 12/08</p> <p>SS.912.E.2.In.i Recognize the relationship between government spending and taxation and the economy. <u>Date Adopted or Revised:</u> 12/08</p> <p>SS.912.E.2.In.j Identify a function of the Federal Reserve System, such as to control interest rates and the money supply and supervise banking institutions. <u>Date Adopted or Revised:</u> 12/08</p> <p>SS.912.E.2.In.k Describe an example of the economic impact of positive and negative side effects (externalities) on the environment. <u>Date Adopted or Revised:</u> 12/08</p> <p>SS.912.E.2.In.l Identify the flow of money in a local economy, including the individual and household, businesses, banks, government, and international trade. <u>Date Adopted or Revised:</u> 12/08</p>	<p>SS.912.E.2.Su.h Recognize different types of taxes, such as income, sales, and social security. <u>Date Adopted or Revised:</u> 12/08</p> <p>SS.912.E.2.Su.i Recognize that government spending and taxation affects the economy. <u>Date Adopted or Revised:</u> 12/08</p> <p>SS.912.E.2.Su.j Recognize a function of the Federal Reserve System, such as to control interest rates. <u>Date Adopted or Revised:</u> 12/08</p> <p>SS.912.E.2.Su.k Identify an example of the economic impact of a positive and negative side effect (externality) on the environment. <u>Date Adopted or Revised:</u> 12/08</p> <p>SS.912.E.2.Su.l Recognize the movement of money in a local economy, including the individual and household, businesses, banks, and government. <u>Date Adopted or Revised:</u> 12/08</p>	<p>SS.912.E.2.Pa.h Recognize a tax, such as sales tax. <u>Date Adopted or Revised:</u> 12/08</p> <p>SS.912.E.2.Pa.i Recognize that the government spends money. <u>Date Adopted or Revised:</u> 12/08</p> <p>SS.912.E.2.Pa.j Recognize that the government controls money. <u>Date Adopted or Revised:</u> 12/08</p> <p>SS.912.E.2.Pa.k Recognize a positive or negative side effect (externality) of producing goods. <u>Date Adopted or Revised:</u> 12/08</p> <p>SS.912.E.2.Pa.l Recognize that money moves from buyer to seller. <u>Date Adopted or Revised:</u> 12/08</p>
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Standard 3: Understand the fundamental concepts and interrelationships of the United States economy in the international marketplace.

Access Point for Students with Significant Cognitive Disabilities

Independent	Supported	Participatory
<p>SS.912.E.3.In.a Identify the impact of inflation on world economies, such as oil prices and the Great Depression. <u>Date Adopted or Revised:</u> 12/08</p>	<p>SS.912.E.3.Su.a Recognize an impact of inflation on the economy, such as oil prices. <u>Date Adopted or Revised:</u> 12/08</p>	<p>SS.912.E.3.Pa.a Recognize that costs of goods and services change over time. <u>Date Adopted or Revised:</u> 12/08</p>

<p>SS.912.E.3.In.b Identify economic advantages a country may have when trading with another country, such as abundant natural resources and a cheap labor force. <u>Date Adopted or Revised:</u> 12/08</p>	<p>SS.912.E.3.Su.b Recognize examples of economic advantages a country may have when trading with another country, such as abundant natural resources. <u>Date Adopted or Revised:</u> 12/08</p>	<p>SS.912.E.3.Pa.b Recognize the advantage of a trade. <u>Date Adopted or Revised:</u> 12/08</p>
<p>SS.912.E.3.In.c Identify examples of barriers to trade, such as quotas and tariffs. <u>Date Adopted or Revised:</u> 12/08</p>	<p>SS.912.E.3.Su.c Recognize a barrier to trade, such as quotas and tariffs. <u>Date Adopted or Revised:</u> 12/08</p>	<p>SS.912.E.3.Pa.c Recognize a disadvantage (barrier) of a trade. <u>Date Adopted or Revised:</u> 12/08</p>
<p>SS.912.E.3.In.d Identify an example of the economic impact of positive and negative side effects (externalities) on the international environment. <u>Date Adopted or Revised:</u> 12/08</p>	<p>SS.912.E.3.Su.d Recognize an example of the economic impact of a positive and negative side effect (externality) on the international environment. <u>Date Adopted or Revised:</u> 12/08</p>	<p>SS.912.E.3.Pa.d Recognize a positive or negative side effect (externality) of producing goods in the international environment. <u>Date Adopted or Revised:</u> 12/08</p>
<p>SS.912.E.3.In.e Identify differences in the economies of the United States and another country, such as the standard of living and productivity. <u>Date Adopted or Revised:</u> 12/08</p>	<p>SS.912.E.3.Su.e Recognize a characteristic of another country's economy, such as the standard of living. <u>Date Adopted or Revised:</u> 12/08</p>	<p>SS.912.E.3.Pa.e Recognize an economic characteristic of daily living, such as the cost of housing. <u>Date Adopted or Revised:</u> 12/08</p>
<p>SS.912.E.3.In.f Identify that economics involves the study of how people and countries make decisions about the use of scarce resources in the most efficient way. <u>Date Adopted or Revised:</u> 12/08</p>	<p>SS.912.E.3.Su.f Recognize that economics involves the study of how people and countries make decisions about the use of scarce resources in the most efficient way. <u>Date Adopted or Revised:</u> 12/08</p>	<p>SS.912.E.3.Pa.f Recognize that people study the economy. <u>Date Adopted or Revised:</u> 12/08</p>

Strand: WORLD HISTORY

Standard 1: Utilize historical inquiry skills and analytical processes.

Access Point for Students with Significant Cognitive Disabilities

Independent	Supported	Participatory
<p>SS.912.W.1.In.a Use a timeline to show the relationship of historical events. <u>Date Adopted or Revised:</u> 12/08</p>	<p>SS.912.W.1.Su.a Use a simple timeline to identify the relationship of historical events. <u>Date Adopted or Revised:</u> 12/08</p>	<p>SS.912.W.1.Pa.a Use a simple pictorial timeline to recognize a sequence of events. <u>Date Adopted or Revised:</u> 12/08</p>

<p>SS.912.W.1.In.b Identify terms of time sequence, such as decade, century, and era. <u>Date Adopted or Revised:</u> 12/08</p>	<p>SS.912.W.1.Su.b Recognize terms of time sequence, such as decade and century. <u>Date Adopted or Revised:</u> 12/08</p>	<p>SS.912.W.1.Pa.b Recognize terms that relate to time, such as day, week, month, and year. <u>Date Adopted or Revised:</u> 12/08</p>
<p>SS.912.W.1.In.c Examine and describe information in primary and secondary sources, such as artifacts, images, and auditory and written sources. <u>Date Adopted or Revised:</u> 12/08</p>	<p>SS.912.W.1.Su.c Identify information in a primary and secondary source, such as artifacts, images, and auditory and written sources. <u>Date Adopted or Revised:</u> 12/08</p>	<p>SS.912.W.1.Pa.c Recognize sources of information, such as artifacts, images, and auditory and written sources. <u>Date Adopted or Revised:</u> 12/08</p>
<p>SS.912.W.1.In.d Identify basic uses of historical inquiry and the relation to geography, economics, and civics. <u>Date Adopted or Revised:</u> 12/08</p>	<p>SS.912.W.1.Su.d Recognize a use of historical inquiry and the relation to geography, economics, and civics. <u>Date Adopted or Revised:</u> 12/08</p>	<p>SS.912.W.1.Pa.d Recognize sources of information, such as artifacts, images, and auditory and written sources. <u>Date Adopted or Revised:</u> 12/08</p>
<p>SS.912.W.1.In.e Recognize differences in interpretations of historians about events. <u>Date Adopted or Revised:</u> 12/08</p>	<p>SS.912.W.1.Su.e Recognize that interpretations of historians may differ. <u>Date Adopted or Revised:</u> 12/08</p>	<p>SS.912.W.1.Pa.e Recognize sources of information, such as artifacts, images, and auditory and written sources. <u>Date Adopted or Revised:</u> 12/08</p>
<p>SS.912.W.1.In.f Identify the role of history in shaping the identity of culture and character. <u>Date Adopted or Revised:</u> 12/08</p>	<p>SS.912.W.1.Su.f Recognize the role of history in shaping the identity of culture and character. <u>Date Adopted or Revised:</u> 12/08</p>	<p>SS.912.W.1.Pa.f Recognize a characteristic of cultural identity. <u>Date Adopted or Revised:</u> 12/08</p>

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

Access Point for Students with Significant Cognitive Disabilities

Independent	Supported	Participatory
<p>SS.912.W.2.In.a Identify the extent of Byzantine territory. <u>Date Adopted or Revised:</u> 12/08</p>	<p>SS.912.W.2.Su.a Recognize the extent of Byzantine territory. <u>Date Adopted or Revised:</u> 12/08</p>	<p>SS.912.W.2.Pa.a Recognize that there were civilizations in different parts of the world. <u>Date Adopted or Revised:</u> 12/08</p>
<p>SS.912.W.2.In.b Identify the impact of the establishment of "New Rome" by</p>	<p>SS.912.W.2.Su.b Recognize that Constantine the Great established</p>	

<p>Constantine the Great with Christianity as the official religion. <u>Date Adopted or Revised:</u> 12/08</p>	<p>Christianity as the official religion of Constantinople. <u>Date Adopted or Revised:</u> 12/08</p>	<p>SS.912.W.2.Pa.b Recognize Christianity as a religion. <u>Date Adopted or Revised:</u> 12/08</p>
<p>SS.912.W.2.In.c Identify similarities and differences of the Byzantine Empire and Roman Empire. <u>Date Adopted or Revised:</u> 12/08</p>	<p>SS.912.W.2.Su.c Recognize a similarity and difference of the Byzantine Empire and Roman Empire. <u>Date Adopted or Revised:</u> 12/08</p>	<p>SS.912.W.2.Pa.c Recognize a characteristic of empires. <u>Date Adopted or Revised:</u> 12/08</p>
<p>SS.912.W.2.In.d Recognize a key figure from the Byzantine Empire, such as the emperor, Justinian the Great. <u>Date Adopted or Revised:</u> 12/08</p>	<p>SS.912.W.2.Su.d Associate a key figure, such as Justinian the Great, with the Byzantine Empire. <u>Date Adopted or Revised:</u> 12/08</p>	<p>SS.912.W.2.Pa.d Recognize a characteristic of empires. <u>Date Adopted or Revised:</u> 12/08</p>
<p>SS.912.W.2.In.e Identify contributions of the Byzantine Empire, such as the development of Western Europe, Islamic civilization, and spread of Christianity in Eastern Europe (Slavic peoples). <u>Date Adopted or Revised:</u> 12/08</p>	<p>SS.912.W.2.Su.e Recognize a contribution of the Byzantine Empire, such as the development of Western Europe, Islamic civilization, or spread of Christianity in Eastern Europe (Slavic peoples). <u>Date Adopted or Revised:</u> 12/08</p>	<p>SS.912.W.2.Pa.e Recognize a contribution of medieval civilizations. <u>Date Adopted or Revised:</u> 12/08</p>
<p>SS.912.W.2.In.f Identify contributions of the Byzantine Empire, such as the development of Western Europe, Islamic civilization, and spread of Christianity in Eastern Europe (Slavic peoples). <u>Date Adopted or Revised:</u> 12/08</p>	<p>SS.912.W.2.Su.f Recognize a contribution of the Byzantine Empire, such as the development of Western Europe, Islamic civilization, or spread of Christianity in Eastern Europe (Slavic peoples). <u>Date Adopted or Revised:</u> 12/08</p>	<p>SS.912.W.2.Pa.f Recognize a contribution of medieval civilizations. <u>Date Adopted or Revised:</u> 12/08</p>
<p>SS.912.W.2.In.g Recognize causes of the decline of the Byzantine Empire, such as the plague, attacks from barbarian tribes, or the Crusades. <u>Date Adopted or Revised:</u> 12/08</p>	<p>SS.912.W.2.Su.g Recognize a cause of the decline of the Byzantine Empire, such as the plague, attacks from barbarian tribes, or the Crusades. <u>Date Adopted or Revised:</u> 12/08</p>	<p>SS.912.W.2.Pa.g Recognize that disease or war can destroy a civilization. <u>Date Adopted or Revised:</u> 12/08</p>
<p>SS.912.W.2.In.h Identify that the Ottoman Turks conquered the Byzantine Empire and the Ottoman Empire grew. <u>Date Adopted or Revised:</u> 12/08</p>	<p>SS.912.W.2.Su.h Recognize that the Ottoman Turks conquered the Byzantine Empire. <u>Date Adopted or Revised:</u> 12/08</p>	<p>SS.912.W.2.Pa.h Recognize that countries fight to take control of other countries. <u>Date Adopted or Revised:</u> 12/08</p>
<p>SS.912.W.2.In.i Identify the changes that occurred after the collapse of the Western Roman Empire, such as less trade, the loss of learning and knowledge, and the</p>	<p>SS.912.W.2.Su.i Recognize a change that occurred after the collapse of the Western Roman Empire, such as less trade, the</p>	<p>SS.912.W.2.Pa.i Recognize a negative consequence of change in civilization. <u>Date Adopted or Revised:</u> 12/08</p>

<p>breakup into barbarian states. <u>Date Adopted or Revised:</u> 12/08</p>	<p>loss of learning and knowledge, or the breakup into barbarian states. <u>Date Adopted or Revised:</u> 12/08</p>	
<p>SS.912.W.2.In.j Identify the social rankings in medieval society and the role feudalism played in Western Civilization. <u>Date Adopted or Revised:</u> 12/08</p>	<p>SS.912.W.2.Su.j Recognize a feature of Western Civilization that came from medieval times, such as a social class system or private property. <u>Date Adopted or Revised:</u> 12/08</p>	<p>SS.912.W.2.Pa.j Recognize a contribution of medieval civilizations. <u>Date Adopted or Revised:</u> 12/08</p>
<p>SS.912.W.2.In.k Identify the achievements under the leadership of Charlemagne, such as religious reform, establishment of courts, and cultural revival. <u>Date Adopted or Revised:</u> 12/08</p>	<p>SS.912.W.2.Su.k Recognize an achievement under the leadership of Charlemagne, such as religious reform, establishment of courts, or cultural revival. <u>Date Adopted or Revised:</u> 12/08</p>	<p>SS.912.W.2.Pa.k Recognize a positive consequence of change in civilization. <u>Date Adopted or Revised:</u> 12/08</p>
<p>SS.912.W.2.In.l Recognize ways Christian monasteries and convents helped the people through education, charity, and agriculture. <u>Date Adopted or Revised:</u> 12/08</p>	<p>SS.912.W.2.Su.l Recognize a way Christian monasteries and convents helped the people through education and charity. <u>Date Adopted or Revised:</u> 12/08</p>	<p>SS.912.W.2.Pa.l Recognize a social support provided by religious organizations. <u>Date Adopted or Revised:</u> 12/08</p>
<p>SS.912.W.2.In.m Identify the major influences in Western Civilization that fostered cultural unity. <u>Date Adopted or Revised:</u> 12/08</p>	<p>SS.912.W.2.Su.m Recognize that Western Civilization was influenced by many cultures. <u>Date Adopted or Revised:</u> 12/08</p>	<p>SS.912.W.2.Pa.m Recognize that people in different cultures can join together. <u>Date Adopted or Revised:</u> 12/08</p>
<p>SS.912.W.2.In.n Recognize difficulties experienced by Western Europe in the 1300s, such as the Great Famine, Black Death, and the Hundred Years War. <u>Date Adopted or Revised:</u> 12/08</p>	<p>SS.912.W.2.Su.n Recognize a difficulty experienced by Western Europe in the 1300s, such as the Great Famine or Black Death. <u>Date Adopted or Revised:</u> 12/08</p>	<p>SS.912.W.2.Pa.n Recognize that disease or war can destroy a civilization. <u>Date Adopted or Revised:</u> 12/08</p>
<p>SS.912.W.2.In.o Recognize how the modern economy developed, such as from the growth of the early banking system, advancements in agriculture, the rise of the merchant class, and the growth of towns and cities. <u>Date Adopted or Revised:</u> 12/08</p>	<p>SS.912.W.2.Su.o Recognize a way the modern economy developed, such as from the growth of the early banking system, advancements in agriculture, the rise of the merchant class, or the growth of towns and cities. <u>Date Adopted or Revised:</u> 12/08</p>	<p>SS.912.W.2.Pa.o Recognize that an economy involves buying and trading goods. <u>Date Adopted or Revised:</u> 12/08</p>
<p>SS.912.W.2.In.p Identify characteristics of national identity in England, France, and Spain. <u>Date Adopted or Revised:</u></p>	<p>SS.912.W.2.Su.p Recognize a characteristic of national identity in</p>	<p>SS.912.W.2.Pa.p Recognize a characteristic of national identity. <u>Date Adopted or Revised:</u> 12/08</p>

<p>12/08</p> <p>SS.912.W.2.In.q Identify figures, such as Thomas Aquinas and Roger Bacon, and achievements, such as the advancement of education and law, of the medieval period in Western Europe. <u>Date Adopted or Revised:</u> 12/08</p> <p>SS.912.W.2.In.r Recognize that developments in medieval English history established important legal principles, such as English Common law, the Magna Carta, habeas corpus, and the development of modern democratic institutions. <u>Date Adopted or Revised:</u> 12/08</p> <p>SS.912.W.2.In.s Identify physical features of Japan that impacted its development. <u>Date Adopted or Revised:</u> 12/08</p> <p>SS.912.W.2.In.t Identify major developments in medieval Japan, such as the influence of the religions, feudal system, government, and military. <u>Date Adopted or Revised:</u> 12/08</p> <p>SS.912.W.2.In.u Identify major developments in medieval Japan, such as the influence of the religions, feudal system, government, and military. <u>Date Adopted or Revised:</u> 12/08</p> <p>SS.912.W.2.In.v Identify an example of Japan's cultural and economic relationship to China and Korea. <u>Date Adopted or Revised:</u> 12/08</p>	<p>England, France, and Spain. <u>Date Adopted or Revised:</u> 12/08</p> <p>SS.912.W.2.Su.q Recognize an achievement of the medieval period in Western Europe, such as the advancement of education through the universities. <u>Date Adopted or Revised:</u> 12/08</p> <p>SS.912.W.2.Su.r Recognize a development in medieval English history that established modern democratic government, such as English Common law or the Magna Carta. <u>Date Adopted or Revised:</u> 12/08</p> <p>SS.912.W.2.Su.s Recognize selected physical features of Japan that impacted its development. <u>Date Adopted or Revised:</u> 12/08</p> <p>SS.912.W.2.Su.t Recognize a major development in medieval Japan, such as the influence of the religions, feudal system, government, or military. <u>Date Adopted or Revised:</u> 12/08</p> <p>SS.912.W.2.Su.u Recognize a major development in medieval Japan, such as the influence of the religions, feudal system, government, or military. <u>Date Adopted or Revised:</u> 12/08</p> <p>SS.912.W.2.Su.v Recognize an example of Japan's cultural and economic relationship to China and Korea. <u>Date Adopted or Revised:</u> 12/08</p>	<p>SS.912.W.2.Pa.q Recognize important components of culture, such as education. <u>Date Adopted or Revised:</u> 12/08</p> <p>SS.912.W.2.Pa.r Recognize that people are governed by laws. <u>Date Adopted or Revised:</u> 12/08</p> <p>SS.912.W.2.Pa.s Recognize an impact of a physical feature on a location. <u>Date Adopted or Revised:</u> 12/08</p> <p>SS.912.W.2.Pa.t Recognize that civilizations change over time. <u>Date Adopted or Revised:</u> 12/08</p> <p>SS.912.W.2.Pa.u Recognize that civilizations change over time. <u>Date Adopted or Revised:</u> 12/08</p> <p>SS.912.W.2.Pa.v Recognize that people in different cultures share customs and practices. <u>Date Adopted or Revised:</u> 12/08</p>
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Standard 3: Recognize significant events, figures, and contributions of Islamic, Meso and South American, and Sub-Saharan African civilizations.

Access Point for Students with Significant Cognitive Disabilities

Independent	Supported	Participatory
<p>SS.912.W.3.In.a Identify significant people and beliefs associated with Islam, such as Muhammad, Islamic law, and the relationship between government and religion. <u>Date Adopted or Revised:</u> 12/08</p>	<p>SS.912.W.3.Su.a Recognize a significant person or belief associated with Islam, such as Muhammad or Islamic law. <u>Date Adopted or Revised:</u> 12/08</p>	<p>SS.912.W.3.Pa.a Recognize that religion influences culture. <u>Date Adopted or Revised:</u> 12/08</p>
<p>SS.912.W.3.In.b Identify major differences in beliefs and principles of Judaism, Christianity, and Islam. <u>Date Adopted or Revised:</u> 12/08</p>	<p>SS.912.W.3.Su.b Recognize a difference in beliefs or principles of Judaism, Christianity, and Islam. <u>Date Adopted or Revised:</u> 12/08</p>	<p>SS.912.W.3.Pa.b Recognize that there is more than one religion. <u>Date Adopted or Revised:</u> 12/08</p>
<p>SS.912.W.3.In.c Recognize effects of Islamic military expansion through Central Asia, North Africa, and the Iberian Peninsula, such as the Crusades, the capture of Jerusalem, and conversion of the Mongols to Islam. <u>Date Adopted or Revised:</u> 12/08</p>	<p>SS.912.W.3.Su.c Recognize an effect of Islamic military expansion through Central Asia, North Africa, and the Iberian Peninsula, such as the spread of Islam. <u>Date Adopted or Revised:</u> 12/08</p>	<p>SS.912.W.3.Pa.c Recognize that religion influences culture. <u>Date Adopted or Revised:</u> 12/08</p>
<p>SS.912.W.3.In.d Identify factors that led to the expansion of Islam into India, such as traders, missionary activities, invasions, and the introduction of the Islamic faith to Hindus in India. <u>Date Adopted or Revised:</u> 12/08</p>	<p>SS.912.W.3.Su.d Recognize a factor that led to the expansion of Islam into India, such as traders, missionary activities, invasions, or the introduction of Islamic faith to Hindus in India. <u>Date Adopted or Revised:</u> 12/08</p>	<p>SS.912.W.3.Pa.d Recognize that religion influences culture. <u>Date Adopted or Revised:</u> 12/08</p>
<p>SS.912.W.3.In.e Recognize achievements, contributions, and key figures associated with the Islamic Golden Age, such as in medicine (Avicenna), mathematics, and philosophy (Averroes). <u>Date Adopted or Revised:</u> 12/08</p>	<p>SS.912.W.3.Su.e Recognize that achievements in the Islamic Golden Age included advancements in many areas of learning. <u>Date Adopted or Revised:</u> 12/08</p>	<p>SS.912.W.3.Pa.e Recognize an achievement or contribution of Asian, African, or Meso-American civilizations. <u>Date Adopted or Revised:</u> 12/08</p>
<p>SS.912.W.3.In.f Recognize key developments in Islamic history, such as the form of government (caliphate), the formation of different religious groups—Sunni and Shi'a, and the importance of slave trade. <u>Date Adopted or Revised:</u> 12/08</p>	<p>SS.912.W.3.Su.f Recognize a key development in Islamic history, such as the form of government (caliphate), the formation of different religious groups—Sunni and Shi'a, or the importance of slave trade. <u>Date Adopted or Revised:</u> 12/08</p> <p>SS.912.W.3.Su.g Recognize that the</p>	<p>SS.912.W.3.Pa.f Recognize an achievement or contribution of Asian, African, or Meso-American civilizations. <u>Date Adopted or Revised:</u> 12/08</p> <p>SS.912.W.3.Pa.g Recognize people fight for their religious beliefs. <u>Date Adopted or Revised:</u> 12/08</p>

<p>SS.912.W.3.In.g Recognize effects of the European response to Islamic expansion, such as the Crusades and Reconquista. <u>Date Adopted or Revised:</u> 12/08</p>	<p>Crusades were a key European response to Islamic expansion. <u>Date Adopted or Revised:</u> 12/08</p>	<p>SS.912.W.3.Pa.h Recognize people fight for their religious beliefs. <u>Date Adopted or Revised:</u> 12/08</p>
<p>SS.912.W.3.In.h Recognize effects of the European response to Islamic expansion, such as the Crusades and Reconquista. <u>Date Adopted or Revised:</u> 12/08</p>	<p>SS.912.W.3.Su.h Recognize that the Crusades were a key European response to Islamic expansion. <u>Date Adopted or Revised:</u> 12/08</p>	<p>SS.912.W.3.Pa.i Recognize change of leadership over time. <u>Date Adopted or Revised:</u> 12/08</p>
<p>SS.912.W.3.In.i Identify the growth of sub-Saharan African kingdoms and empires, such as Ghana, Mali, or Songhai. <u>Date Adopted or Revised:</u> 12/08</p>	<p>SS.912.W.3.Su.i Recognize the growth of sub-Saharan African kingdoms and empires. <u>Date Adopted or Revised:</u> 12/08</p>	<p>SS.912.W.3.Pa.j Recognize an achievement or contribution of Asian, African, or Meso-American civilizations. <u>Date Adopted or Revised:</u> 12/08</p>
<p>SS.912.W.3.In.j Recognize significant characteristics of Ghana, such as salt and gold trade, matrilineal inheritance, rise of Islam, and slavery. <u>Date Adopted or Revised:</u> 12/08</p>	<p>SS.912.W.3.Su.j Recognize a characteristic of Ghana, such as salt and gold trade, matrilineal inheritance, rise of Islam, or slavery. <u>Date Adopted or Revised:</u> 12/08</p>	<p>SS.912.W.3.Pa.k Recognize an achievement or contribution of Asian, African, or Meso-American civilizations. <u>Date Adopted or Revised:</u> 12/08</p>
<p>SS.912.W.3.In.k Recognize significant characteristics of Mali, such as gold mining, salt trade, and slavery. <u>Date Adopted or Revised:</u> 12/08</p>	<p>SS.912.W.3.Su.k Recognize a characteristic of Mali, such as gold mining, salt trade, or slavery. <u>Date Adopted or Revised:</u> 12/08</p>	<p>SS.912.W.3.Pa.l Recognize an achievement or contribution of Asian, African, or Meso-American civilizations. <u>Date Adopted or Revised:</u> 12/08</p>
<p>SS.912.W.3.In.l Identify characteristics associated with Songhai, such as gold, salt trade, Sankore University, and provincial political structure. <u>Date Adopted or Revised:</u> 12/08</p>	<p>SS.912.W.3.Su.l Recognize a characteristic associated with Songhai, such as gold, salt trade, Sankore University, or provincial political structure. <u>Date Adopted or Revised:</u> 12/08</p>	<p>SS.912.W.3.Pa.m Recognize an achievement or contribution of Asian, African, or Meso-American civilizations. <u>Date Adopted or Revised:</u> 12/08</p>
<p>SS.912.W.3.In.m Recognize major characteristics of developments in East, West, and South Africa. <u>Date Adopted or Revised:</u> 12/08</p>	<p>SS.912.W.3.Su.m Recognize a major characteristic of developments in East, West, and South Africa. <u>Date Adopted or Revised:</u> 12/08</p>	<p>SS.912.W.3.Pa.n Recognize change of leadership over time. <u>Date Adopted or Revised:</u> 12/08</p>
<p>SS.912.W.3.In.n Recognize factors that led to the fall of the empires of Ghana,</p>	<p>SS.912.W.3.Su.n Recognize a factor that led to the fall of the empires of Ghana, Mali, and Songhai, such as disruption of trade or internal political struggles. <u>Date Adopted or Revised:</u> 12/08</p>	<p>SS.912.W.3.Pa.o Recognize change of leadership over time. <u>Date Adopted or Revised:</u> 12/08</p>

<p>Mali, and Songhai, such as disruption of trade and internal political struggles. <u>Date Adopted or Revised:</u> 12/08</p> <p>SS.912.W.3.In.o Identify legacies—such as religion, astronomy, and architecture—of the Olmec, Zapotec, and Chavin on later civilizations. <u>Date Adopted or Revised:</u> 12/08</p> <p>SS.912.W.3.In.p Recognize major civilizations of Mesoamerica and Andean South America, such as Maya, Aztec, and Inca. <u>Date Adopted or Revised:</u> 12/08</p> <p>SS.912.W.3.In.q Recognize the roles of people in Maya, Inca, and Aztec societies, such as class structures, family life, warfare, religious beliefs and practices, and slavery. <u>Date Adopted or Revised:</u> 12/08</p> <p>SS.912.W.3.In.r Recognize common characteristics of the major civilizations of Meso and South America, such as agriculture, architecture, astronomy, mathematics, and government. <u>Date Adopted or Revised:</u> 12/08</p> <p>SS.912.W.3.In.s Recognize common characteristics of the major civilizations of Meso and South America, such as agriculture, architecture, astronomy, mathematics, and government. <u>Date Adopted or Revised:</u> 12/08</p>	<p>SS.912.W.3.Su.o Recognize a legacy—such as religion, astronomy, or architecture—of the Olmec, Zapotec, or Chavin on later civilizations. <u>Date Adopted or Revised:</u> 12/08</p> <p>SS.912.W.3.Su.p Recognize a major civilization of Mesoamerica and Andean South America. <u>Date Adopted or Revised:</u> 12/08</p> <p>SS.912.W.3.Su.q Recognize a role of people in Maya, Inca, and Aztec societies, such as class structures, family life, warfare, religious beliefs and practices, or slavery. <u>Date Adopted or Revised:</u> 12/08</p> <p>SS.912.W.3.Su.r Recognize a common characteristic of the major civilizations of Meso and South America, such as agriculture, architecture, astronomy, mathematics, or government. <u>Date Adopted or Revised:</u> 12/08</p> <p>SS.912.W.3.Su.s Recognize a common characteristic of the major civilizations of Meso and South America, such as agriculture, architecture, astronomy, mathematics, or government. <u>Date Adopted or Revised:</u> 12/08</p>	<p>SS.912.W.3.Pa.o Recognize an achievement or contribution of Asian, African, or Meso-American civilizations. <u>Date Adopted or Revised:</u> 12/08</p> <p>SS.912.W.3.Pa.p Recognize that there were civilizations in different parts of the world. <u>Date Adopted or Revised:</u> 12/08</p> <p>SS.912.W.3.Pa.q Recognize different roles of people. <u>Date Adopted or Revised:</u> 12/08</p> <p>SS.912.W.3.Pa.r Recognize an achievement or contribution of Asian, African, or Meso-American civilizations. <u>Date Adopted or Revised:</u> 12/08</p> <p>SS.912.W.3.Pa.s Recognize an achievement or contribution of Asian, African, or Meso-American civilizations. <u>Date Adopted or Revised:</u> 12/08</p>
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Standard 4: Analyze the causes, events, and effects of the Renaissance, Reformation, Scientific Revolution, and Age of Exploration.

Access Point for Students with Significant Cognitive Disabilities

Independent	Supported	Participatory
<p>SS.912.W.4.In.a Recognize that Italian city-states had ideal locations on the Italian peninsula that made them grow wealthy through trade and cultural diversity. <u>Date Adopted or Revised:</u> 12/08</p>	<p>SS.912.W.4.Su.a Recognize that Italian city-states grew wealthy through trade and cultural diversity. <u>Date Adopted or Revised:</u> 12/08</p>	<p>SS.912.W.4.Pa.a Recognize that trade is a characteristic of society. <u>Date Adopted or Revised:</u> 12/08</p>
<p>SS.912.W.4.In.b Recognize an influence of architectural, artistic, and literary development of Renaissance Italy. <u>Date Adopted or Revised:</u> 12/08</p>	<p>SS.912.W.4.Su.b Recognize that artistic, literary, and technological accomplishments are distinctive characteristics of societies. <u>Date Adopted or Revised:</u> 12/08</p>	<p>SS.912.W.4.Pa.b Recognize that architecture is a characteristic of society. <u>Date Adopted or Revised:</u> 12/08</p>
<p>SS.912.W.4.In.c Recognize the artistic, literary and technological contributions during the Renaissance of artists, such as da Vinci and Michelangelo; of writers, such as Petrarch and Shakespeare; and of inventors, such as Gutenberg. <u>Date Adopted or Revised:</u> 12/08</p>	<p>SS.912.W.4.Su.c Recognize a development of the Renaissance, such as the work of artists, like Michelangelo and da Vinci; writers, like Shakespeare; or inventors, like Gutenberg. <u>Date Adopted or Revised:</u> 12/08</p>	<p>SS.912.W.4.Pa.c Recognize that art is a characteristic of society. <u>Date Adopted or Revised:</u> 12/08</p>
<p>SS.912.W.4.In.d Recognize characteristics of Renaissance humanism in literature and the arts. <u>Date Adopted or Revised:</u> 12/08</p>	<p>SS.912.W.4.Su.d Recognize that works of art reflect the culture and values of their society. <u>Date Adopted or Revised:</u> 12/08</p>	<p>SS.912.W.4.Pa.d Recognize that art is a characteristic of society. <u>Date Adopted or Revised:</u> 12/08</p>
<p>SS.912.W.4.In.e Recognize new ideas developed during the Scientific Revolution, such as the discovery that the Earth and planets revolve around the Sun, the pendulum, the law of gravity, the scientific method, and the microscope. <u>Date Adopted or Revised:</u> 12/08</p>	<p>SS.912.W.4.Su.e Recognize a new idea developed during the Scientific Revolution, such as the discovery that the Earth and planets revolve around the Sun, the pendulum, the law of gravity, or the microscope. <u>Date Adopted or Revised:</u> 12/08</p>	<p>SS.912.W.4.Pa.e Recognize the impact of science on civilization. <u>Date Adopted or Revised:</u> 12/08</p>
<p>SS.912.W.4.In.f Recognize new ideas developed during the Scientific Revolution, such as the discovery that the Earth and planets revolve around the Sun, the pendulum, the law of gravity, the scientific method, and the microscope. <u>Date Adopted or Revised:</u> 12/08</p>	<p>SS.912.W.4.Su.f Recognize a new idea developed during the Scientific Revolution, such as the discovery that the Earth and planets revolve around the Sun, the pendulum, the law of gravity, or the microscope. <u>Date Adopted or Revised:</u> 12/08</p>	<p>SS.912.W.4.Pa.f Recognize the impact of science on civilization. <u>Date Adopted or Revised:</u> 12/08</p>
<p>SS.912.W.4.In.g Recognize the impact of the Roman Catholic reformers, such as Erasmus, Wycliffe, or Huss. <u>Date Adopted or Revised:</u></p>	<p>SS.912.W.4.Su.g Recognize that reformers challenged the beliefs of the Roman Catholic Church. <u>Date Adopted or Revised:</u> 12/08</p>	<p>SS.912.W.4.Pa.g Recognize that people may change their beliefs. <u>Date Adopted or Revised:</u> 12/08</p>

<p>12/08</p> <p>SS.912.W.4.In.h Recognize characteristics of the Protestant religious reforms of Luther, Calvin, and Henry VIII. <u>Date Adopted or Revised:</u> 12/08</p>	<p>SS.912.W.4.Su.h Recognize that reformers challenged the beliefs of the Roman Catholic Church. <u>Date Adopted or Revised:</u> 12/08</p>	<p>SS.912.W.4.Pa.h Recognize that people may change their beliefs. <u>Date Adopted or Revised:</u> 12/08</p>
<p>SS.912.W.4.In.i Recognize the reforms that were enacted by the Roman Catholic Church during the Catholic Counter Reformation. <u>Date Adopted or Revised:</u> 12/08</p>	<p>SS.912.W.4.Su.i Recognize that reformers challenged the beliefs of the Roman Catholic Church. <u>Date Adopted or Revised:</u> 12/08</p>	<p>SS.912.W.4.Pa.i Recognize that people may change their beliefs. <u>Date Adopted or Revised:</u> 12/08</p>
<p>SS.912.W.4.In.j Recognize new ideas developed during the Scientific Revolution, such as the discovery that the Earth and planets revolve around the Sun, the pendulum, the law of gravity, the scientific method, and the microscope. <u>Date Adopted or Revised:</u> 12/08</p>	<p>SS.912.W.4.Su.j Recognize a new idea developed during the Scientific Revolution, such as the discovery that the Earth and planets revolve around the Sun, the pendulum, the law of gravity, or the microscope. <u>Date Adopted or Revised:</u> 12/08</p>	<p>SS.912.W.4.Pa.j Recognize the impact of science on civilization. <u>Date Adopted or Revised:</u> 12/08</p>
<p>SS.912.W.4.In.k Recognize causes that led to the Age of Exploration, such as the need for new routes and goods to trade. <u>Date Adopted or Revised:</u> 12/08</p>	<p>SS.912.W.4.Su.k Recognize why explorers came to the New World, such as to find routes for trade. <u>Date Adopted or Revised:</u> 12/08</p>	<p>SS.912.W.4.Pa.k Recognize a cause for exploration. <u>Date Adopted or Revised:</u> 12/08</p>
<p>SS.912.W.4.In.l Recognize impacts of the Columbian Exchange, such as the exchange of agricultural goods, diseases, and ideas between Europe, Africa, and the Americas. <u>Date Adopted or Revised:</u> 12/08</p>	<p>SS.912.W.4.Su.l Recognize an impact of the Columbian Exchange, such as the exchange of agricultural goods, diseases, or ideas between Europe, Africa, and the Americas. <u>Date Adopted or Revised:</u> 12/08</p>	<p>SS.912.W.4.Pa.l Recognize a cause for exchange of goods. <u>Date Adopted or Revised:</u> 12/08</p>
<p>SS.912.W.4.In.m Recognize ways the economic and political systems of European countries were used in the Americas. <u>Date Adopted or Revised:</u> 12/08</p>	<p>SS.912.W.4.Su.m Recognize that European countries influenced the economic or political systems in the Americas. <u>Date Adopted or Revised:</u> 12/08</p>	<p>SS.912.W.4.Pa.m Recognize that people value traditional ways of life. <u>Date Adopted or Revised:</u> 12/08</p>
<p>SS.912.W.4.In.n Recognize how the practice of slavery and other forms of forced labor differed in Africa, Europe, and the Americas. <u>Date Adopted or Revised:</u> 12/08</p>	<p>SS.912.W.4.Su.n Recognize that slavery and forced labor were used in Africa, Europe, and the Americas. <u>Date Adopted or Revised:</u> 12/08</p>	<p>SS.912.W.4.Pa.n Recognize that slaves did not have freedom. <u>Date Adopted or Revised:</u> 12/08</p>

<p>SS.912.W.4.In.o Recognize how the practice of slavery and other forms of forced labor differed in Africa, Europe, and the Americas. <u>Date Adopted or Revised:</u> 12/08</p>	<p>SS.912.W.4.Su.o Recognize that slavery and forced labor were used in Africa, Europe, and the Americas. <u>Date Adopted or Revised:</u> 12/08</p>	<p>SS.912.W.4.Pa.o Recognize that slaves did not have freedom. <u>Date Adopted or Revised:</u> 12/08</p>
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Standard 5: Analyze the causes, events, and effects of the Enlightenment and its impact on the American, French and other Revolutions.

Access Point for Students with Significant Cognitive Disabilities		
<i>Independent</i>	<i>Supported</i>	<i>Participatory</i>
<p>SS.912.W.5.In.a Identify differences between constitutional monarchies and absolute monarchies in Europe. <u>Date Adopted or Revised:</u> 12/08</p>	<p>SS.912.W.5.Su.a Recognize that a constitutional government can limit the powers of a king or queen. <u>Date Adopted or Revised:</u> 12/08</p>	<p>SS.912.W.5.Pa.a Recognize a king or queen as a leader. <u>Date Adopted or Revised:</u> 12/08</p>
<p>SS.912.W.5.In.b Recognize influences of the Enlightenment, such as the Renaissance, Scientific Revolution, and Reformation. <u>Date Adopted or Revised:</u> 12/08</p>	<p>SS.912.W.5.Su.b Recognize an influence of the Enlightenment, such as the Renaissance, Scientific Revolution, or Reformation. <u>Date Adopted or Revised:</u> 12/08</p>	<p>SS.912.W.5.Pa.b Recognize that leaders can influence people. <u>Date Adopted or Revised:</u> 12/08</p>
<p>SS.912.W.5.In.c Recognize major ideas of Enlightenment philosophers, such as the importance of a government and natural rights. <u>Date Adopted or Revised:</u> 12/08</p>	<p>SS.912.W.5.Su.c Recognize a major idea of Enlightenment philosophers, such as the importance of a government or natural rights. <u>Date Adopted or Revised:</u> 12/08</p>	<p>SS.912.W.5.Pa.c Recognize that leaders can influence people. <u>Date Adopted or Revised:</u> 12/08</p>
<p>SS.912.W.5.In.d Identify ways the Enlightenment influenced development in the Western World, such as the spread of democracy and equality in politics and religious freedom. <u>Date Adopted or Revised:</u> 12/08</p>	<p>SS.912.W.5.Su.d Recognize a way the Enlightenment influenced development in the Western World, such as the spread of democracy and equality in politics or religious freedom. <u>Date Adopted or Revised:</u> 12/08</p>	<p>SS.912.W.5.Pa.d Recognize an example of equality and freedom. <u>Date Adopted or Revised:</u> 12/08</p>
<p>SS.912.W.5.In.e Identify ways the Enlightenment influenced development in the Western World, such as the spread of democracy and equality in politics and religious freedom. <u>Date Adopted or Revised:</u> 12/08</p>	<p>SS.912.W.5.Su.e Recognize a way the Enlightenment influenced development in the Western World, such as the spread of democracy and equality in politics or religious freedom. <u>Date Adopted or Revised:</u> 12/08</p>	<p>SS.912.W.5.Pa.e Recognize an example of equality and freedom. <u>Date Adopted or Revised:</u> 12/08</p>

<p>SS.912.W.5.In.f Recognize effects of the French Revolution, including the rise and rule of Napoleon. <u>Date Adopted or Revised:</u> 12/08</p>	<p>SS.912.W.5.Su.f Recognize an effect of the French Revolution. <u>Date Adopted or Revised:</u> 12/08</p>	<p>SS.912.W.5.Pa.f Recognize an example of equality and freedom. <u>Date Adopted or Revised:</u> 12/08</p>
<p>SS.912.W.5.In.g Recognize effects of the Latin American and Caribbean independence movements. <u>Date Adopted or Revised:</u> 12/08</p>	<p>SS.912.W.5.Su.g Recognize that Latin American and Caribbean countries achieved independence. <u>Date Adopted or Revised:</u> 12/08</p>	<p>SS.912.W.5.Pa.g Recognize that people fight for freedom. <u>Date Adopted or Revised:</u> 12/08</p>

Standard 6: Understand the development of Western and non-Western nationalism, industrialization and imperialism, and the significant processes and consequences of each.

Access Point for Students with Significant Cognitive Disabilities

Independent	Supported	Participatory
<p>SS.912.W.6.In.a Recognize technological innovations that led to industrialization in Western Europe, the United States, and Japan. <u>Date Adopted or Revised:</u> 12/08</p>	<p>SS.912.W.6.Su.a Recognize a technological innovation that led to industrialization in Western Europe, the United States, and Japan. <u>Date Adopted or Revised:</u> 12/08</p>	<p>SS.912.W.6.Pa.a Recognize the impact of inventions. <u>Date Adopted or Revised:</u> 12/08</p>
<p>SS.912.W.6.In.b Recognize effects of the Industrial Revolution, such as increased productivity, the rise of the middle class, and the conditions faced by workers. <u>Date Adopted or Revised:</u> 12/08</p>	<p>SS.912.W.6.Su.b Recognize an effect of the Industrial Revolution, such as increased productivity, the rise of the middle class, or the conditions faced by workers. <u>Date Adopted or Revised:</u> 12/08</p>	<p>SS.912.W.6.Pa.b Recognize a social or economic benefit of work. <u>Date Adopted or Revised:</u> 12/08</p>
<p>SS.912.W.6.In.c Recognize the major differences between capitalism and communism. <u>Date Adopted or Revised:</u> 12/08</p>	<p>SS.912.W.6.Su.c Recognize that private individuals or government can own businesses. <u>Date Adopted or Revised:</u> 12/08</p>	<p>SS.912.W.6.Pa.c Recognize that businesses are owned by people. <u>Date Adopted or Revised:</u> 12/08</p>
<p>SS.912.W.6.In.d Recognize effects of reform movements, such as abolition of slavery in the British Empire, expansion of women's rights, and labor laws. <u>Date Adopted or Revised:</u> 12/08</p>	<p>SS.912.W.6.Su.d Recognize an effect of reform movements, such as abolition of slavery in the British Empire, expansion of women's rights, or labor laws. <u>Date Adopted or Revised:</u> 12/08</p>	<p>SS.912.W.6.Pa.d Recognize a characteristic of equality and freedom. <u>Date Adopted or Revised:</u> 12/08</p>
		<p>SS.912.W.6.Pa.e Recognize the benefit of people or countries working</p>

<p>SS.912.W.6.In.e Recognize the effect of the unification of both Italy and Germany, such as the establishment of two countries with strong senses of patriotism and national pride. <u>Date Adopted or Revised:</u> 12/08</p>	<p>SS.912.W.6.Su.e Recognize a beneficial effect of the unification of separate nations or states into one country, such as national pride. <u>Date Adopted or Revised:</u> 12/08</p>	<p>together to achieve a goal. <u>Date Adopted or Revised:</u> 12/08</p>
<p>SS.912.W.6.In.f Recognize effects of imperialism, such as social and religious impact on indigenous peoples, expansion of political and economic control of other countries, and perceived superiority of Western ways. <u>Date Adopted or Revised:</u> 12/08</p>	<p>SS.912.W.6.Su.f Recognize an effect of imperialism, such as social and religious impact on indigenous peoples, expansion of political and economic control of other countries, or perceived superiority of Western ways. <u>Date Adopted or Revised:</u> 12/08</p>	<p>SS.912.W.6.Pa.f Recognize a characteristic of domination of one group over another. <u>Date Adopted or Revised:</u> 12/08</p>
<p>SS.912.W.6.In.g Recognize major events in China, such as the Western incursions and the nationalist revolution and formation of the Republic of China. <u>Date Adopted or Revised:</u> 12/08</p>	<p>SS.912.W.6.Su.g Recognize a major event in China, such as the nationalist revolution and formation of the Republic of China. <u>Date Adopted or Revised:</u> 12/08</p>	<p>SS.912.W.6.Pa.g Recognize a cause of change in government. <u>Date Adopted or Revised:</u> 12/08</p>

Standard 7: Recognize significant causes, events, figures, and consequences of the Great War period and the impact on worldwide balance of power.

Access Point for Students with Significant Cognitive Disabilities		
Independent	Supported	Participatory
<p>SS.912.W.7.In.a Recognize major causes of World War I, such as imperialism, nationalism, and militarism, and the formation of European alliances. <u>Date Adopted or Revised:</u> 12/08</p>	<p>SS.912.W.7.Su.a Recognize a cause of World War I, such as imperialism, nationalism, militarism, or the formation of European alliances. <u>Date Adopted or Revised:</u> 12/08</p>	<p>SS.912.W.7.Pa.a Recognize a reason for forming an alliance. <u>Date Adopted or Revised:</u> 12/08</p>
<p>SS.912.W.7.In.b Identify the changing nature of warfare during World War I, such as the use of new weapons and strategies and increased destruction of the land and human life. <u>Date Adopted or Revised:</u> 12/08</p>	<p>SS.912.W.7.Su.b Recognize the changing nature of warfare during World War I, such as the use of new weapons and strategies and increased destruction of the land and human life. <u>Date Adopted or Revised:</u> 12/08</p>	<p>SS.912.W.7.Pa.b Recognize a characteristic of warfare during World War I. <u>Date Adopted or Revised:</u> 12/08</p>
<p>SS.912.W.7.In.c Recognize the important effects of World War I, such as the breakup of empires into separate countries and the Treaty of Versailles. <u>Date Adopted or Revised:</u> 12/08</p>	<p>SS.912.W.7.Su.c Recognize an effect of World War I, such as the breakup of empires into separate countries. <u>Date Adopted or Revised:</u> 12/08</p>	<p>SS.912.W.7.Pa.c Recognize an effect of war. <u>Date Adopted or Revised:</u></p>

<p>SS.912.W.7.In.d Identify effects of the German economic crisis and global depression, such as closing of businesses and banks, loss of jobs, poverty, and how governments responded. <u>Date Adopted or Revised:</u> 12/08</p>	<p>SS.912.W.7.Su.d Recognize effects of the German economic crisis and global depression, such as closing of businesses and banks, loss of jobs, and poverty. <u>Date Adopted or Revised:</u> 12/08</p>	<p>12/08 SS.912.W.7.Pa.d Recognize an effect of economic depression. <u>Date Adopted or Revised:</u> 12/08</p>
<p>SS.912.W.7.In.e Recognize why authoritarian governments came to power in the Soviet Union, Italy, Germany, and Spain. <u>Date Adopted or Revised:</u> 12/08</p>	<p>SS.912.W.7.Su.e Recognize a reason that authoritarian governments came to power in Europe after the depression. <u>Date Adopted or Revised:</u> 12/08</p>	<p>SS.912.W.7.Pa.e Recognize an effect of economic depression. <u>Date Adopted or Revised:</u> 12/08</p>
<p>SS.912.W.7.In.f Recognize that the Soviet Union and Nazi Germany used mass terror and restriction of individual rights in order to control their people. <u>Date Adopted or Revised:</u> 12/08</p>	<p>SS.912.W.7.Su.f Recognize that some governments used mass terror and restriction of individual rights in order to control their people. <u>Date Adopted or Revised:</u> 12/08</p>	<p>SS.912.W.7.Pa.f Recognize an individual right. <u>Date Adopted or Revised:</u> 12/08</p>
<p>SS.912.W.7.In.g Recognize the causes of World War II and the major events in the war, such as rise of totalitarian governments, conquest of countries in Europe, and Japanese invasion of China; and the bombing of Pearl Harbor, Battle of Midway, and D-Day invasion. <u>Date Adopted or Revised:</u> 12/08</p>	<p>SS.912.W.7.Su.g Recognize a major cause and event of World War II, such as expansion of control of dictators and bombing of Pearl Harbor. <u>Date Adopted or Revised:</u> 12/08</p>	<p>SS.912.W.7.Pa.g Recognize a characteristic of world wars. <u>Date Adopted or Revised:</u> 12/08</p>
<p>SS.912.W.7.In.h Recognize major effects of the Holocaust, including the Nazi dehumanization of Jews and other victims. <u>Date Adopted or Revised:</u> 12/08</p>	<p>SS.912.W.7.Su.h Recognize an effect of the Holocaust, including the Nazi dehumanization of Jews and other victims. <u>Date Adopted or Revised:</u> 12/08</p>	<p>SS.912.W.7.Pa.h Recognize a characteristic of discrimination. <u>Date Adopted or Revised:</u> 12/08</p>
<p>SS.912.W.7.In.i Recognize the wartime strategies and post-war plans that were developed by the Allied leaders, such as Churchill, Roosevelt, and Stalin. <u>Date Adopted or Revised:</u> 12/08</p>	<p>SS.912.W.7.Su.i Recognize that Allied leaders worked together to plan wartime strategies and create plans after World War II. <u>Date Adopted or Revised:</u> 12/08</p>	<p>SS.912.W.7.Pa.i Recognize that leaders work together during and after war. <u>Date Adopted or Revised:</u> 12/08</p>
<p>SS.912.W.7.In.j Recognize that President Truman's decision to drop the atomic bombs on Japan ended the war but led to the beginning of the nuclear arms race. <u>Date Adopted or Revised:</u> 12/08</p>	<p>SS.912.W.7.Su.j Recognize that the United States dropped atomic bombs on Japan and ended the war. <u>Date Adopted or Revised:</u> 12/08</p>	<p>SS.912.W.7.Pa.j Recognize a characteristic of warfare</p>

<p>SS.912.W.7.In.k Recognize effects of World War II, such as death of soldiers and civilians, destruction of land and property, and creation of the United Nations. <u>Date Adopted or Revised:</u> 12/08</p>	<p>SS.912.W.7.Su.k Recognize an effect of World War II, such as death of soldiers and civilians or the creation of the United Nations. <u>Date Adopted or Revised:</u> 12/08</p>	<p>during World War II. <u>Date Adopted or Revised:</u> 12/08</p> <p>SS.912.W.7.Pa.k Recognize an effect of war. <u>Date Adopted or Revised:</u> 12/08</p>
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Standard 8: Recognize significant events and people from the post World War II and Cold War eras.

Access Point for Students with Significant Cognitive Disabilities		
<i>Independent</i>	<i>Supported</i>	<i>Participatory</i>
<p>SS.912.W.8.In.a Recognize that the countries of NATO aligned with the United States and countries in the Warsaw Pact aligned with the Soviet Union after World War II. <u>Date Adopted or Revised:</u> 12/08</p>	<p>SS.912.W.8.Su.a Recognize that countries aligned with the United States or the Soviet Union after World War II. <u>Date Adopted or Revised:</u> 12/08</p>	<p>SS.912.W.8.Pa.a Recognize a characteristic of an alliance. <u>Date Adopted or Revised:</u> 12/08</p>
<p>SS.912.W.8.In.b Identify characteristics of the early Cold War, such as the Truman Doctrine, Marshall Plan, NATO, and the Iron Curtain. <u>Date Adopted or Revised:</u> 12/08</p>	<p>SS.912.W.8.Su.b Recognize characteristics of the early Cold War, such as fear of communism, formation of alliances, and division of the free world from the communists. <u>Date Adopted or Revised:</u> 12/08</p>	<p>SS.912.W.8.Pa.b Recognize a characteristic of an alliance. <u>Date Adopted or Revised:</u> 12/08</p>
<p>SS.912.W.8.In.c Identify that China became a world power after the communists defeated the nationalists in the Chinese Civil War. <u>Date Adopted or Revised:</u> 12/08</p>	<p>SS.912.W.8.Su.c Recognize that China became a world power after the communists took over the government. <u>Date Adopted or Revised:</u> 12/08</p>	<p>SS.912.W.8.Pa.c Recognize a result of change in government. <u>Date Adopted or Revised:</u> 12/08</p>
<p>SS.912.W.8.In.d Identify effects of the arms race, such as increased weapons and armies. <u>Date Adopted or Revised:</u> 12/08</p>	<p>SS.912.W.8.Su.d Recognize effects of the arms race, such as increased weapons and armies. <u>Date Adopted or Revised:</u> 12/08</p>	<p>SS.912.W.8.Pa.d Recognize a characteristic of national defense. <u>Date Adopted or Revised:</u> 12/08</p>
<p>SS.912.W.8.In.e Recognize factors that led to the fall of communism in the Soviet</p>	<p>SS.912.W.8.Su.e Recognize a factor that led to the fall of communism in the Soviet Union and Eastern Europe was the resistance by the citizens within the</p>	

<p>Union and Eastern Europe, such as the arms race and resistance by the citizens within the countries.</p>	<p>countries. <u>Date Adopted or Revised:</u> 12/08</p>	<p>SS.912.W.8.Pa.e Recognize that government can change.</p>
<p><u>Date Adopted or Revised:</u> 12/08</p>		<p><u>Date Adopted or Revised:</u> 12/08</p>
<p>SS.912.W.8.In.f Recognize a reason why Israel became a country and characteristics of conflicts between Israel and the Arab world.</p>	<p>SS.912.W.8.Su.f Recognize a reason why Israel became a country. <u>Date Adopted or Revised:</u> 12/08</p>	<p>SS.912.W.8.Pa.f Recognize a characteristic of national independence.</p>
<p><u>Date Adopted or Revised:</u> 12/08</p>		<p><u>Date Adopted or Revised:</u> 12/08</p>
<p>SS.912.W.8.In.g Identify post-war independence movements in African, Asian, or Caribbean colonies.</p>	<p>SS.912.W.8.Su.g Recognize that African, Asian, and Caribbean colonies moved toward independence after World War II. <u>Date Adopted or Revised:</u> 12/08</p>	<p>SS.912.W.8.Pa.g Recognize a characteristic of national independence.</p>
<p><u>Date Adopted or Revised:</u> 12/08</p>		<p><u>Date Adopted or Revised:</u> 12/08</p>
<p>SS.912.W.8.In.h Recognize the goals of nationalist leaders, such as Mahatma Ghandi, Fidel Castro, and Gamal Abdel Nasser, in the post-war era.</p>	<p>SS.912.W.8.Su.h Recognize a goal of selected nationalist leaders, such as Mahatma Ghandi, Fidel Castro, and Gamal Abdel Nasser, in the post-war era. <u>Date Adopted or Revised:</u> 12/08</p>	<p>SS.912.W.8.Pa.h Recognize a characteristic of national independence.</p>
<p><u>Date Adopted or Revised:</u> 12/08</p>		<p><u>Date Adopted or Revised:</u> 12/08</p>
<p>SS.912.W.8.In.i Identify post-war independence movements in African, Asian, or Caribbean colonies.</p>	<p>SS.912.W.8.Su.i Recognize that African, Asian, and Caribbean colonies moved toward independence after World War II. <u>Date Adopted or Revised:</u> 12/08</p>	<p>SS.912.W.8.Pa.i Recognize a characteristic of leadership.</p>
<p><u>Date Adopted or Revised:</u> 12/08</p>		<p><u>Date Adopted or Revised:</u> 12/08</p>
<p>SS.912.W.8.In.j Recognize impacts of religious fundamentalism and other factors in the Middle East, such as the Iranian Revolution, armed warriors (Mujahideen) in Afghanistan, and the Persian Gulf War.</p>	<p>SS.912.W.8.Su.j Recognize an impact of religious fundamentalism or other factors in the Middle East, such as the Iranian Revolution, armed warriors (Mujahideen) in Afghanistan, or the Persian Gulf War. <u>Date Adopted or Revised:</u> 12/08</p>	<p>SS.912.W.8.Pa.j Recognize a characteristic of national independence.</p>
<p><u>Date Adopted or Revised:</u> 12/08</p>		<p><u>Date Adopted or Revised:</u> 12/08</p>
		<p>SS.912.W.8.Pa.j Recognize a cause of conflict. <u>Date Adopted or Revised:</u> 12/08</p>

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

Access Point for Students with Significant Cognitive Disabilities

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

impacts and responses to threats of international terrorism. <u>Date Adopted or Revised:</u> 12/08		characteristic of terrorism. <u>Date Adopted or Revised:</u> 12/08
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Strand: HUMANITIES

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

Access Point for Students with Significant Cognitive Disabilities

Independent	Supported	Participatory
SS.912.H.1.In.a Identify works in the arts, including architecture, music, and visual arts, from time periods, such as Classical, Renaissance, Modern, and Contemporary. <u>Date Adopted or Revised:</u> 12/08	SS.912.H.1.Su.a Recognize works in the arts, including music and visual arts, from a time period, such as Classical, Renaissance, or Contemporary. <u>Date Adopted or Revised:</u> 12/08	SS.912.H.1.Pa.a Recognize a characteristic of a work in the arts from a time period. <u>Date Adopted or Revised:</u> 12/08
SS.912.H.1.In.b Identify ways historical events, social context, culture, and government are reflected in works of art, such as imperial Roman sculpture, the Palace of Versailles, and the layout of Washington, DC. <u>Date Adopted or Revised:</u> 12/08	SS.912.H.1.Su.b Recognize that works of art reflect events, cultures, or government. <u>Date Adopted or Revised:</u> 12/08	SS.912.H.1.Pa.b Recognize a characteristic of a work in the arts from a time period. <u>Date Adopted or Revised:</u> 12/08
SS.912.H.1.In.c Identify works in the arts from various cultures, such as African, Asian, European, the Americas, and Middle Eastern. <u>Date Adopted or Revised:</u> 12/08	SS.912.H.1.Su.c Recognize works in the arts from various cultures, such as African, Asian, the Americas, and Middle Eastern. <u>Date Adopted or Revised:</u> 12/08	SS.912.H.1.Pa.c Recognize a characteristic of a work in the arts from a time period. <u>Date Adopted or Revised:</u> 12/08
SS.912.H.1.In.d Identify works of art that reflect the artist's beliefs, such as protest music and Native American dance. <u>Date Adopted or Revised:</u> 12/08	SS.912.H.1.Su.d Recognize works of art that reflect the artist's beliefs, such as Native American dance. <u>Date Adopted or Revised:</u> 12/08	SS.912.H.1.Pa.d Recognize a characteristic of a work in the arts from a time period. <u>Date Adopted or Revised:</u> 12/08
SS.912.H.1.In.e Identify ways historical events, social context, culture, and government are reflected in works of art, such as imperial Roman sculpture, the Palace of Versailles, and the layout of Washington, DC. <u>Date Adopted or Revised:</u> 12/08	SS.912.H.1.Su.e Recognize that works of art reflect events, cultures, or government. <u>Date Adopted or Revised:</u> 12/08	SS.912.H.1.Pa.e Recognize a characteristic of a work in the arts from a time period. <u>Date Adopted or Revised:</u> 12/08
	SS.912.H.1.Su.f Recognize that works of art reflect events, cultures,	

<p>SS.912.H.1.In.f Identify ways historical events, social context, culture, and government are reflected in works of art, such as imperial Roman sculpture, the Palace of Versailles, and the layout of Washington, DC. <u>Date Adopted or Revised:</u> 12/08</p>	<p>or government. <u>Date Adopted or Revised:</u> 12/08</p>	<p>SS.912.H.1.Pa.f Recognize a characteristic of a work in the arts from a time period. <u>Date Adopted or Revised:</u> 12/08</p>
<p>SS.912.H.1.In.g Identify common terms used to describe art forms within cultures. <u>Date Adopted or Revised:</u> 12/08</p>	<p>SS.912.H.1.Su.g Recognize common terms used to describe art forms within a culture. <u>Date Adopted or Revised:</u> 12/08</p>	<p>SS.912.H.1.Pa.g Recognize a characteristic of a work in the arts from a time period. <u>Date Adopted or Revised:</u> 12/08</p>

Standard 2: Respond critically and aesthetically to various works in the arts.

Access Point for Students with Significant Cognitive Disabilities

Independent	Supported	Participatory
<p>SS.912.H.2.In.a Recognize characteristics of specific works within various art forms, such as architecture, dance, film, literature, music, theatre, and visual arts. <u>Date Adopted or Revised:</u> 12/08</p>	<p>SS.912.H.2.Su.a Recognize a characteristic of specific works in selected art forms, such as architecture, dance, film, literature, music, theatre, and visual arts. <u>Date Adopted or Revised:</u> 12/08</p>	<p>SS.912.H.2.Pa.a Recognize characteristics of an art form. <u>Date Adopted or Revised:</u> 12/08</p>
<p>SS.912.H.2.In.b Identify the genre and form of works within art forms, such as modern and ethnic dance, and ballads and nationalistic music. <u>Date Adopted or Revised:</u> 12/08</p>	<p>SS.912.H.2.Su.b Recognize a genre or form of works within art forms, such as modern and ethnic dance, and ballads and nationalistic music. <u>Date Adopted or Revised:</u> 12/08</p>	<p>SS.912.H.2.Pa.b Recognize differences in art forms. <u>Date Adopted or Revised:</u> 12/08</p>
<p>SS.912.H.2.In.c Identify ways of evaluating art, such as by examining the elements of the art form (formal), deciding one's own feelings about the art (intuitive), and recognizing the use of symbolism. <u>Date Adopted or Revised:</u> 12/08</p>	<p>SS.912.H.2.Su.c Recognize a way of evaluating art, such by identifying the elements of the art form (formal) and deciding one's own feelings about the art (intuitive). <u>Date Adopted or Revised:</u> 12/08</p>	<p>SS.912.H.2.Pa.c Recognize one's own feelings about a work of art. <u>Date Adopted or Revised:</u> 12/08</p>
<p>SS.912.H.2.In.d Identify an effect of works of art on an individual or group, such as changing their mood or leading groups to protest. <u>Date Adopted or Revised:</u> 12/08</p>	<p>SS.912.H.2.Su.d Recognize an effect of works of art on an individual or group, such as changing their mood or leading groups to protest. <u>Date Adopted or Revised:</u> 12/08</p>	<p>SS.912.H.2.Pa.d Recognize one's own feelings about a work of art. <u>Date Adopted or Revised:</u> 12/08</p>
<p>SS.912.H.2.In.e Identify influences on an</p>		<p>SS.912.H.2.Pa.e Recognize that people have different feelings about works of art.</p>

audience's response to art, such as the historical, social, cultural, or physical setting. <u>Date Adopted or Revised:</u> 12/08	SS.912.H.2.Su.e Recognize an influence on an audience's response to art, such as the cultural or physical setting. <u>Date Adopted or Revised:</u> 12/08	<u>Date Adopted or Revised:</u> 12/08
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Standard 3: Understand how transportation, trade, communication, science, and technology influence the progression and regression of cultures.

Access Point for Students with Significant Cognitive Disabilities		
Independent	Supported	Participatory
SS.912.H.3.In.a Identify effects of transportation, trade, communication, science, and technology on the preservation of a culture and its diffusion to other locations. <u>Date Adopted or Revised:</u> 12/08	SS.912.H.3.Su.a Recognize an effect of transportation, trade, communication, science, or technology on the diffusion of a culture to another location. <u>Date Adopted or Revised:</u> 12/08	SS.912.H.3.Pa.a Recognize that communication helps spread ideas to other cultures. <u>Date Adopted or Revised:</u> 12/08
SS.912.H.3.In.b Recognize selected social, ethical, moral, religious, and legal issues related to technological or scientific developments and their influence on works of arts. <u>Date Adopted or Revised:</u> 12/08	SS.912.H.3.Su.b Recognize a selected social, ethical, moral, religious, or legal issue related to technological or scientific developments and their influence on works of arts. <u>Date Adopted or Revised:</u> 12/08	SS.912.H.3.Pa.b Recognize that communication helps spread ideas to other cultures. <u>Date Adopted or Revised:</u> 12/08
SS.912.H.3.In.c Identify effects of transportation, trade, communication, and technology on the preservation of a culture and its diffusion to other locations. <u>Date Adopted or Revised:</u> 12/08	SS.912.H.3.Su.c Recognize an effect of transportation, trade, communication, or technology on the diffusion of a culture to another location. <u>Date Adopted or Revised:</u> 12/08	SS.912.H.3.Pa.c Recognize that communication helps spread ideas to other cultures. <u>Date Adopted or Revised:</u> 12/08

Strand: CIVICS AND GOVERNMENT

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

Access Point for Students with Significant Cognitive Disabilities		
Independent	Supported	Participatory
SS.912.C.1.In.a Identify the influence of founding principles in American government, such as civic participation and voting,	SS.912.C.1.Su.a Recognize the influence of founding principles in American government, such as civic	SS.912.C.1.Pa.a Recognize civic participation as a founding

<p>representative legislative bodies, and rule of law. <u>Date Adopted or Revised:</u> 12/08</p> <p>SS.912.C.1.In.b Identify principles of natural rights, individual rights, and government of the people (popular sovereignty) reflected in the Declaration of Independence. <u>Date Adopted or Revised:</u> 12/08</p> <p>SS.912.C.1.In.c Identify principles of natural rights, individual rights, and government of the people (popular sovereignty) reflected in the Declaration of Independence. <u>Date Adopted or Revised:</u> 12/08</p> <p>SS.912.C.1.In.d Identify major debates and compromises in the process of writing and adopting the Constitution, such as plans developed by various states, the Great Compromise—the formation of the House and Senate, and the promise of the Bill of Rights. <u>Date Adopted or Revised:</u> 12/08</p> <p>SS.912.C.1.In.e Identify the importance of the political principles reflected in the Constitution, such as rule of law, separation of powers, checks and balances, and representative government (republicanism). <u>Date Adopted or Revised:</u> 12/08</p>	<p>participation and voting, representative legislative bodies, or rule of law. <u>Date Adopted or Revised:</u> 12/08</p> <p>SS.912.C.1.Su.b Recognize principles of natural rights and government of the people reflected in the Declaration of Independence. <u>Date Adopted or Revised:</u> 12/08</p> <p>SS.912.C.1.Su.c Recognize principles of natural rights and government of the people reflected in the Declaration of Independence. <u>Date Adopted or Revised:</u> 12/08</p> <p>SS.912.C.1.Su.d Recognize that there were compromises in developing the Constitution, such as the Great Compromise—the formation of the House and Senate—and the promise of the Bill of Rights. <u>Date Adopted or Revised:</u> 12/08</p> <p>SS.912.C.1.Su.e Recognize examples of practices that reflect political principles in the Constitution, such as representative government, respecting the law, and functions of the three branches of government. <u>Date Adopted or Revised:</u> 12/08</p>	<p>principle of American government. <u>Date Adopted or Revised:</u> 12/08</p> <p>SS.912.C.1.Pa.b Recognize government of the people as a principle of the Declaration of Independence. <u>Date Adopted or Revised:</u> 12/08</p> <p>SS.912.C.1.Pa.c Recognize government of the people as a principle of the Declaration of Independence. <u>Date Adopted or Revised:</u> 12/08</p> <p>SS.912.C.1.Pa.d Recognize that forming the American government involved a compromise. <u>Date Adopted or Revised:</u> 12/08</p> <p>SS.912.C.1.Pa.e Recognize a practice that reflects government by the people (democracy) in the Constitution. <u>Date Adopted or Revised:</u> 12/08</p>
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Standard 2: Evaluate the roles, rights, and responsibilities of United States citizens and determine methods of active participation in society, government, and the political system.

Access Point for Students with Significant Cognitive Disabilities

Independent	Supported	Participatory
<p>SS.912.C.2.In.a Describe the differences between a citizen and a noncitizen and ways people can become citizens of a country, such as by birth or naturalization. <u>Date Adopted or Revised:</u> 12/08</p>	<p>SS.912.C.2.Su.a Identify the differences between a citizen and a noncitizen. <u>Date Adopted or Revised:</u> 12/08</p>	<p>SS.912.C.2.Pa.a Recognize a difference between a citizen and a noncitizen. <u>Date Adopted or Revised:</u> 12/08</p>

<p>SS.912.C.2.In.b Identify examples of political participation and civic participation, such as registering to vote, keeping informed, communicating with elected officials, and participating in political campaigns. <u>Date Adopted or Revised:</u> 12/08</p>	<p>SS.912.C.2.Su.b Recognize examples of political participation and civic participation, such as registering to vote, keeping informed, communicating with elected officials, and participating in political campaigns. <u>Date Adopted or Revised:</u> 12/08</p>	<p>SS.912.C.2.Pa.b Recognize ways to participate in the political process. <u>Date Adopted or Revised:</u> 12/08</p>
<p>SS.912.C.2.In.c Identify examples of political participation and civic participation, such as registering to vote, keeping informed, communicating with elected officials, and participating in political campaigns. <u>Date Adopted or Revised:</u> 12/08</p>	<p>SS.912.C.2.Su.c Recognize examples of political participation and civic participation, such as registering to vote, keeping informed, communicating with elected officials, and participating in political campaigns. <u>Date Adopted or Revised:</u> 12/08</p>	<p>SS.912.C.2.Pa.c Recognize ways to participate in the political process. <u>Date Adopted or Revised:</u> 12/08</p>
<p>SS.912.C.2.In.d Identify a position on issues that cause the government to balance the interests of individuals with the public good, such as for or against recycling, curfews, and building regulations. <u>Date Adopted or Revised:</u> 12/08</p>	<p>SS.912.C.2.Su.d Recognize a position on issues that cause the government to balance the interests of individuals with the public good, such as for or against recycling and curfews. <u>Date Adopted or Revised:</u> 12/08</p>	<p>SS.912.C.2.Pa.d Recognize an issue that causes the government to balance the interests of individuals with the public good, such as recycling. <u>Date Adopted or Revised:</u> 12/08</p>
<p>SS.912.C.2.In.e Engage in a service project to further the public good, such as at school, community, state, and national levels. <u>Date Adopted or Revised:</u> 12/08</p>	<p>SS.912.C.2.Su.e Assist with a service project to further the public good, such as at school, community, state, and national levels. <u>Date Adopted or Revised:</u> 12/08</p>	<p>SS.912.C.2.Pa.e Participate in a service project to further the public good, such as at school, community, state, and national levels. <u>Date Adopted or Revised:</u> 12/08</p>
<p>SS.912.C.2.In.f Defend a position about individual rights protected by the Constitution and Bill of Rights. <u>Date Adopted or Revised:</u> 12/08</p>	<p>SS.912.C.2.Su.f Identify a position about individual rights protected by the Constitution and Bill of Rights. <u>Date Adopted or Revised:</u> 12/08</p>	<p>SS.912.C.2.Pa.f Recognize an individual right protected by the Constitution. <u>Date Adopted or Revised:</u> 12/08</p>
<p>SS.912.C.2.In.g Identify a reason why rights have limits and are not absolute, such as speech and gun possession. <u>Date Adopted or Revised:</u> 12/08</p>	<p>SS.912.C.2.Su.g Recognize that some rights are limited, such as speech or gun possession. <u>Date Adopted or Revised:</u> 12/08</p>	<p>SS.912.C.2.Pa.g Recognize that rights have limits. <u>Date Adopted or Revised:</u> 12/08</p>
<p>SS.912.C.2.In.h Identify examples of citizen participation, such as email, protests, demonstrations, and letters to</p>	<p>SS.912.C.2.Su.h Recognize examples of citizen participation, such as demonstrations, protests, and letters to the editor, to achieve change. <u>Date Adopted or Revised:</u> 12/08</p>	<p>SS.912.C.2.Pa.h Recognize a demonstration or protest to achieve change. <u>Date Adopted or Revised:</u> 12/08</p>

<p>the editor, to achieve change. <u>Date Adopted or Revised:</u> 12/08</p>		12/08
<p>SS.912.C.2.In.i Identify the expansion of civil rights as reflected in the Declaration of Independence, the Constitution and its amendments, and the Voting Rights Act of 1965. <u>Date Adopted or Revised:</u> 12/08</p>	<p>SS.912.C.2.Su.i Recognize the expansion of civil rights as reflected in the Constitution and its amendments. <u>Date Adopted or Revised:</u> 12/08</p>	<p>SS.912.C.2.Pa.j Recognize a current public issue in Florida. <u>Date Adopted or Revised:</u> 12/08</p>
	<p>SS.912.C.2.Su.j Recognize current public issues in Florida. <u>Date Adopted or Revised:</u> 12/08</p>	<p>SS.912.C.2.Pa.k Recognize a solution to a public issue. <u>Date Adopted or Revised:</u> 12/08</p>
<p>SS.912.C.2.In.j Identify current public issues in Florida. <u>Date Adopted or Revised:</u> 12/08</p>	<p>SS.912.C.2.Su.k Identify a solution to resolve a public issue. <u>Date Adopted or Revised:</u> 12/08</p>	<p>SS.912.C.2.Pa.l Recognize forms of political communication, such as television, magazines, or newspapers. <u>Date Adopted or Revised:</u> 12/08</p>
<p>SS.912.C.2.In.k Describe a solution to resolve a public issue. <u>Date Adopted or Revised:</u> 12/08</p>	<p>SS.912.C.2.Su.l Recognize the role of television, radio, and the press in political communications. <u>Date Adopted or Revised:</u> 12/08</p>	<p>SS.912.C.2.Pa.m Recognize forms of political communications, such as television, magazines, or newspapers. <u>Date Adopted or Revised:</u> 12/08</p>
<p>SS.912.C.2.In.l Identify the role of television, radio, the press, and the Internet in political communications. <u>Date Adopted or Revised:</u> 12/08</p>	<p>SS.912.C.2.Su.m Recognize a form of political communication, such as a campaign advertisement, political speech, or political cartoon, and identify its emotional appeal. <u>Date Adopted or Revised:</u> 12/08</p>	<p>SS.912.C.2.Pa.n Recognize voting and results of an election. <u>Date Adopted or Revised:</u> 12/08</p>
<p>SS.912.C.2.In.m Identify various forms of political communication, such as campaign advertisements, political speech, and political cartoons, and identify their accuracy or emotional appeal. <u>Date Adopted or Revised:</u> 12/08</p>	<p>SS.912.C.2.Su.n Recognize the campaign, voting, and results of an election. <u>Date Adopted or Revised:</u> 12/08</p>	<p>SS.912.C.2.Pa.o Recognize that media influences government. <u>Date Adopted or Revised:</u> 12/08</p>
<p>SS.912.C.2.In.n Identify the process and results of an election. <u>Date Adopted or Revised:</u> 12/08</p>	<p>SS.912.C.2.Su.o Identify the role of political parties and media in shaping public policy. <u>Date Adopted or Revised:</u> 12/08</p>	<p>SS.912.C.2.Pa.p Recognize voting and results of an election. <u>Date Adopted or Revised:</u> 12/08</p>
<p>SS.912.C.2.In.o Identify the role of political parties, special interest groups, and media in shaping public policy. <u>Date Adopted or Revised:</u> 12/08</p>	<p>SS.912.C.2.Su.p Recognize the campaign, voting, and results of an election. <u>Date Adopted or Revised:</u> 12/08</p>	

SS.912.C.2.In.p Identify the process and results of an election. <u>Date Adopted or Revised:</u> 12/08		
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Standard 3: Demonstrate an understanding of the principles, functions, and organization of government.

Access Point for Students with Significant Cognitive Disabilities

Independent	Supported	Participatory
SS.912.C.3.In.a Identify principles of the Constitution that limit the power of the government, such as rule of law, individual rights, and consent of the governed. <u>Date Adopted or Revised:</u> 12/08	SS.912.C.3.Su.a Recognize principles of the Constitution that limit the power of the government, such as rule of law, individual rights, or consent of the governed. <u>Date Adopted or Revised:</u> 12/08	SS.912.C.3.Pa.a Recognize that the government has limits on its power. <u>Date Adopted or Revised:</u> 12/08
SS.912.C.3.In.b Identify examples of the powers granted and denied states and the national government, such as the national government may not change state boundaries or violate the Bill of Rights and state governments may not print money or suspend a person's rights without due process. <u>Date Adopted or Revised:</u> 12/08	SS.912.C.3.Su.b Recognize examples of the powers granted and denied states and the national government, such as the national government may not change state boundaries and state governments may not print money. <u>Date Adopted or Revised:</u> 12/08	SS.912.C.3.Pa.b Recognize an example of a power granted to the national government and not the state government, such as printing money. <u>Date Adopted or Revised:</u> 12/08
SS.912.C.3.In.c Identify the structure and function of the legislative branch of the government identified in the Constitution. <u>Date Adopted or Revised:</u> 12/08	SS.912.C.3.Su.c Identify the function of the legislative branch of the government identified in the Constitution. <u>Date Adopted or Revised:</u> 12/08	SS.912.C.3.Pa.c Recognize that the legislative branch of government creates laws. <u>Date Adopted or Revised:</u> 12/08
SS.912.C.3.In.d Identify the structure and functions of the executive branch of the government identified in the Constitution. <u>Date Adopted or Revised:</u> 12/08	SS.912.C.3.Su.d Identify the function of the executive branch of the government identified in the Constitution. <u>Date Adopted or Revised:</u> 12/08	SS.912.C.3.Pa.d Recognize that the executive branch of government enforces laws. <u>Date Adopted or Revised:</u> 12/08
SS.912.C.3.In.e Identify the purpose of independent regulatory agencies in the federal bureaucracy, such as the Federal Reserve (fiscal policy) and the Food and Drug Administration (ensures safety of food and drugs). <u>Date Adopted or Revised:</u> 12/08	SS.912.C.3.Su.e Recognize the purpose of an independent regulatory agency in the federal bureaucracy, such as the Food and Drug Administration (ensures safety of food and drugs). <u>Date Adopted or Revised:</u>	SS.912.C.3.Pa.e Recognize that federal agencies help people in America. <u>Date Adopted or Revised:</u> 12/08
		SS.912.C.3.Pa.f Recognize that the judicial branch of government interprets laws. <u>Date Adopted or Revised:</u>

<p>SS.912.C.3.In.f Identify the structure and function of the judicial branch of the government as identified in the Constitution. <u>Date Adopted or Revised:</u> 12/08</p>	<p>12/08</p> <p>SS.912.C.3.Su.f Identify the function of the judicial branch of the government as identified in the Constitution. <u>Date Adopted or Revised:</u> 12/08</p>	<p>12/08</p> <p>SS.912.C.3.Pa.g Recognize that the judicial branch of government interprets laws. <u>Date Adopted or Revised:</u> 12/08</p>
<p>SS.912.C.3.In.g Identify the structure and function of the judicial branch of the government as identified in the Constitution. <u>Date Adopted or Revised:</u> 12/08</p>	<p>SS.912.C.3.Su.g Identify the function of the judicial branch of the government as identified in the Constitution. <u>Date Adopted or Revised:</u> 12/08</p>	<p>SS.912.C.3.Pa.h Recognize that the judicial branch of government interprets laws. <u>Date Adopted or Revised:</u> 12/08</p>
<p>SS.912.C.3.In.h Identify the structure and function of the judicial branch of the government as identified in the Constitution. <u>Date Adopted or Revised:</u> 12/08</p>	<p>SS.912.C.3.Su.h Identify the function of the judicial branch of the government as identified in the Constitution. <u>Date Adopted or Revised:</u> 12/08</p>	<p>SS.912.C.3.Pa.i Recognize that courts settle conflicts at the federal and state level. <u>Date Adopted or Revised:</u> 12/08</p>
<p>SS.912.C.3.In.i Identify the levels of courts in the federal and state judicial system and their major responsibilities, such as criminal and civil cases and appeals. <u>Date Adopted or Revised:</u> 12/08</p>	<p>SS.912.C.3.Su.i Recognize different levels of courts in the judicial system, such as state and federal courts. <u>Date Adopted or Revised:</u> 12/08</p>	<p>SS.912.C.3.Pa.j Recognize that Supreme Court cases have important outcomes that affect all citizens. <u>Date Adopted or Revised:</u> 12/08</p>
<p>SS.912.C.3.In.j Identify the importance of landmark Supreme Court cases, such as Plessy v. Ferguson, United States v. Nixon, and Roe v. Wade. <u>Date Adopted or Revised:</u> 12/08</p>	<p>SS.912.C.3.Su.j Recognize the importance of landmark Supreme Court cases, such as United States v. Nixon and Roe v. Wade. <u>Date Adopted or Revised:</u> 12/08</p>	<p>SS.912.C.3.Pa.k Recognize that the government protects rights. <u>Date Adopted or Revised:</u> 12/08</p>
<p>SS.912.C.3.In.k Identify that the Constitution safeguards and limits rights. <u>Date Adopted or Revised:</u> 12/08</p>	<p>SS.912.C.3.Su.k Recognize that the Constitution safeguards and limits rights. <u>Date Adopted or Revised:</u> 12/08</p>	<p>SS.912.C.3.Pa.l Recognize that the judicial branch of government interprets laws. <u>Date Adopted or Revised:</u> 12/08</p>
<p>SS.912.C.3.In.l Identify the structure and function of the judicial branch of the government as identified in the Constitution. <u>Date Adopted or Revised:</u> 12/08</p>	<p>SS.912.C.3.Su.l Identify the function of the judicial branch of the government as identified in the Constitution. <u>Date Adopted or Revised:</u> 12/08</p>	<p>SS.912.C.3.Pa.m Recognize an effect of government on the daily lives of citizens. <u>Date Adopted or Revised:</u> 12/08</p>
<p>SS.912.C.3.In.m Identify the effects of government on the daily lives of citizens at the local, state, and national level. <u>Date Adopted or Revised:</u></p>	<p>SS.912.C.3.Su.m Identify the function of the judicial branch of the government as identified in the Constitution. <u>Date Adopted or Revised:</u> 12/08</p>	<p>SS.912.C.3.Pa.n Recognize an example of a power granted to the national</p>

<p>12/08</p> <p>SS.912.C.3.In.n Identify examples of the use of constitutional powers, such as being limited to the federal government, shared by both federal and state government, or limited to state governments. <u>Date Adopted or Revised:</u> 12/08</p> <p>SS.912.C.3.In.o Identify examples of the use of constitutional powers, such as being limited to the federal government, shared by both federal and state government, or limited to state governments. <u>Date Adopted or Revised:</u> 12/08</p>	<p>SS.912.C.3.Su.m Recognize an effect of government on the daily lives of citizens at the local, state, and national level. <u>Date Adopted or Revised:</u> 12/08</p> <p>SS.912.C.3.Su.n Recognize examples of the use of constitutional powers, such as specifying powers of the federal and state governments. <u>Date Adopted or Revised:</u> 12/08</p> <p>SS.912.C.3.Su.o Recognize examples of the use of constitutional powers, such as specifying powers of the federal and state governments. <u>Date Adopted or Revised:</u> 12/08</p>	<p>government and not the state government, such as printing money. <u>Date Adopted or Revised:</u> 12/08</p> <p>SS.912.C.3.Pa.o Recognize an example of a power granted to the national government and not the state government, such as printing money. <u>Date Adopted or Revised:</u> 12/08</p>
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Standard 4: Demonstrate an understanding of contemporary issues in world affairs, and evaluate the role and impact of United States foreign policy.

Access Point for Students with Significant Cognitive Disabilities		
Independent	Supported	Participatory
<p>SS.912.C.4.In.a Identify different forms of governments in other countries in the world. <u>Date Adopted or Revised:</u> 12/08</p>	<p>SS.912.C.4.Su.a Recognize a different form of government in another country in the world. <u>Date Adopted or Revised:</u> 12/08</p>	<p>SS.912.C.4.Pa.a Recognize that not all countries are governed like the United States. <u>Date Adopted or Revised:</u> 12/08</p>
<p>SS.912.C.4.In.b Identify the influence of American foreign policy on other nations. <u>Date Adopted or Revised:</u> 12/08</p>	<p>SS.912.C.4.Su.b Recognize an influence of American foreign policy on other nations. <u>Date Adopted or Revised:</u> 12/08</p>	<p>SS.912.C.4.Pa.b Recognize that the United States works with other nations. <u>Date Adopted or Revised:</u> 12/08</p>
<p>SS.912.C.4.In.c Identify examples of human rights policies of the United States, such as the Bill of Rights. <u>Date Adopted or Revised:</u> 12/08</p>	<p>SS.912.C.4.Su.c Recognize examples of human rights policies of the United States, such as the Bill of Rights. <u>Date Adopted or Revised:</u> 12/08</p>	<p>SS.912.C.4.Pa.c Recognize a human right. <u>Date Adopted or Revised:</u> 12/08</p>
<p>SS.912.C.4.In.d Identify common indicators of democratization, such as</p>	<p>SS.912.C.4.Su.d Recognize common indicators of democratization, such as</p>	<p>SS.912.C.4.Pa.d Recognize an example of democratization, such as human rights.</p>

civil and political rights. <u>Date Adopted or Revised:</u> 12/08	civil or political rights. <u>Date Adopted or Revised:</u> 12/08	<u>Date Adopted or Revised:</u> 12/08
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