



Access Points to Next Generation Sunshine State Standards for Social Studies

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.	SS.K.A.1.Su.a Sequence two events in the school day to show which comes first.	SS.K.A.1.Pa.a Recognize the next step in a sequenced activity.
SS.K.A.1.In.b Examine primary sources, such as photographs or paintings of a famous person.	SS.K.A.1.Su.b Examine a primary source, such as a photograph.	SS.K.A.1.Pa.b Associate a photograph or object with a person or event.

Standard 2: Historical Knowledge

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	SS.K.A.2.Su.a Recognize clothing from the present and the past.	SS.K.A.2.Pa.a Recognize a family member.

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

Standard 3: Chronological Thinking

Access Point for Students with Significant Cognitive Disabilities

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

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

Standard 2: Places and Regions

Access Point for Students with Significant Cognitive Disabilities

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

Standard 3: Physical System

Access Point for Students with Significant Cognitive Disabilities

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

Strand: ECONOMICS

Standard 1: Beginning Economics

Access Point for Students with Significant Cognitive Disabilities

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

Strand: CIVICS AND GOVERNMENT

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

Access Point for Students with Significant Cognitive Disabilities

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

Standard 2: Civic and Political Participation

Access Point for Students with Significant Cognitive Disabilities

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

GRADE: 1

Strand: AMERICAN HISTORY		
Standard 1: Historical Inquiry and Analysis		
Access Point for Students with Significant Cognitive Disabilities		
<i>Independent</i>	<i>Supported</i>	<i>Participatory</i>
SS.1.A.1.In.a Identify a primary source, such as pictures or artifacts.	SS.1.A.1.Su.a Recognize a primary source, such as pictures or artifacts.	SS.1.A.1.Pa.a Recognize an object or photograph related to a person or event.
SS.1.A.1.In.b Locate information in pictures or print about a historical topic.	SS.1.A.1.Su.b Use pictures to answer a question about a historical topic.	SS.1.A.1.Pa.b Recognize a person as a source of information.

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

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.	character in a story that is not real (fiction), such as Babe the Blue Ox.	SS.1.A.2.Pa.e Recognize a character in a story that is not real.
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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.	SS.1.A.3.Su.a Recognize concepts of time, including morning and afternoon, related to school activities.	SS.1.A.3.Pa.a Associate morning with a common school activity, such as circle time.
SS.1.A.3.In.b Sequence three events in a student's life using photographs or pictures on a timeline.	SS.1.A.3.Su.b Sequence two events in a student's life using photographs or pictures.	SS.1.A.3.Pa.b Recognize one activity that comes next on a classroom daily schedule.

Strand: GEOGRAPHY

Standard 1: The World in Spatial Terms

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.	SS.1.G.1.Su.a Recognize a pictorial map of the local community or Florida.	SS.1.G.1.Pa.a Recognize a drawing of home or school.
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.	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.	SS.1.G.1.Pa.b Associate an object, picture, or symbol with a location.
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 designated areas.	SS.1.G.1.Pa.c Associate an object, picture, or symbol with a location.
		SS.1.G.1.Pa.d Recognize a

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

Standard 1: Beginning Economics

Access Point for Students with Significant Cognitive Disabilities

<i>Independent</i>	<i>Supported</i>	<i>Participatory</i>
<p>SS.1.E.1.In.a Identify coins and bills as forms of money that can be used to buy things.</p>	<p>SS.1.E.1.Su.a Identify coins as money that can be used to buy things.</p>	<p>SS.1.E.1.Pa.a Recognize an item that can be traded for something else in the classroom.</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.</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.</p>	<p>SS.1.E.1.Pa.b Recognize an item that can be traded for something else in the classroom.</p>
<p>SS.1.E.1.In.c Recognize examples of goods and services.</p>	<p>SS.1.E.1.Su.c Recognize examples of goods.</p>	<p>SS.1.E.1.Pa.c Recognize an example of goods.</p>
<p>SS.1.E.1.In.d Identify the difference between a buyer and seller.</p>	<p>SS.1.E.1.Su.d Recognize that people buy goods in a store.</p> <p>SS.1.E.1.Su.e Recognize a</p>	<p>SS.1.E.1.Pa.d Recognize an item that can be traded for something else in the classroom.</p>

<p>SS.1.E.1.In.e Recognize ways that people save money, such as in a bank or other safe place.</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.</p>	<p>way to save money, such as putting it in a bank.</p> <p>SS.1.E.1.Su.f Recognize when there is not enough of something (scarce resource).</p>	<p>SS.1.E.1.Pa.e Recognize that an item can be saved for later.</p> <p>SS.1.E.1.Pa.f Associate not enough with no more.</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.</p> <p>SS.1.C.1.In.b Identify authority figures in the school, such as the teacher, principal, and cafeteria manager.</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.</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.</p> <p>SS.1.C.1.Su.b Recognize an authority figure in the school, such as the teacher or principal.</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.</p>	<p>SS.1.C.1.Pa.a Associate a classroom rule with a consequence.</p> <p>SS.1.C.1.Pa.b Recognize the teacher as the classroom leader.</p> <p>SS.1.C.1.Pa.c Recognize ownership of personal belongings.</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.1.C.2.In.a Identify student responsibilities in the classroom and school, such as completing tasks and following rules.</p>	<p>SS.1.C.2.Su.a Recognize ways to be responsible in the classroom, such as completing tasks.</p>	<p>SS.1.C.2.Pa.a Associate completing a task with a classroom responsibility.</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.</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.</p>	<p>SS.1.C.2.Pa.b Associate completing a task with responsible citizenship in the classroom.</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.</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.</p>	<p>SS.1.C.2.Pa.c Associate completing a task with responsible citizenship in the classroom.</p>

Standard 3: Structure and Functions of Government

Access Point for Students with Significant Cognitive Disabilities

<i>Independent</i>	<i>Supported</i>	<i>Participatory</i>
<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.</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.</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.</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.</p>	<p>SS.1.C.3.Su.b Recognize symbols that represent America, such as the American flag or Pledge of Allegiance.</p>	<p>SS.1.C.3.Pa.b Recognize the American flag.</p>

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>
SS.2.A.1.In.a Use primary and secondary sources, such as artifacts, photographs, and videos, to obtain information.	SS.2.A.1.Su.a Use a primary or secondary source, such as an artifact, photograph, or video, to obtain information.	SS.2.A.1.Pa.a Recognize pictures or artifacts that relate to important people or events.
SS.2.A.1.In.b Use technology and other informational sources to find answers to questions about a historical topic.	SS.2.A.1.Su.b Use technology and other sources to obtain information about a historical topic.	SS.2.A.1.Pa.b Recognize a book or picture as a source of information.

Standard 2: Historical Knowledge

Access Point for Students with Significant Cognitive Disabilities

<i>Independent</i>	<i>Supported</i>	<i>Participatory</i>
SS.2.A.2.In.a Identify early Native Americans.	SS.2.A.2.Su.a Recognize early Native Americans.	SS.2.A.2.Pa.a Recognize a characteristic of early Native Americans.
SS.2.A.2.In.b Identify practices of Native American tribes, such as clothing, housing, and food.	SS.2.A.2.Su.b Recognize a practice associated with Native American tribes, such as clothing or housing.	SS.2.A.2.Pa.b Recognize a characteristic of early Native Americans.
SS.2.A.2.In.c Recognize the impact of immigrants on the Native Americans, such loss of land and new diseases.	SS.2.A.2.Su.c Recognize that some Native Americans lost their homes to immigrants.	SS.2.A.2.Pa.c Recognize that people move to live in a new place.
SS.2.A.2.In.d Identify ways people living in colonial America changed their daily lives, such as food, clothing, and housing.	SS.2.A.2.Su.d Recognize that people living in colonial America built homes.	SS.2.A.2.Pa.d Recognize that people move to live in a new place.
	SS.2.A.2.Su.e Recognize a	SS.2.A.2.Pa.e Recognize that people move to live in a new place.

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

Standard 3: Chronological Thinking

Access Point for Students with Significant Cognitive Disabilities

<i>Independent</i>	<i>Supported</i>	<i>Participatory</i>
SS.2.A.3.In.a Identify concepts of time, including days and weeks.	SS.2.A.3.Su.a Recognize concepts of time, including yesterday, today, and tomorrow.	SS.2.A.3.Pa.a Recognize concepts of time, such as now or later.

Strand: GEOGRAPHY

Standard 1: The World in Spatial Terms

Access Point for Students with Significant Cognitive Disabilities

<i>Independent</i>	<i>Supported</i>	<i>Participatory</i>
SS.2.G.1.In.a Identify map elements, such as the title, cardinal directions, and key/legend.	SS.2.G.1.Su.a Recognize map elements on a pictorial map, such as pictures and title.	SS.2.G.1.Pa.a Recognize a picture or symbol on a drawing of a location.

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

Strand: ECONOMICS

Standard 1: Beginning Economics

Access Point for Students with Significant Cognitive Disabilities

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

Strand: CIVICS AND GOVERNMENT

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

Access Point for Students with Significant Cognitive Disabilities

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

Standard 2: Civic and Political Participation

Access Point for Students with Significant Cognitive Disabilities

<i>Independent</i>	<i>Supported</i>	<i>Participatory</i>
<p>SS.2.C.2.In.a Recognize that Americans become citizens by birth or by choice.</p> <p>SS.2.C.2.In.b Identify characteristics of responsible citizenship in the community, such as respecting property, helping neighbors, and participating in community activities.</p> <p>SS.2.C.2.In.c Identify a right of United States citizens, such as a right to vote or freedom of speech.</p> <p>SS.2.C.2.In.d Recognize ways citizens can contribute to the community, such as volunteering and recycling.</p>	<p>SS.2.C.2.Su.a Recognize an American as a citizen of the United States.</p> <p>SS.2.C.2.Su.b Recognize characteristics of responsible citizenship in the community, such as respecting property, helping neighbors, and participating in community activities.</p> <p>SS.2.C.2.Su.c Recognize a right of United States citizens, such as a right to vote or freedom of speech.</p> <p>SS.2.C.2.Su.d Recognize a way citizens can contribute to the community, such as volunteering or recycling.</p>	<p>SS.2.C.2.Pa.a Recognize membership in a group, such as the classroom, family, or community.</p> <p>SS.2.C.2.Pa.b Recognize a characteristic of responsible citizenship in the school, such as respecting property, helping others, or participating in school activities.</p> <p>SS.2.C.2.Pa.c Recognize the right of students to make choices, such as selecting activities or materials.</p> <p>SS.2.C.2.Pa.d Recognize a contribution to the school, such as volunteering.</p>

SS.2.C.2.In.e Identify a contribution of African Americans, Hispanics, Native Americans, veterans, or women.	SS.2.C.2.Su.e Recognize a contribution of an African American, Hispanic, Native American, veteran, or woman.	SS.2.C.2.Pa.e Recognize that people from diverse backgrounds make contributions.
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Standard 3: Structure and Functions of Government

Access Point for Students with Significant Cognitive Disabilities		
<i>Independent</i>	<i>Supported</i>	<i>Participatory</i>
SS.2.C.3.In.a Recognize that the American government has a set of written laws that all people must follow.	SS.2.C.3.Su.a Recognize a law that all Americans must follow.	SS.2.C.3.Pa.a Recognize a rule in the school.
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.	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.	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.

GRADE: 3

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.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.	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.	SS.3.A.1.Pa.a Recognize important people or events in artifacts, videos, or photographs.
SS.3.A.1.In.b Use	SS.3.A.1.Su.b Use a technology resource to locate information about	SS.3.A.1.Pa.b Use technology to access information.

<p>technology resources to gather information about a historical person or event.</p> <p>SS.3.A.1.In.c Relate the term "history" to events from the past, "geography" to locations, and "economics" to money.</p>	<p>important people or events from the past.</p> <p>SS.3.A.1.Su.c Recognize that history is about events from the past and geography is about places.</p>	<p>SS.3.A.1.Pa.c Recognize concepts of time, such as morning and afternoon, and concepts of place, such as the location of an activity or event.</p>
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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>
<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.</p>	<p>SS.3.G.1.Su.a Use a physical map to identify selected geographic information, such as land, water, and coastlines.</p>	<p>SS.3.G.1.Pa.a Recognize personal location on a pictorial map.</p>
<p>SS.3.G.1.In.b Identify elements on a map, such as key/legend, cardinal directions, and compass rose.</p>	<p>SS.3.G.1.Su.b Recognize elements on a map, such as a picture key, cardinal directions, and title.</p>	<p>SS.3.G.1.Pa.b Locate pictures or symbols on a drawing or map.</p>
<p>SS.3.G.1.In.c Recognize selected continents and oceans on a world map.</p>	<p>SS.3.G.1.Su.c Recognize a continent and an ocean on a map.</p>	<p>SS.3.G.1.Pa.c Recognize land and water using a color key on a map.</p>
<p>SS.3.G.1.In.d Identify selected maps, such as a physical map and a political map.</p>	<p>SS.3.G.1.Su.d Recognize a map, such as a physical map or a political map.</p>	<p>SS.3.G.1.Pa.d Recognize personal location on a pictorial map.</p>
<p>SS.3.G.1.In.e Identify differences between maps and globes.</p>	<p>SS.3.G.1.Su.e Recognize differences between maps and globes.</p>	<p>SS.3.G.1.Pa.e Recognize land and water using a color key on a map.</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.</p>	<p>SS.3.G.1.Su.f Use maps to recognize distances between two places, such as near or far, and next to.</p>	<p>SS.3.G.1.Pa.f Locate pictures or symbols on a drawing or map.</p>

Standard 2: Places and Regions

Access Point for Students with Significant Cognitive Disabilities

<i>Independent</i>	<i>Supported</i>	<i>Participatory</i>
<p>SS.3.G.2.In.a Recognize North America, the United States, and Mexico on a map.</p>	<p>SS.3.G.2.Su.a Recognize the United States on a map of North America.</p>	<p>SS.3.G.2.Pa.a Recognize an outline map or image of the United States.</p>
<p>SS.3.G.2.In.b Recognize north, south, east, and west as they relate to the regions of the United States.</p>	<p>SS.3.G.2.Su.b Recognize north, south, east, and west in the United States.</p>	<p>SS.3.G.2.Pa.b Recognize an outline map or image of the United States.</p>
<p>SS.3.G.2.In.c Recognize selected states in each of the five regions of the United States.</p>	<p>SS.3.G.2.Su.c Recognize selected states in the United States.</p>	<p>SS.3.G.2.Pa.c Recognize Florida as the student's state.</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.</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.</p>	<p>SS.3.G.2.Pa.d Recognize physical differences between two locations.</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.</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.</p>	<p>SS.3.G.2.Pa.e Recognize physical differences between two locations.</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.</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.</p>	<p>SS.3.G.2.Pa.f Recognize physical differences between two locations.</p>

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

Standard 4: Human Systems

Access Point for Students with Significant Cognitive Disabilities

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

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

Strand: CIVICS AND GOVERNMENT

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

Access Point for Students with Significant Cognitive Disabilities

<i>Independent</i>	<i>Supported</i>	<i>Participatory</i>
SS.3.C.1.In.a Recognize the purpose of government in the community, such as to provide laws, services, and safety.	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.	SS.3.C.1.Pa.a Recognize rules in the school, such as respecting others.
SS.3.C.1.In.b Identify that		SS.3.C.1.Pa.b Recognize that governments have power.

government gains its power from the people. SS.3.C.1.In.c Identify that government is based on a set of written laws that all people must follow.	SS.3.C.1.Su.b Recognize that government gains its power from the people. SS.3.C.1.Su.c Recognize that government is based on written laws.	SS.3.C.1.Pa.c Recognize that governments have laws.
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Standard 2: Civic and Political Participation

Access Point for Students with Significant Cognitive Disabilities		
<i>Independent</i>	<i>Supported</i>	<i>Participatory</i>
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.	SS.3.C.2.Su.a Recognize actions that contribute to the community, such as respecting property, helping neighbors, and participating in community activities.	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.

Standard 3: Structure and Functions of Government

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

the Constitution is the set of laws that people in the United States must follow.	SS.3.C.3.Su.d Constitution is a set of written laws.	Recognize the	
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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. SS.4.A.1.In.b Use print and electronic media to collect information about Florida history.	SS.4.A.1.Su.a Use a primary and secondary resource to obtain information about a famous person or event from Florida history. SS.4.A.1.Su.b Use print and electronic media to identify information about Florida history.	SS.4.A.1.Pa.a Recognize an artifact, picture, or video about Florida. SS.4.A.1.Pa.b Use technology to access information about Florida.

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.	SS.4.A.2.Su.a Recognize an important cultural aspect of Native American tribes of Florida, such as making pottery.	SS.4.A.2.Pa.a Recognize differences in artifacts of Native Americans in Florida, such as pottery or spears.

Standard 3: Exploration and Settlement of Florida

Access Point for Students with Significant Cognitive Disabilities

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

soldiers trying to force them to leave Florida.		
SS.4.A.3.In.i Recognize that Spain signed an agreement (treaty) to make Florida a United States territory.		

Standard 4: Growth of Florida

Access Point for Students with Significant Cognitive Disabilities

<i>Independent</i>	<i>Supported</i>	<i>Participatory</i>
SS.4.A.4.In.a Identify technological advances that affected Florida, such as railroads and steamboats.	SS.4.A.4.Su.a Recognize a technological change that affected Florida, such as railroads.	SS.4.A.4.Pa.a Recognize modes of transportation in Florida.
SS.4.A.4.In.b Identify characteristics of pioneer life in Florida, such as isolated family farms, few roads, and use of steamboats.	SS.4.A.4.Su.b Recognize a characteristic of pioneer life in Florida, such as farming.	SS.4.A.4.Pa.b Recognize that pioneers lived in Florida a long time ago.

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

Access Point for Students with Significant Cognitive Disabilities

<i>Independent</i>	<i>Supported</i>	<i>Participatory</i>
SS.4.A.5.In.a Identify that Florida was considered a slave state (South) and battles were fought in Florida during the Civil War.	SS.4.A.5.Su.a Recognize that Florida was considered a slave state (South) and battles were fought in Florida during the Civil War.	SS.4.A.5.Pa.a Recognize that battles were fought in Florida in the Civil War.
SS.4.A.5.In.b Recognize that during Reconstruction, freed slaves in Florida got jobs and homes by working for landowners who needed workers (sharecropping).	SS.4.A.5.Su.b Recognize that during Reconstruction, Florida's freed slaves needed jobs and landowners needed workers.	SS.4.A.5.Pa.b Recognize ways different groups of people work together.

Standard 6: Industrialization and Emergence of Modern Florida

Access Point for Students with Significant Cognitive Disabilities

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

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

Access Point for Students with Significant Cognitive Disabilities

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

SS.4.A.7.In.c Florida's role in World War II.	Recognize	SS.4.A.7.Su.c Florida played a role in World War II.	Recognize that	
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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 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.	Recognize	SS.4.A.8.Su.a Florida played a role in the Civil Rights Movement.	Recognize that	SS.4.A.8.Pa.a that people have rights. Recognize
SS.4.A.8.In.b immigration impacts Florida today.	Identify how	SS.4.A.8.Su.b how immigration impacts Florida today.	Recognize	SS.4.A.8.Pa.b that people move into Florida today. Recognize
SS.4.A.8.In.c that Florida has changed due to the space program, such as new technologies and population growth.	Recognize ways	SS.4.A.8.Su.c a way Florida has changed due to the space program, such as new technologies or population growth.	Recognize a	SS.4.A.8.Pa.c an aspect of Florida's space program. Recognize
SS.4.A.8.In.d tourism brings people, money, and jobs to Florida.	Recognize that	SS.4.A.8.Su.d tourism brings people and money to Florida.	Recognize that	SS.4.A.8.Pa.d a characteristic of tourism in Florida, such as people. Recognize a

Standard 9: Chronological Thinking

Access Point for Students with Significant Cognitive Disabilities				
Independent		Supported		Participatory
SS.4.A.9.In.a a timeline to sequence important events in Florida history.	Complete a	SS.4.A.9.Su.a pictures on a timeline to show important events in Florida history.	Sequence	SS.4.A.9.Pa.a pictures on a simple timeline of important events in Florida. Recognize

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.	SS.4.G.1.Su.a Recognize selected physical features of Florida, such as bodies of water and landforms.	SS.4.G.1.Pa.a Recognize a physical feature of Florida, such as water.
SS.4.G.1.In.b Identify cultural features on a Florida map, such as the state capital, a major city, and tourist attractions.	SS.4.G.1.Su.b Recognize a cultural feature on a Florida map, such as the state capital or a major city.	SS.4.G.1.Pa.b Associate an outline map or image with the state of Florida.
SS.4.G.1.In.c Identify effects of weather in Florida, such as hurricanes, thunderstorms, drought, and mild climate.	SS.4.G.1.Su.c Recognize an effect of weather in Florida, such as hurricanes, thunderstorms, drought, and mild climate.	SS.4.G.1.Pa.c Recognize examples of weather in Florida, such as thunderstorms.
SS.4.G.1.In.d Identify information provided on maps using the title, compass rose, cardinal and intermediate directions, symbols, and key/legend.	SS.4.G.1.Su.d Recognize information provided on a map by its title, cardinal directions, symbols, and key/legend.	SS.4.G.1.Pa.d Associate a picture or symbol with a location on a Florida map.

Strand: ECONOMICS

Standard 1: Beginning Economics

Access Point for Students with Significant Cognitive Disabilities

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

important economic contributions of Florida, such as tourism, agriculture, and the space industry.	important economic contribution of Florida, such as tourism, agriculture, or the space industry.	
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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>
SS.4.C.1.In.a Recognize that Florida's constitution protects the rights of Florida's citizens and identifies the parts and functions of state government.	SS.4.C.1.Su.a Recognize that Florida's constitution protects the rights of Florida's citizens.	SS.4.C.1.Pa.a Recognize the right of citizens to access and participate in community activities.

Standard 2: Civic and Political Participation

Access Point for Students with Significant Cognitive Disabilities

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

Standard 3: Structure and Functions of Government

Access Point for Students with Significant Cognitive Disabilities

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

Strand: FINANCIAL LITERACY – Not Applicable

GRADE: 5

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

Standard 2: Pre-Columbian North America

Access Point for Students with Significant Cognitive Disabilities

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

Standard 3: Exploration and Settlement of North America

Access Point for Students with Significant Cognitive Disabilities

<i>Independent</i>	<i>Supported</i>	<i>Participatory</i>
<p>SS.5.A.3.In.a Recognize inventions that made exploration safer, such as the compass and seaworthy ships.</p> <p>SS.5.A.3.In.b Identify a European explorer, the sponsoring country, and a reason for the exploration.</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.</p>	<p>SS.5.A.3.Su.a Recognize that exploration in ships was made safer with the compass.</p> <p>SS.5.A.3.Su.b Recognize a reason why a European explorer came to America.</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.</p>	<p>SS.5.A.3.Pa.a Recognize that tools make travel safe.</p> <p>SS.5.A.3.Pa.b Recognize that exploration involves looking for something new.</p> <p>SS.5.A.3.Pa.c Recognize ways different groups interact with each other.</p>

Standard 4: Colonization of North America

Access Point for Students with Significant Cognitive Disabilities

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

Standard 5: American Revolution & Birth of a New Nation

Access Point for Students with Significant Cognitive Disabilities

<i>Independent</i>	<i>Supported</i>	<i>Participatory</i>
SS.5.A.5.In.a Identify events leading up to the American Revolution, such as unfair taxes and restriction of freedoms by the King of England.	SS.5.A.5.Su.a Recognize an event that led to the American Revolution, such as unfair taxes.	SS.5.A.5.Pa.a Recognize that the people who settled in America were unhappy with the King of England.
SS.5.A.5.In.j Recognize that the Constitution outlines the principles of the American government.	SS.5.A.5.Su.j Recognize that the Constitution is the set of laws Americans follow.	SS.5.A.5.Pa.j Recognize that the government makes laws for its people.
SS.5.A.5.In.b Recognize achievements of significant individuals from the American Revolution, such as George Washington, Thomas Jefferson, and Ben Franklin.	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.	SS.5.A.5.Pa.b Recognize George Washington.
SS.5.A.5.In.c Identify that the Declaration of Independence stated that colonists wanted freedom from England.	SS.5.A.5.Su.c Recognize that the colonists supported the Declaration of Independence.	SS.5.A.5.Pa.c Recognize that the colonists wanted freedom from a king.
SS.5.A.5.In.d Identify the role a woman played during the American Revolution, such as Martha Washington.	SS.5.A.5.Su.d Recognize a famous woman from the American Revolution, such as Martha Washington.	SS.5.A.5.Pa.d Recognize that women helped during the American Revolution.
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.	SS.5.A.5.Su.e Recognize that George Washington led the troops against England during the American Revolution.	SS.5.A.5.Pa.e Recognize that the colonists fought in the American Revolution.
SS.5.A.5.In.f Recognize a major battle in the American Revolution and a hardship the soldiers endured, such as winter at Valley Forge.	SS.5.A.5.Su.f Recognize that George Washington led the troops against England during the American Revolution.	SS.5.A.5.Pa.f Recognize that other groups (countries) helped the colonists.
SS.5.A.5.In.g Recognize that France and other countries contributed money and supplies to help the colonists fight against England.	SS.5.A.5.Su.g Recognize that the colonists needed help from other countries to win the Revolution.	SS.5.A.5.Pa.g Recognize that other groups (countries) helped the colonists.
SS.5.A.5.In.h Recognize that France and other countries contributed money and supplies to help the colonists fight against England.	SS.5.A.5.Su.h Recognize that the colonists needed help from other countries to win the Revolution.	SS.5.A.5.Pa.h Recognize that colonists need supplies.
		SS.5.A.5.Pa.i Recognize that the United States grew in size.

<p>there was no money or supplies left for the new government after the American Revolution.</p> <p>SS.5.A.5.In.i Recognize that the Confederation Congress passed a law (Northwest Ordinance) to allow the United States to expand westward.</p>	<p>SS.5.A.5.Su.i Recognize that the United States wanted to add new lands after the Revolution.</p>	
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Standard 6: Growth and Westward Expansion

Access Point for Students with Significant Cognitive Disabilities

<i>Independent</i>	<i>Supported</i>	<i>Participatory</i>
<p>SS.5.A.6.In.a Identify the major cause and effect of the Louisiana Purchase.</p>	<p>SS.5.A.6.Su.a Recognize that the Louisiana Purchase made the United States twice its original size.</p>	<p>SS.5.A.6.Pa.a Recognize that the United States was made larger by buying land.</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.</p>	<p>SS.5.A.6.Su.b Recognize that Lewis and Clark led an expedition during the westward expansion.</p>	<p>SS.5.A.6.Pa.b Recognize that people explore new lands.</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.</p>	<p>SS.5.A.6.Su.c Recognize a change in transportation in America during the 1800s, such as railroads.</p>	<p>SS.5.A.6.Pa.c Recognize a method of transportation.</p>
<p>SS.5.A.6.In.d Identify contributions of explorers who went west of the Mississippi River, such as creating the first accurate map of the area, including its rivers and mountains.</p>	<p>SS.5.A.6.Su.d Recognize that Lewis and Clark led an expedition during the westward expansion.</p>	<p>SS.5.A.6.Pa.d Recognize that people explore new lands.</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.</p>	<p>SS.5.A.6.Su.e Recognize that America fought England to keep the Mississippi River in the War of 1812.</p>	<p>SS.5.A.6.Pa.e Recognize that different groups wanted the same land.</p>
<p>SS.5.A.6.In.f Identify that westward expansion forced Native Americans to leave their homes and caused thousands to die.</p>	<p>SS.5.A.6.Su.f Recognize that many Native Americans died or lost their homes due to westward expansion.</p>	<p>SS.5.A.6.Pa.g Recognize that different groups wanted the same land.</p>
	<p>SS.5.A.6.Su.g Recognize</p>	<p>SS.5.A.6.Pa.h Recognize that states had different ideas about slavery.</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.</p> <p>SS.5.A.6.In.h Recognize that the Missouri Compromise led to a dividing line between the South (states that wanted slaves) and North (states that did not want slaves).</p> <p>SS.5.A.6.In.i Identify hardships that settlers faced as they moved west, such as weather, terrain, and vegetation.</p>	<p>that many Native Americans died or lost their homes due to westward expansion.</p> <p>SS.5.A.6.Su.h Recognize that people in the South could own slaves, but people in the North could not.</p> <p>SS.5.A.6.Su.i Recognize a hardship of settlers moving west, such as poor weather or bad trails.</p>	<p>SS.5.A.6.Pa.i Recognize a method of travel used by settlers, such as a covered wagon.</p>
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Strand: GEOGRAPHY

Standard 1: The World in Spatial Terms

Access Point for Students with Significant Cognitive Disabilities

<i>Independent</i>	<i>Supported</i>	<i>Participatory</i>
<p>SS.5.G.1.In.a Identify current and historical information using selected geographic tools, such as maps, globes, and satellite images.</p> <p>SS.5.G.1.In.b Use a coordinate grid on a map to locate places.</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.</p> <p>SS.5.G.1.In.d Select the format (map, chart, or graph) and display geographic information.</p>	<p>SS.5.G.1.Su.a Recognize current and historical information using selected geographic tools, such as a map, globe, or satellite image.</p> <p>SS.5.G.1.Su.b Use a simple coordinate grid on a drawing to locate features.</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.</p> <p>SS.5.G.1.Su.d Complete a map, chart, or graph to display geographic</p>	<p>SS.5.G.1.Pa.a Recognize information using a selected geographic tool.</p> <p>SS.5.G.1.Pa.b Recognize information using a selected geographic tool.</p> <p>SS.5.G.1.Pa.c Recognize a selected physical feature on a pictorial map of the United States.</p> <p>SS.5.G.1.Pa.d Complete a pictorial map using pictures or symbols for designated areas.</p> <p>SS.5.G.1.Pa.e Recognize a map of North America.</p>

<p>SS.5.G.1.In.e Recognize selected colonies of the original 13 colonies on a map of the United States.</p> <p>SS.5.G.1.In.f Recognize selected states, capitals, and a United States Territory on a map.</p>	<p>information.</p> <p>SS.5.G.1.Su.e Recognize an original colony on a map of the United States.</p> <p>SS.5.G.1.Su.f Recognize selected states and their capitals on a map.</p>	<p>SS.5.G.1.Pa.f Recognize that the United States is made up of different states.</p>
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Standard 2: Places and Regions

Access Point for Students with Significant Cognitive Disabilities		
<i>Independent</i>	<i>Supported</i>	<i>Participatory</i>
<p>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.</p>	<p>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.</p>	<p>SS.5.G.2.Pa.a Recognize a factor that causes a boundary to change.</p>

Standard 3: Environment and Society

Access Point for Students with Significant Cognitive Disabilities		
<i>Independent</i>	<i>Supported</i>	<i>Participatory</i>
<p>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.</p>	<p>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.</p>	<p>SS.5.G.3.Pa.a Recognize a natural event that causes change.</p>

Standard 4: Uses of Geography

Access Point for Students with Significant Cognitive Disabilities

<i>Independent</i>	<i>Supported</i>	<i>Participatory</i>
<p>SS.5.G.4.In.a Use geographic knowledge and skills to identify information about current events, such as reading maps and charts.</p>	<p>SS.5.G.4.Su.a Use geographic knowledge and skills to recognize information about current events, such as reading pictorial maps.</p>	<p>SS.5.G.4.Pa.a Use a geographic tool to recognize information about current events.</p>
<p>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.</p>	<p>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.</p>	<p>SS.5.G.4.Pa.b Use a geographic tool to recognize information about current events.</p>

Strand: ECONOMICS

Standard 1: Market Economy

Access Point for Students with Significant Cognitive Disabilities

<i>Independent</i>	<i>Supported</i>	<i>Participatory</i>
<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.</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.</p>	<p>SS.5.E.1.Pa.a Recognize that people trade goods and services.</p>
<p>SS.5.E.1.In.b Identify a characteristic of a market economy, such as available resources, demand, or available labor.</p>	<p>SS.5.E.1.Su.b Recognize that people produce goods that others want to buy (market economy).</p>	<p>SS.5.E.1.Pa.b Recognize that people trade goods and services.</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.</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.</p>	<p>SS.5.E.1.Pa.c Identify an invention that helps people, such as a stove.</p>

Standard 2: The International Economy

Access Point for Students with Significant Cognitive Disabilities

<i>Independent</i>	<i>Supported</i>	<i>Participatory</i>
SS.5.E.2.In.a Recognize examples of voluntary trade between Native Americans, European explorers, and colonists, such as trading crops and furs for guns.	SS.5.E.2.Su.a Recognize an example of voluntary trade between Native Americans, European explorers, and colonists, such as trading crops and furs for guns.	SS.5.E.2.Pa.a Recognize that people can trade voluntarily.

Strand: CIVICS AND GOVERNMENT

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

Access Point for Students with Significant Cognitive Disabilities

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

others wanted strong state governments, such as Federalists and Anti-Federalists.		
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Standard 2: Civic and Political Participation

Access Point for Students with Significant Cognitive Disabilities

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

Standard 3: Structure and Functions of Government

Access Point for Students with Significant Cognitive Disabilities

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

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

Standard 2: Understand physical and cultural characteristics of places.

Access Point for Students with Significant Cognitive Disabilities

<i>Independent</i>	<i>Supported</i>	<i>Participatory</i>
<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>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>SS.6.G.2.Pa.c Recognize a way living near water affects people.</p>
<p>SS.6.G.2.In.c Identify effects of living near rivers, such as the Tigris and Euphrates (Mesopotamia) or Nile River Valley.</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.d Recognize a way the geographical location of a country or civilization affects people.</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.</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.</p>	<p>SS.6.G.2.Pa.e Recognize a way a geographic boundary affects people.</p> <p>SS.6.G.2.Pa.f Recognize that people share culture.</p>
<p>SS.6.G.2.In.e Identify how selected geographic boundaries invite or limit interaction with other regions and cultures, such as China limits and Greece invites.</p>	<p>SS.6.G.2.Su.e Recognize how selected geographic boundaries invite or limit interaction with other regions and cultures, such as China limits and Greece invites.</p>	<p>SS.6.G.2.Pa.g Recognize a city on a map.</p>
<p>SS.6.G.2.In.f Recognize examples of cultural diffusion in ancient cultures, such as Romans adopting the Greek gods and goddesses and using Greek building techniques.</p>	<p>SS.6.G.2.Su.f Recognize an example of cultural diffusion in ancient cultures, such as Romans adopting the Greek gods and goddesses or using Greek building techniques.</p>	
<p>SS.6.G.2.In.g Identify relative population density on a map.</p>	<p>SS.6.G.2.Su.g Recognize relative population density on a map.</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>
<p>SS.6.G.3.In.a Identify physical characteristics of the environment that affected the development of agriculture in the ancient world, such as terracing and seasonal crop rotations.</p> <p>SS.6.G.3.In.b Identify an impact of human populations on the ancient world's ecosystems, such as deforestation, abuse of resources, or erosion.</p>	<p>SS.6.G.3.Su.a Recognize a physical characteristic of the environment that affected agriculture in the ancient world, such as terracing and seasonal crop rotations.</p> <p>SS.6.G.3.Su.b Recognize an impact of human populations on the ancient world's ecosystems, such as deforestation, abuse of resources, or erosion.</p>	<p>SS.6.G.3.Pa.a Recognize a characteristic of the environment necessary for agriculture.</p> <p>SS.6.G.3.Pa.b Recognize that humans affect the environment.</p>

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

Access Point for Students with Significant Cognitive Disabilities

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

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

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

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

differences in ancient and current maps of the world.		
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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

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

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

Access Point for Students with Significant Cognitive Disabilities

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

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

Strand: WORLD HISTORY

Standard 1: Utilize historical inquiry skills and analytical processes.

Access Point for Students with Significant Cognitive Disabilities

<i>Independent</i>	<i>Supported</i>	<i>Participatory</i>
SS.6.W.1.In.a Use a simple timeline to identify the sequence of historical events.	SS.6.W.1.Su.a Use a simple pictorial timeline to identify the sequence of historical events.	SS.6.W.1.Pa.a Use a simple pictorial timeline to identify an event.
SS.6.W.1.In.b Identify terms for time periods, such as decade and century.	SS.6.W.1.Su.b Recognize terms for time periods, such as a decade.	SS.6.W.1.Pa.b Recognize terms that relate to time, such as today and tomorrow.
SS.6.W.1.In.c Describe	SS.6.W.1.Su.c Identify basic	SS.6.W.1.Pa.c Recognize

<p>information found in a primary and secondary source, such as artifacts, images, photos, sounds, and written documents.</p> <p>SS.6.W.1.In.d Identify basic methods of historical inquiry and how history relates to geography, economics, and civics.</p> <p>SS.6.W.1.In.e Identify the role of historians and recognize that interpretations of historians may differ.</p> <p>SS.6.W.1.In.f Identify how history transmits culture and models of human character.</p>	<p>information found in a primary and secondary source, such as artifacts, images, photos, sounds, and written documents.</p> <p>SS.6.W.1.Su.d Recognize a method of historical inquiry and how history relates to geography, economics, and civics.</p> <p>SS.6.W.1.Su.e Recognize the role of historians.</p> <p>SS.6.W.1.Su.f Recognize how history transmits culture.</p>	<p>information from a source, such as artifacts, images, photos, sounds, or written documents.</p> <p>SS.6.W.1.Pa.d Recognize information from a source, such as artifacts, images, photos, sounds, or written documents.</p> <p>SS.6.W.1.Pa.e Recognize information from a source, such as artifacts, images, photos, sounds, or written documents.</p> <p>SS.6.W.1.Pa.f Recognize a characteristic of culture.</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

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

<p>cities, technology, government, and religion.</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.</p> <p>SS.6.W.2.In.e Identify achievements from ancient Egyptian civilization, such as a calendar, pyramids, art and architecture, and mummification.</p> <p>SS.6.W.2.In.f Recognize the contributions of selected key figures from ancient Egypt, such as Ramses and Tutankhamun.</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.</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.</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.</p>	<p>SS.6.W.2.Su.c Recognize a characteristic of civilizations, such as cities, technology, government, or religion.</p> <p>SS.6.W.2.Su.d Recognize a characteristic of life in selected ancient river civilizations, such as Nile, Tigris-Euphrates, Indus, or Huang He.</p> <p>SS.6.W.2.Su.e Recognize achievements from ancient Egyptian civilization, such as a calendar, pyramids, and art and architecture.</p> <p>SS.6.W.2.Su.f Recognize a contribution of a key figure from ancient Egypt, such as Ramses or Tutankhamun.</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.</p> <p>SS.6.W.2.Su.h Recognize the impact of a key figure, such as Hammurabi, Nebuchadnezzar, or Cyrus, from ancient Mesopotamian civilizations.</p> <p>SS.6.W.2.Su.i Recognize a basic belief of the ancient Israelites, such as monotheism, or emphasis on individual worth and responsibility.</p>	<p>SS.6.W.2.Pa.e Recognize an achievement of civilization, such as art, architecture, writing, or technology.</p> <p>SS.6.W.2.Pa.f Recognize that civilizations had different leaders.</p> <p>SS.6.W.2.Pa.g Recognize an achievement of civilization, such as art, architecture, writing, or technology.</p> <p>SS.6.W.2.Pa.h Recognize that civilizations had different leaders.</p> <p>SS.6.W.2.Pa.i Recognize that civilizations had different leaders.</p>
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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.</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.</p>	<p>SS.6.W.3.Pa.a Recognize the impact of written communication.</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.</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.</p>	<p>SS.6.W.3.Pa.j Recognize a contribution related to government from ancient civilization.</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.</p>	<p>SS.6.W.3.Su.k Recognize characteristics of ancient Roman life and culture.</p>	<p>SS.6.W.3.Pa.l Recognize an achievement or contribution from ancient civilization.</p>
<p>SS.6.W.3.In.l Identify a cause for growth and longevity of the Roman Empire, such as centralized and efficient government, expansion of citizenship, and extension of road networks.</p>	<p>SS.6.W.3.Su.l Recognize a cause for longevity of the Roman Empire, such as centralized and efficient government, expansion of citizenship, or extension of road networks.</p>	<p>SS.6.W.3.Pa.m Recognize a characteristic of religion.</p>
<p>SS.6.W.3.In.m Identify key figures and basic beliefs of early Christianity, such as Jesus and one god.</p>	<p>SS.6.W.3.Su.m Recognize that the religion known as Christianity began a long time ago.</p>	<p>SS.6.W.3.Pa.n Recognize an achievement or contribution from ancient civilization.</p>
<p>SS.6.W.3.In.n Identify key figures and basic beliefs of early Christianity, such as Jesus and one god.</p>	<p>SS.6.W.3.Su.n Recognize achievements and contributions of Roman civilization, such as art and architecture, agriculture, technology, or government.</p>	<p>SS.6.W.3.Pa.o Recognize a characteristic of a power struggle.</p>
<p>SS.6.W.3.In.o Identify achievements and contributions of Roman civilization, such as art and architecture, law, literature, and technology.</p>	<p>SS.6.W.3.Su.o Recognize a reason for the gradual decline of the Western Roman Empire, such as pressures from outside groups or overdependence on slavery.</p>	<p>SS.6.W.3.Pa.p Recognize that people have different roles, such as citizens or soldiers.</p>
<p>SS.6.W.3.In.o Recognize reasons for the gradual decline of the Western Roman Empire, such as internal power struggles, pressures from outside groups, and overdependence on slavery.</p>	<p>SS.6.W.3.Su.p Recognize selected characteristics of life in the Roman Republic, such as the role of women, children, and slaves.</p>	<p>SS.6.W.3.Pa.q Recognize the importance of language.</p>
<p>SS.6.W.3.In.p Identify</p>		<p>SS.6.W.3.Pa.r Recognize an achievement or contribution from ancient civilization.</p>
		<p>SS.6.W.3.Pa.b Recognize</p>

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

Access Point for Students with Significant Cognitive Disabilities		
<i>Independent</i>	<i>Supported</i>	<i>Participatory</i>
<p>SS.6.W.4.In.a Recognize the significance of Ayran and other tribal migrations on Indian civilization, such as the spread of Hinduism.</p> <p>SS.6.W.4.In.j Recognize the significance of the silk roads and maritime routes for trade in Asia, East Africa, and the Mediterranean Basin.</p> <p>SS.6.W.4.In.k Recognize the cause of the Mongol empire expansion and its effects on the peoples of Asia and Europe, such as conquering and using fear to control the people, and providing protected trade and travel networks.</p> <p>SS.6.W.4.In.l Recognize a cause of Chinese isolation and decision to limit trade during the 1400s, such as geographic isolation and the Great Wall and the Chinese belief that their country was the center of the universe.</p>	<p>SS.6.W.4.Su.a Recognize that a group of people migrated to India and brought a new religion, Hinduism.</p> <p>SS.6.W.4.Su.j Recognize that people traveled on land and water to trade goods and ideas in Asia, East Africa, and the Mediterranean Basin.</p> <p>SS.6.W.4.Su.k Recognize that the Mongols used fighting and fear to control other countries.</p> <p>SS.6.W.4.Su.l Recognize that the Chinese had limited contact with other civilizations during the 1400s because of their location and the Great Wall.</p> <p>SS.6.W.4.Su.b Recognize a</p>	<p>SS.6.W.4.Pa.a Recognize an impact of migration.</p> <p>SS.6.W.4.Pa.j Recognize that people exchange goods.</p> <p>SS.6.W.4.Pa.k Recognize that people fight to gain control of a country.</p> <p>SS.6.W.4.Pa.l Recognize a characteristic of isolation.</p> <p>SS.6.W.4.Pa.b Recognize that people have different beliefs (religions).</p> <p>SS.6.W.4.Pa.c Recognize an achievement or contribution of Asian civilizations.</p>

<p>SS.6.W.4.In.b Identify a major belief and practice associated with Hinduism, such as good deeds/bad deeds, duty, nonviolence, and the caste system.</p>	<p>major belief or practice of Hinduism, such as good deeds/bad deeds, duty, nonviolence, or the caste system.</p>	<p>SS.6.W.4.Pa.d Recognize that people have different beliefs (religions).</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.</p>	<p>SS.6.W.4.Su.c Recognize an achievement of the Mauryan and Gupta empires, such as the spread of Buddhism, science, mathematics, or astronomy.</p>	<p>SS.6.W.4.Pa.e Recognize an achievement or contribution of Asian civilizations.</p>
<p>SS.6.W.4.In.d Identify a teaching of Buddha, such as compassion, selflessness, or enlightenment.</p>	<p>SS.6.W.4.Su.d Recognize a teaching of Buddha, such as compassion, selflessness, or enlightenment.</p>	<p>SS.6.W.4.Pa.f Recognize that the leadership of government changes.</p>
<p>SS.6.W.4.In.e Identify an important contribution of ancient Indian civilization, such as Sanskrit, medicine, or mathematics including Hindu-Arabic numerals and the concept of zero.</p>	<p>SS.6.W.4.Su.e Recognize an important contribution of ancient Indian civilization, such as Sanskrit, medicine, or mathematics including Hindu-Arabic numerals and the concept of zero.</p>	<p>SS.6.W.4.Pa.g Recognize an achievement or contribution of Asian civilizations.</p>
<p>SS.6.W.4.In.f Identify that some Chinese dynasties believed their power came from the Mandate of Heaven.</p>	<p>SS.6.W.4.Su.f Recognize that some Chinese dynasties believed their power came from the Mandate of Heaven.</p>	<p>SS.6.W.4.Pa.h Recognize an achievement or contribution of Asian civilizations.</p>
<p>SS.6.W.4.In.g Identify basic teachings of Confucius, such as love and respect for one's family (filial piety) and the role of kinship in maintaining order.</p>	<p>SS.6.W.4.Su.g Recognize a basic teaching of Confucius, such as love and respect for one's family (filial piety).</p>	<p>SS.6.W.4.Pa.i Recognize that Asian civilizations have leaders.</p>
<p>SS.6.W.4.In.h Identify contributions of classical and post classical China, such as the Great Wall, the Silk Road, paper-making, gunpowder, and compass.</p>	<p>SS.6.W.4.Su.h Recognize a contribution of classical and post classical China, such as the Great Wall, the Silk Road, paper-making, gunpowder, or compass.</p>	
<p>SS.6.W.4.In.i Recognize a key figure from classical China, such as Shi Huangdi, the first emperor who built the Great Wall.</p>	<p>SS.6.W.4.Su.i Recognize that the first emperor in China built the Great Wall.</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

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

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

Access Point for Students with Significant Cognitive Disabilities

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

GRADE: 7

Strand: GEOGRAPHY

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

Access Point for Students with Significant Cognitive Disabilities

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

Standard 2: Understand physical and cultural characteristics of places.

Access Point for Students with Significant Cognitive Disabilities

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

major physical characteristics, climate, and location have influenced settlement and the economy in the United States. SS.7.G.2.In.d Recognize major cultural regions of the United States, such as the South, West Coast, and Midwest.	major physical characteristics, climate, and location that have influenced settlement and the economy in the United States. SS.7.G.2.Su.d Recognize a major cultural region of the United States, such as the South.	SS.7.G.2.Pa.d Recognize a characteristic of culture in North America.
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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>
SS.7.G.3.In.a Use maps to identify natural resources in North America.	SS.7.G.3.Su.a Use maps to recognize natural resources in North America.	SS.7.G.3.Pa.a Use a pictorial map to recognize a natural resource.

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

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

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.	SS.7.G.5.Su.a Use a map to display information about an issue of conservation or ecology in the local community.	SS.7.G.5.Pa.a Use a map to display information about the local environment.

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

Access Point for Students with Significant Cognitive Disabilities

<i>Independent</i>	<i>Supported</i>	<i>Participatory</i>
SS.7.G.6.In.a Use a form of technology to locate and view maps with current information about the United States, such as population density.	SS.7.G.6.Su.a Use a form of technology to view maps with current information about a region of the United States, such as population maps.	SS.7.G.6.Pa.a Use technology to view information about the United States.

Strand: ECONOMICS

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

Access Point for Students with Significant Cognitive Disabilities

<i>Independent</i>	<i>Supported</i>	<i>Participatory</i>
SS.7.E.1.In.a Identify major characteristics of market (buyers/sellers) and mixed (buyers/sellers and government-controlled) economies.	SS.7.E.1.Su.a Recognize characteristics of a market (buyers/sellers) economy.	SS.7.E.1.Pa.a Recognize people use money to purchase goods and services.
SS.7.E.1.In.b Identify differences in borrowing and lending money, including the use of credit.	SS.7.E.1.Su.b Recognize differences in borrowing and lending money.	SS.7.E.1.Pa.b Recognize the difference between a loan and a gift.
	SS.7.E.1.Su.c Recognize common examples of the concepts of supply and demand, choice, and scarcity.	SS.7.E.1.Pa.c Recognize an example of choice and scarcity.

SS.7.E.1.In.c Identify common examples of the concepts of supply and demand, choice, scarcity, and opportunity cost.	SS.7.E.1.Su.d Recognize common accounts provided by banks or other financial institutions.	SS.7.E.1.Pa.d Recognize that a bank is a place to save money.
SS.7.E.1.In.d Identify different kinds of accounts and services provided by banks or other financial institutions.	SS.7.E.1.Su.e Recognize that incentives motivate people to work.	SS.7.E.1.Pa.e Recognize an incentive for completing work.
SS.7.E.1.In.e Identify that profit and incentives motivate people and businesses to work harder.	SS.7.E.1.Su.f Recognize the parts of a budget and how personal needs are used to develop it.	SS.7.E.1.Pa.f Recognize a plan (budget) to use resources, such as time, money, or materials.
SS.7.E.1.In.f Identify an individual budget and how personal needs are used to develop it.		

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

economy, such as the stock market, banks, and credit unions.	financial institutions impact the national economy, such as banks and credit unions.	
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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

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

Strand: CIVICS AND GOVERNMENT

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

Access Point for Students with Significant Cognitive Disabilities

<i>Independent</i>	<i>Supported</i>	<i>Participatory</i>
SS.7.C.1.In.a Recognize that ideas of separation of powers and natural rights influenced the authors of the United States	SS.7.C.1.Su.a Recognize the United States Constitution was based on ideas from the past.	SS.7.C.1.Pa.a Recognize that ideas of people influence others.

<p>Constitution.</p> <p>SS.7.C.1.In.b Recognize influences on the colonists' view of government, such as the Magna Carta, the Mayflower Compact, and Thomas Paine's "Common Sense."</p> <p>SS.7.C.1.In.c Identify concerns of the American colonists that led to the writing of the Declaration of Independence, such as taxation and laws of England.</p> <p>SS.7.C.1.In.d Identify complaints described in the Declaration of Independence, such as stationing soldiers in people's homes, taxes, and cutting off trade with other countries.</p> <p>SS.7.C.1.In.e Identify a weakness of the Articles of Confederation that led to the writing of the Constitution, such as no president, a weak central government, and each state had its own money system.</p> <p>SS.7.C.1.In.f Identify the reasons for establishing a government listed in the Preamble of the United States Constitution.</p> <p>SS.7.C.1.In.g Identify examples of separation of powers in the Constitution, such as the three branches of government.</p> <p>SS.7.C.1.In.h Identify an argument for and against the inclusion of a bill of rights in the Constitution.</p> <p>SS.7.C.1.In.i Identify how the rule of law is used in American government, such as people must follow the laws of the government.</p>	<p>SS.7.C.1.Su.b Recognize an influence on the colonists' view of government, such as the Mayflower Compact.</p> <p>SS.7.C.1.Su.c Recognize that American colonists were unhappy with the way England was treating them and this led to the writing of the Declaration of Independence.</p> <p>SS.7.C.1.Su.d Recognize a complaint described in the Declaration of Independence, such as stationing soldiers in people's homes, taxes, or cutting off trade with other countries.</p> <p>SS.7.C.1.Su.e Recognize that the Articles of Confederation had weaknesses and the Constitution replaced it.</p> <p>SS.7.C.1.Su.f Recognize that the Preamble of the United States Constitution states the reasons the government was created.</p> <p>SS.7.C.1.Su.g Recognize the powers of the branches of government of the United States.</p> <p>SS.7.C.1.Su.h Recognize a reason for inclusion of a bill of rights in the Constitution, such as the Bill of Rights is for all states.</p> <p>SS.7.C.1.Su.i Recognize that people must follow the laws of American government.</p>	<p>SS.7.C.1.Pa.b Recognize that ideas of people influence others.</p> <p>SS.7.C.1.Pa.c Recognize people in the American colonies were unhappy with the way England was treating them.</p> <p>SS.7.C.1.Pa.d Recognize people in the American colonies were unhappy with the way England was treating them.</p> <p>SS.7.C.1.Pa.e Recognize that government can be changed.</p> <p>SS.7.C.1.Pa.f Recognize a reason for government.</p> <p>SS.7.C.1.Pa.g Recognize that the government has different parts.</p> <p>SS.7.C.1.Pa.h Recognize that both individuals and groups have rights.</p> <p>SS.7.C.1.Pa.i Recognize that people must follow laws of government.</p>
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Standard 2: Evaluate the roles, rights, and responsibilities of United States citizens, and determine methods of active participation in society, government, and the political system.

Access Point for Students with Significant Cognitive Disabilities

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

SS.7.C.2.In.e Identify the rights of individuals in the Bill of Rights and other amendments to the Constitution.	SS.7.C.2.Su.f Recognize the purpose of the jury in a trial.	SS.7.C.2.Pa.g Recognize that people can vote to select a leader in the school or community.
SS.7.C.2.In.f Identify the purpose of a jury in a trial.	SS.7.C.2.Su.g Identify how to vote for a leader in the school or community.	SS.7.C.2.Pa.h Recognize that there are political parties in America.
SS.7.C.2.In.g Describe the voting process for selecting leaders in the school or community.	SS.7.C.2.Su.h Recognize the current political parties in America.	SS.7.C.2.Pa.i Recognize a political office.
SS.7.C.2.In.h Identify the current political parties in America.	SS.7.C.2.Su.i Recognize that candidates run for a political office.	
SS.7.C.2.In.i Identify the qualifications of candidates for a political office.		

Standard 3: Demonstrate an understanding of the principles, functions, and organization of government.

Access Point for Students with Significant Cognitive Disabilities

<i>Independent</i>	<i>Supported</i>	<i>Participatory</i>
SS.7.C.3.In.a Identify characteristics of different forms of government, such as democracy, monarchy, and communism.	SS.7.C.3.Su.a Recognize different forms of government, such as democracy and communism.	SS.7.C.3.Pa.a Recognize that in a democracy, people vote to elect government leaders.
SS.7.C.3.In.j Identify how government makes a law.	SS.7.C.3.Su.j Recognize how government makes a law.	SS.7.C.3.Pa.j Recognize that the government makes laws.
SS.7.C.3.In.k Identify court systems, such as criminal and civil courts at different levels of government.	SS.7.C.3.Su.k Recognize different court systems, such as criminal and civil courts.	SS.7.C.3.Pa.k Recognize that courts settle conflicts.
SS.7.C.3.In.l Identify the importance of landmark Supreme Court cases, such as Brown v. Board of Education and Miranda v. Arizona.	SS.7.C.3.Su.l Recognize the importance of landmark Supreme Court cases, such as Brown v. Board of Education.	SS.7.C.3.Pa.l Recognize that the Supreme Court recognizes that all citizens are equal.

SS.7.C.3.In.m Describe the Constitution of the State of Florida.	SS.7.C.3.Su.m Identify the Constitution of the State of Florida.	SS.7.C.3.Pa.m Recognize that the State of Florida has laws.
SS.7.C.3.In.n Identify obligations and services of local, state, and federal governments.	SS.7.C.3.Su.n Recognize major obligations and services of local, state, and federal governments.	SS.7.C.3.Pa.n Recognize that local, state, and federal governments provide services.
SS.7.C.3.In.b Identify characteristics of different forms of government, such as democracy, monarchy, and communism.	SS.7.C.3.Su.b Recognize different forms of government, such as democracy and communism.	SS.7.C.3.Pa.b Recognize that in a democracy, people vote to elect government leaders.
SS.7.C.3.In.c Identify the major function of the three branches of the United States government established by the Constitution.	SS.7.C.3.Su.c Recognize the major function of the three branches of the United States government.	SS.7.C.3.Pa.c Recognize that the United States government has three parts.
SS.7.C.3.In.d Identify the relationship of power between the federal and state governments.	SS.7.C.3.Su.d Recognize the relationship of power between the federal and state governments.	SS.7.C.3.Pa.d Recognize that governments have different powers.
SS.7.C.3.In.e Identify steps to amending the Constitution.	SS.7.C.3.Su.e Identify that the Constitution can be changed by amendments.	SS.7.C.3.Pa.e Recognize that the government can change laws.
SS.7.C.3.In.f Identify the rights of individuals provided by the Constitution and Bill of Rights.	SS.7.C.3.Su.f Recognize the rights of individuals provided by the Constitution and Bill of Rights.	SS.7.C.3.Pa.f Recognize individual rights provided by the government.
SS.7.C.3.In.g Identify ways amendments 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.	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.	SS.7.C.3.Pa.g Recognize that American citizens have the right to vote.
SS.7.C.3.In.h Identify the major function of the three branches of the United States government established by the Constitution.	SS.7.C.3.Su.h Recognize the major function of the three branches of the United States government.	SS.7.C.3.Pa.h Recognize that the United States government has three parts.
SS.7.C.3.In.i Identify how government makes a law.	SS.7.C.3.Su.i Recognize how government makes a law.	SS.7.C.3.Pa.i Recognize that the government makes laws.

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

GRADE: 8

Strand: AMERICAN HISTORY

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

Access Point for Students with Significant Cognitive Disabilities

<i>Independent</i>	<i>Supported</i>	<i>Participatory</i>
<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.</p>	<p>SS.8.A.1.Su.a Select a supporting detail for an answer from a reference and ask questions to gather information.</p>	<p>SS.8.A.1.Pa.a Ask simple questions to gather information.</p>
		<p>SS.8.A.1.Pa.b Gather</p>

SS.8.A.1.In.b Interpret graphs, maps, photographs, and timelines.	SS.8.A.1.Su.b Interpret simple graphs, maps, photographs, and pictorial timelines.	information from simple maps, photographs, and pictorial timelines.
SS.8.A.1.In.c Identify current events relevant to American History topics using media resources and print.	SS.8.A.1.Su.c Recognize current events relevant to American History topics using media resources and print.	SS.8.A.1.Pa.c Recognize a current event in a media resource or book.
SS.8.A.1.In.d Identify the difference between fact and opinion and use appropriate resources and support materials to gather information.	SS.8.A.1.Su.d Recognize fact and opinion and use appropriate resources and support materials to gather information.	SS.8.A.1.Pa.d Use appropriate resources to obtain factual information.
SS.8.A.1.In.e Identify the author and purpose of significant historical documents and distinguish between a primary and secondary historical source.	SS.8.A.1.Su.e Recognize the author and purpose of significant historical documents.	SS.8.A.1.Pa.e Use appropriate resources to obtain factual information.
SS.8.A.1.In.f Identify similarities and differences in points of view of historical interpretations of key events.	SS.8.A.1.Su.f Recognize differences in points of view of historical interpretations of key events.	SS.8.A.1.Pa.f Use appropriate resources to obtain factual information.
SS.8.A.1.In.g Identify well-known historical events shown in art, writings, music, and artifacts.	SS.8.A.1.Su.g Recognize well-known historical events shown in art, writings, music, or artifacts.	SS.8.A.1.Pa.g Recognize a well-known historical event shown in art or artifacts.

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

Access Point for Students with Significant Cognitive Disabilities

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

England, Middle, and Southern) and describe their occupations, religion, and social patterns.	such as location, occupations, and social patterns.	SS.8.A.2.Pa.c Recognize that workers are part of an economic system.
SS.8.A.2.In.c Identify characteristics of economic systems in the colonies, including the ways slaves and indentured servants were used.	SS.8.A.2.Su.c Recognize a characteristic of economic systems in the colonies, including the use of slaves.	SS.8.A.2.Pa.d Recognize leaders who guide other people.
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.	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.	SS.8.A.2.Pa.e Recognize a change due to colonial settlement.
SS.8.A.2.In.e Identify the impact of colonial settlement on Native Americans.	SS.8.A.2.Su.e Recognize the impact of colonial settlement on Native Americans.	SS.8.A.2.Pa.f Recognize a change due to colonial settlement.
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.	SS.8.A.2.Su.f Identify an outcome of the French and Indian War, such as that the French lost to the English.	SS.8.A.2.Pa.g Recognize a contribution of a key group to colonial society.
SS.8.A.2.In.g Identify contributions of Africans, Native Americans, women, and children to colonial America.	SS.8.A.2.Su.g Recognize contributions of Africans, Native Americans, women, and children to colonial America.	

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

Independent	Supported	Participatory
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.	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.	SS.8.A.3.Pa.a Recognize that the colonists were unhappy with British rule.
SS.8.A.3.In.j Identify major consequences of the Constitutional Convention,	SS.8.A.3.Su.j Recognize major consequences of the Constitutional Convention, such	SS.8.A.3.Pa.j Recognize a way individuals or groups reach agreement.
		SS.8.A.3.Pa.k Recognize a

<p>such as developing different plans for the number of votes allotted for each state in Congress, the Great Compromise (the makeup of Congress), and the power of the president.</p>	<p>as the makeup of Congress, how votes would be given to states, and the power of the president.</p>	<p>way individuals or groups reach agreement.</p>
<p>SS.8.A.3.In.k Recognize reasons why people supported or opposed the Constitution, such as the inclusion of the Bill of Rights.</p>	<p>SS.8.A.3.Su.k Recognize that some people supported and others opposed the Constitution.</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.</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.m Recognize that new leaders bring changes to the country.</p>
<p>SS.8.A.3.In.m Identify major developments of the presidency of John Adams, such as extending the waiting period for citizenship (Alien Act) and prohibiting criticism of the government (Sedition Act).</p>	<p>SS.8.A.3.Su.m Recognize a major development of the presidency of John Adams, such as prohibiting criticism of the government (Sedition Act).</p>	<p>SS.8.A.3.Pa.n Recognize that new leaders bring changes to the country.</p>
<p>SS.8.A.3.In.n Identify major developments of the presidency of Thomas Jefferson, such as the Louisiana Purchase, the Lewis and Clark Expedition, and the embargo on goods traded with Great Britain and France.</p>	<p>SS.8.A.3.Su.n Recognize a major development of the presidency of Thomas Jefferson, such as the Louisiana Purchase and the Lewis and Clark Expedition.</p>	<p>SS.8.A.3.Pa.o Recognize an aspect of the quality of life.</p>
<p>SS.8.A.3.In.o Identify the quality of life of under-represented groups during the American Revolution and after, such as children, indentured servants, Native Americans, slaves, women, and the working class.</p>	<p>SS.8.A.3.Su.o Recognize the quality of life of an under-represented group, such as children, indentured servants, Native Americans, slaves, women, or the working class.</p>	<p>SS.8.A.3.Pa.p Recognize a consequence of a key event in Florida during this era of American history.</p>
<p>SS.8.A.3.In.p Identify the consequences of key events in Florida history as they relate to the American Revolution, such as Florida being a refuge for Loyalists, Indian resistance, and Spanish control of Florida.</p>	<p>SS.8.A.3.Su.p Recognize a consequence of key events in Florida as they relate to the American Revolution, such as Florida being a refuge for Loyalists, Indian resistance, or Spanish control of Florida.</p>	<p>SS.8.A.3.Pa.b Recognize that the colonists were unhappy with British rule.</p>
<p>SS.8.A.3.In.b Identify American colonial reaction to British policy, such as</p>	<p>SS.8.A.3.Su.b Recognize American colonial reaction to British policy, such as protests to the acts, the Boston Massacre, the Boston Tea Party, and the First Continental Congress.</p>	<p>SS.8.A.3.Pa.c Recognize a Founding Father, such as George Washington.</p>
	<p>SS.8.A.3.Su.c Recognize a contribution of one of the Founding Fathers, such as Benjamin Franklin, Thomas Jefferson, or George</p>	<p>SS.8.A.3.Pa.d Recognize ways groups help during times of war.</p>
		<p>SS.8.A.3.Pa.e Recognize that an individual can influence social developments.</p>
		<p>SS.8.A.3.Pa.f Recognize that the colonists were unhappy with British rule.</p>
		<p>SS.8.A.3.Pa.g Recognize freedom as a goal of the Declaration of Independence.</p>
		<p>SS.8.A.3.Pa.h Recognize ways groups help during times of war.</p>

<p>protests to the acts, the Boston Massacre, the Boston Tea Party, and the First Continental Congress.</p> <p>SS.8.A.3.In.c Recognize major contributions of the Founding Fathers, such as John Adams, Benjamin Franklin, Thomas Jefferson, and George Washington.</p> <p>SS.8.A.3.In.d Identify contributions of key groups to the outcomes of the American Revolutionary War, including Native Americans, slaves, and women.</p> <p>SS.8.A.3.In.e Identify the influence of individuals on social and political developments, such as James Otis—"taxation without representation," Abigail Adams—women's rights, Mercy Otis Warren—abolition of slavery, or Benjamin Banneker—architecture.</p> <p>SS.8.A.3.In.f Identify major causes, events, and consequences of the American Revolution, such as "Common Sense," unfair taxes, the Declaration of Independence, winter at Valley Forge, and the Treaty of Paris.</p> <p>SS.8.A.3.In.g Identify important content of the Declaration of Independence.</p> <p>SS.8.A.3.In.h Identify the impact of individuals and groups on the American Revolution, such as Ethan Allen, the Sons of Liberty, Patrick Henry, Patriots, and individual militias.</p> <p>SS.8.A.3.In.i Identify major characteristics of the Articles of Confederation, such as a weak central government and power for the states.</p>	<p>Washington.</p> <p>SS.8.A.3.Su.d Recognize contributions of a key group to the American Revolutionary War, including Native Americans, slaves, or women.</p> <p>SS.8.A.3.Su.e Recognize an influence of an individual on social and political developments, such as James Otis—"taxation without representation," Abigail Adams—women's rights, Mercy Otis Warren—abolition of slavery, or Benjamin Banneker—architecture.</p> <p>SS.8.A.3.Su.f Recognize major causes and consequences of the American Revolution, such as "Common Sense," unfair taxes, the Declaration of Independence, winter at Valley Forge, and the Treaty of Paris.</p> <p>SS.8.A.3.Su.g Recognize the key ideas included in the Declaration of Independence.</p> <p>SS.8.A.3.Su.h Recognize the impact of individuals and groups on the American Revolution, such as some led resistance toward the British while others provided support for the British.</p> <p>SS.8.A.3.Su.i Recognize that the Articles of Confederation set up a weak central government.</p>	<p>SS.8.A.3.Pa.i Recognize that people can work together to set up a government.</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.</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.</p>	<p>SS.8.A.4.Pa.a Recognize a consequence of America’s westward expansion.</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.</p>	<p>SS.8.A.4.Su.j Recognize a technological improvement in industry, such as Eli Whitney and the cotton gin.</p>	<p>SS.8.A.4.Pa.j Recognize the benefit of an invention.</p> <p>SS.8.A.4.Pa.k Recognize a characteristic of slave life on a plantation.</p>
<p>SS.8.A.4.In.k Identify characteristics of slave life on plantations, including resistance efforts.</p>	<p>SS.8.A.4.Su.k Recognize characteristics of slave life on plantations.</p>	<p>SS.8.A.4.Pa.l Recognize an unintended effect of a revolution.</p>
<p>SS.8.A.4.In.l Identify an effect of the Haitian Revolution, such as forcing the French to give up the Louisiana Territory to the United States.</p>	<p>SS.8.A.4.Su.l Recognize an effect of the Haitian Revolution, such as forcing the French to give up the Louisiana Territory to the United States.</p>	<p>SS.8.A.4.Pa.m Recognize a social justice issue.</p>
<p>SS.8.A.4.In.m Identify a consequence of landmark Supreme Court cases during the westward expansion, such as that Native American tribes came under federal jurisdiction and were subsequently forced from their land.</p>	<p>SS.8.A.4.Su.m Recognize a consequence of landmark Supreme Court cases during the westward expansion, such as the forced removal of Native Americans from their lands.</p>	<p>SS.8.A.4.Pa.n Recognize that women can vote.</p> <p>SS.8.A.4.Pa.o Recognize that stories tell about the era of westward expansion.</p>
<p>SS.8.A.4.In.n Identify the major causes, events, and consequences of the women’s suffrage movement.</p>	<p>SS.8.A.4.Su.n Recognize the major cause and consequences of the women’s suffrage movement.</p> <p>SS.8.A.4.Su.o Recognize stories and poems written to support social reform in the era of westward expansion.</p>	<p>SS.8.A.4.Pa.p Recognize that new leaders bring change to the government.</p> <p>SS.8.A.4.Pa.q Recognize that Florida became a state.</p>
<p>SS.8.A.4.In.o Identify literature that supported social reform in the era of</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</p>	<p>SS.8.A.4.Pa.r Recognize a contribution of a key group to Florida’s culture.</p> <p>SS.8.A.4.Pa.b Recognize</p>

<p>westward expansion.</p> <p>SS.8.A.4.In.p Recognize influences of Jacksonian democracy, such as an expansion of voting rights, the spoils system, a strong federal government, and the Indian Removal Act.</p> <p>SS.8.A.4.In.q Identify impacts that Florida had on the era of the westward expansion, such as relations with Seminoles and runaway slaves, and the establishment of Florida as a territory and admittance as a state.</p> <p>SS.8.A.4.In.r Identify impacts that Florida had on the era of the westward expansion, such as relations with Seminoles and runaway slaves, and the establishment of Florida as a territory and admittance as a state.</p> <p>SS.8.A.4.In.b Identify reasons why people supported or opposed slavery in the western territories and Florida.</p> <p>SS.8.A.4.In.c Identify the roles of individuals and groups during westward expansion, such as Lewis and Clark, Sacajawea, Native Americans, slaves, and Chinese immigrants.</p> <p>SS.8.A.4.In.d Identify the roles of individuals and groups during westward expansion, such as Lewis and Clark, Sacajawea, Native Americans, slaves, and Chinese immigrants.</p> <p>SS.8.A.4.In.e Identify how transportation changed America's economy in the 1800s.</p> <p>SS.8.A.4.In.f Recognize technological improvements in industry, such as Eli Whitney and the cotton gin, Robert Fulton and the</p>	<p>government, or the Indian Removal Act.</p> <p>SS.8.A.4.Su.q Recognize an impact that Florida had on the era of the westward expansion, such as relations with Seminoles and runaway slaves, or the establishment of Florida as a territory and admittance as a state.</p> <p>SS.8.A.4.Su.r Recognize an impact that Florida had on the era of the westward expansion, such as relations with Seminoles and runaway slaves, or the establishment of Florida as a territory and admittance as a state.</p> <p>SS.8.A.4.Su.b Recognize why people supported or opposed slavery in the western territories and Florida.</p> <p>SS.8.A.4.Su.c Recognize the role of an individual or group during westward expansion, such as Lewis and Clark, Sacajawea, Native Americans, slaves, or Chinese immigrants.</p> <p>SS.8.A.4.Su.d Recognize the role of an individual or group during westward expansion, such as Lewis and Clark, Sacajawea, Native Americans, slaves, or Chinese immigrants.</p> <p>SS.8.A.4.Su.e Recognize how transportation changed America's economy in the 1800s.</p> <p>SS.8.A.4.Su.f Recognize a technological improvement in industry, such as Eli Whitney and the cotton gin.</p> <p>SS.8.A.4.Su.g Recognize working conditions in textile mills in New England in the 1800s.</p> <p>SS.8.A.4.Su.h Recognize the</p>	<p>that groups did not agree about slavery.</p> <p>SS.8.A.4.Pa.c Recognize a consequence of America's westward expansion.</p> <p>SS.8.A.4.Pa.d Recognize a consequence of America's westward expansion.</p> <p>SS.8.A.4.Pa.e Recognize an effect of transportation.</p> <p>SS.8.A.4.Pa.f Recognize the benefit of an invention.</p> <p>SS.8.A.4.Pa.g Recognize a characteristic of poor working conditions.</p> <p>SS.8.A.4.Pa.h Recognize a social justice issue.</p> <p>SS.8.A.4.Pa.i Recognize a social justice issue.</p>
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<p>steam engine, and Francis Cabot Lowell and the mechanized cotton mill.</p> <p>SS.8.A.4.In.g Identify working conditions in textile mills in New England as they affected women and children.</p> <p>SS.8.A.4.In.h Identify the influence of individuals on social and political developments, such as Thomas Jefferson—westward expansion, Frederick Douglass—the abolitionist movement, Dorothea Dix—social reforms, and Susan B. Anthony—women's rights.</p> <p>SS.8.A.4.In.i Identify the influence of individuals on social and political developments, such as Thomas Jefferson—westward expansion, Frederick Douglass—the abolitionist movement, Dorothea Dix—social reforms, and Susan B. Anthony—women's rights.</p>	<p>influence of individuals on social and political developments, such as Thomas Jefferson—westward expansion, Frederick Douglass—the abolitionist movement, Dorothea Dix—social reforms, and Susan B. Anthony—women's rights.</p> <p>SS.8.A.4.Su.i Recognize the influence of individuals on social and political developments, such as Thomas Jefferson—westward expansion, Frederick Douglass—the abolitionist movement, Dorothea Dix—social reforms, and Susan B. Anthony—women's rights.</p>	
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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

<i>Independent</i>	<i>Supported</i>	<i>Participatory</i>
<p>SS.8.A.5.In.a Identify the major causes, events, and consequence of the Civil War, such as states' rights, sectional differences, war between the northern and southern states, and slaves being freed.</p>	<p>SS.8.A.5.Su.a Recognize a major cause and consequence of the Civil War, such as states' rights, sectional differences, and slaves being freed.</p>	<p>SS.8.A.5.Pa.a Recognize that groups of people disagreed about slavery.</p>
<p>SS.8.A.5.In.b Identify factors related to slavery that led to the Civil War, such as the Abolition Movement, Nat Turner's Rebellion, the Underground Railroad, and Southern secession.</p>	<p>SS.8.A.5.Su.b Recognize a factor related to slavery that led to the Civil War, such as the support for freeing slaves or the secession of the Southern states from the Union.</p>	<p>SS.8.A.5.Pa.b Recognize that groups of people disagreed about slavery.</p> <p>SS.8.A.5.Pa.c Recognize that President Abraham Lincoln ended slavery.</p>
<p>SS.8.A.5.In.c Identify major</p>	<p>SS.8.A.5.Su.c Recognize a major development during the presidency of Abraham</p>	<p>SS.8.A.5.Pa.d Recognize that states disagreed about slavery.</p>

<p>developments during Abraham Lincoln's presidency, such as the defeat of Confederate States in the Civil War, the Emancipation Proclamation, and the Gettysburg Address.</p> <p>SS.8.A.5.In.d Identify the Union and Confederate States at the outbreak of the Civil War.</p> <p>SS.8.A.5.In.e Identify a strength and weakness of the Union and Confederacy, such as technology, resources, and military leaders.</p> <p>SS.8.A.5.In.f Identify outcomes of significant Civil War battles, such as Fort Sumter, the Monitor v. Merrimack, Gettysburg, and the surrender of General Lee at Appomattox.</p> <p>SS.8.A.5.In.g Identify key events in Florida that impacted the nation during the time of the Civil War, such as membership in the Confederate states, Union occupation of coastal towns, battles in Florida, and the quality of life in the pioneer environment.</p> <p>SS.8.A.5.In.h Identify changes that occurred during the period of Reconstruction, such as the reuniting of the governments and the treatment of freed slaves.</p>	<p>Lincoln, such as the defeat of the Confederate States in the Civil War or the Emancipation Proclamation.</p> <p>SS.8.A.5.Su.d Recognize the Union and Confederate States at the outbreak of the Civil War.</p> <p>SS.8.A.5.Su.e Recognize a strength and weakness of the Union and Confederacy, such as technology, resources, and military leaders.</p> <p>SS.8.A.5.Su.f Recognize the outcome of a significant Civil War battle, such as Fort Sumter, Gettysburg, or the surrender of General Lee at Appomattox.</p> <p>SS.8.A.5.Su.g Recognize key events in Florida that impacted the nation during the time of the Civil War, such as membership in the Confederate states, Union occupation of coastal towns, battles in Florida, and the quality of life in the pioneer environment.</p> <p>SS.8.A.5.Su.h Recognize changes that occurred during the period of Reconstruction, such as reuniting of the governments and the treatment of freed slaves.</p>	<p>SS.8.A.5.Pa.e Recognize a strength of groups in a war.</p> <p>SS.8.A.5.Pa.f Recognize a strength of groups in a war.</p> <p>SS.8.A.5.Pa.g Recognize an aspect of the quality of life during the time of the Civil War.</p> <p>SS.8.A.5.Pa.h Recognize an aspect of the quality of life during Reconstruction.</p>
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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		
<i>Independent</i>	<i>Supported</i>	<i>Participatory</i>

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

Standard 2: Understand physical and cultural characteristics of places.

Access Point for Students with Significant Cognitive Disabilities

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

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

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

Access Point for Students with Significant Cognitive Disabilities

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

<p>SS.8.G.4.In.e Use geographic terms and tools to identify changes in cities and urban centers in the United States over time.</p>	<p>in the United States over time.</p>	<p>SS.8.G.4.Pa.f Use a map to recognize a boundary.</p>
<p>SS.8.G.4.In.f Use political maps to identify changes in boundaries of the United States throughout American history.</p>	<p>SS.8.G.4.Su.f Use political maps to recognize changes in boundaries of the United States throughout American history.</p>	

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>
<p>SS.8.G.5.In.a Identify ways humans depend on the physical environment and natural resources to satisfy basic needs in their local environments in the United States.</p>	<p>SS.8.G.5.Su.a Recognize ways that humans depend on the physical environment and natural resources to satisfy basic needs in their local environments in the United States.</p>	<p>SS.8.G.5.Pa.a Recognize that people use natural resources to satisfy basic needs.</p>
<p>SS.8.G.5.In.b Identify impacts of selected human modifications, such as deforestation and agriculture, on the environment in the United States throughout history.</p>	<p>SS.8.G.5.Su.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.b Recognize the impact of a human modification on the environment.</p>

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

Access Point for Students with Significant Cognitive Disabilities		
<i>Independent</i>	<i>Supported</i>	<i>Participatory</i>
<p>SS.8.G.6.In.a Use maps and other graphic representations to describe geographic problems and changes in the United States over time.</p>	<p>SS.8.G.6.Su.a Use a map or other graphic representation to identify a geographic problem or change in the United States.</p>	<p>SS.8.G.6.Pa.a Use a map or other graphic representation to recognize a geographic change.</p>
<p>SS.8.G.6.In.b Illustrate a place</p>	<p>SS.8.G.6.Su.b Illustrate a</p>	<p>SS.8.G.6.Pa.b Create a</p>

or event in United States history using a narrative and graphic representation, such as a map, graph, or table.	place or event in United States history using a graphic representation, such as a map, graph, or table.	simple representation about a place or event in the United States.
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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

<i>Independent</i>	<i>Supported</i>	<i>Participatory</i>
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.	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.	SS.8.E.1.Pa.a Recognize that people work for incentives.

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.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.	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.	SS.8.E.2.Pa.a Recognize a contribution of a person to the economy.
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.	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.	SS.8.E.2.Pa.b Recognize that the government collects taxes.
SS.8.E.2.In.c Identify the influence and contributions of Africans and other minorities in the economic development of the United States.	SS.8.E.2.Su.c Recognize contributions of Africans or other minorities in the economic development of the United States.	SS.8.E.2.Pa.c Recognize a contribution of a person to the economy.

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>
SS.8.E.3.In.a Identify examples of domestic and international interdependence, such as regional exchange of resources.	SS.8.E.3.Su.a Recognize ways that countries are interdependent, such as exchange of resources.	SS.8.E.3.Pa.a Recognize that groups depend on each other.

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

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

<p>of civic and political participation from the Colonial period through Reconstruction, such as complying with laws and rules, voting, and serving in the government.</p> <p>SS.8.C.1.In.e Identify ways citizens benefit from rights provided by the Constitution and Bill of Rights.</p> <p>SS.8.C.1.In.f Identify ways amendments to the Constitution have expanded voting rights, such as at first allowing only landowners to vote, then white males, former slaves, and females.</p>	<p>SS.8.C.1.Su.e Recognize a way citizens benefit from the rights provided by the Constitution and Bill of Rights.</p> <p>SS.8.C.1.Su.f Recognize how amendments to the Constitution expanded voting rights to white males, former slaves, and females.</p>	<p>SS.8.C.1.Pa.e Recognize that the law guarantees individual rights.</p> <p>SS.8.C.1.Pa.f Recognize that men and women can vote in the United States.</p>
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Standard 2: The student will demonstrate an understanding of the principles, functions, and organization of government.

Access Point for Students with Significant Cognitive Disabilities

<i>Independent</i>	<i>Supported</i>	<i>Participatory</i>
<p>SS.8.C.2.In.a Identify principles of the American government, such as representative democracy (republicanism), separation of powers, and freedom expressed in important documents in American history.</p>	<p>SS.8.C.2.Su.a Recognize a principle of the American government, such as representative democracy (republicanism) or separation of powers expressed in important documents in American history.</p>	<p>SS.8.C.2.Pa.a Recognize that the government in the United States is based on freedom.</p>

Strand: FINANCIAL LITERACY – Not Applicable

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

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

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

native lands to go to reservations and give up tribal identity and culture.		
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Standard 3: Analyze the transformation of the American economy and the changing social and political conditions in response to the Industrial Revolution.

Access Point for Students with Significant Cognitive Disabilities

Independent	Supported	Participatory
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.	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.	SS.912.A.3.Pa.a Recognize employment options in America.
SS.912.A.3.In.j Identify major differences in economic systems, such as capitalism and communism.	SS.912.A.3.Su.j Recognize an example of an economic system, such as capitalism.	SS.912.A.3.Pa.j Recognize that people buy and sell goods and services.
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.	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.	SS.912.A.3.Pa.k Recognize that powerful groups have a strong influence on government.
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.	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.	SS.912.A.3.Pa.l Recognize an organization in the community that helps people.
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.	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.	SS.912.A.3.Pa.m Recognize a key event or person in Florida history.
	SS.912.A.3.Su.b Recognize that mass production of transportation, food, and clothing was developed during the second Industrial Revolution.	SS.912.A.3.Pa.b Recognize goods that are manufactured, such as clothing.
		SS.912.A.3.Pa.c Recognize that inventions changed life in the United States.
		SS.912.A.3.Pa.d Recognize transportation and communication systems.
		SS.912.A.3.Pa.e Recognize that inventions help people.

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

to improve working conditions and the resulting child labor laws and work regulations.		
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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

<i>Independent</i>	<i>Supported</i>	<i>Participatory</i>
SS.912.A.4.In.a Identify major factors that drove the United States to expand its influence to other territories, such as forced trade with China and Japan, policies that restricted access to the Western Hemisphere, and the construction of the Panama Canal.	SS.912.A.4.Su.a Recognize a factor that drove the United States to expand its influence to other territories, such as forced trade with China and Japan, policies that restricted access to the Western Hemisphere, or the construction of the Panama Canal.	SS.912.A.4.Pa.a Recognize the continuing growth over time of the United States. SS.912.A.4.Pa.j Recognize an unintended effect of an agreement (treaty).
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.	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.	SS.912.A.4.Pa.k Recognize a contribution of Florida as it relates to American history.
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.	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.	SS.912.A.4.Pa.b Recognize the continuing growth over time of the United States. SS.912.A.4.Pa.c Recognize the continuing growth over time of the United States.
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.	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.	SS.912.A.4.Pa.d Recognize that a canal is a man-made waterway for travel.
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.	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.	SS.912.A.4.Pa.e Recognize how countries help each other in a war. SS.912.A.4.Pa.f Recognize that citizens support their country during a war.
SS.912.A.4.In.d Identify reasons why the United States completed the Panama Canal, such as improving trade and	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	SS.912.A.4.Pa.g Recognize types of transportation used in wars.

<p>decreasing travel time; and identify challenges that were faced during its construction, such as disease and environmental impact.</p> <p>SS.912.A.4.In.e Identify causes and consequences of United States involvement in World War I, such as conflicts among European nations, sinking of the Lusitania, threats by Germany, the arms race, and the Allies' plan for peace.</p> <p>SS.912.A.4.In.f Identify ways the United States government prepared the nation for World War I, such as initiating the draft, issuing war bonds, and using propaganda.</p> <p>SS.912.A.4.In.g Identify impacts of the development of airplanes, battleships, and new weapons during World War I.</p> <p>SS.912.A.4.In.h Identify experiences Americans had while serving in Europe, including groups such as African Americans and women.</p> <p>SS.912.A.4.In.i Identify impacts of the war on diverse groups of people in the United States, including dissenters.</p>	<p>construction, such as disease and environmental impact.</p> <p>SS.912.A.4.Su.e Recognize a cause and consequence of United States involvement in World War I, such as conflicts among European nations, sinking of the Lusitania, threats by Germany, the arms race, and the Allies' plan for peace.</p> <p>SS.912.A.4.Su.f Recognize a way the United States government prepared the nation for World War I, such as initiating the draft, issuing war bonds, or using propaganda.</p> <p>SS.912.A.4.Su.g Recognize an impact of the development of airplanes, battleships, or new weapons during World War I.</p> <p>SS.912.A.4.Su.h Recognize experiences Americans had while serving in Europe, including groups such as African Americans and women.</p> <p>SS.912.A.4.Su.i Recognize an impact of the war on diverse groups of people in the United States, including dissenters.</p>	<p>SS.912.A.4.Pa.h Recognize people in the armed services.</p> <p>SS.912.A.4.Pa.i Recognize that some people do not support war.</p>
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Standard 5: Analyze the effects of the changing social, political, and economic conditions of the Roaring Twenties and the Great Depression.

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.</p>	<p>SS.912.A.5.Su.a Recognize a result of demobilization, such as the reintegration of soldiers into civilian life.</p>	<p>SS.912.A.5.Pa.a Recognize that soldiers return home after a war.</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.	SS.912.A.5.Su.j	Recognize a reason why there was support for and resistance to civil rights for women, African Americans, Native Americans, and other minorities.	SS.912.A.5.Pa.j	Recognize that groups may fear people who are different.
SS.912.A.5.In.k	Identify a cause of the Great Depression, such as drought, inflation, or the stock market crash, and a consequence, such as the New Deal plan for relief, recovery, and reform.	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.	SS.912.A.5.Pa.k	Recognize that people struggle to meet their needs when they don't have enough money.
SS.912.A.5.In.l	Identify key events and people in Florida, such as the Florida land boom, air conditioning, New Deal programs, and Marjorie Kinnan Rawlings.	SS.912.A.5.Su.l	Recognize key events in Florida, such as the Florida land boom and the development of air conditioning.	SS.912.A.5.Pa.l	Recognize an important development in Florida, such as air conditioning.
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.	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.	SS.912.A.5.Pa.b	Recognize behaviors that result from fears.
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.	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.	SS.912.A.5.Pa.c	Recognize that the government makes rules about taxes and spending.
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.	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.	SS.912.A.5.Pa.d	Recognize that when people have more money, they can buy more goods.
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.	SS.912.A.5.Su.e	Recognize that the League of Nations was formed to prevent wars.	SS.912.A.5.Pa.e	Recognize that countries want to prevent wars.
SS.912.A.5.In.f	Identify the influences of Hollywood, the Harlem Renaissance,	SS.912.A.5.Su.f	Recognize an influence of Hollywood, the Harlem Renaissance, or prohibition on American society in the 1920s.	SS.912.A.5.Pa.f	Recognize the influences of groups with different beliefs.
		SS.912.A.5.Su.g	Recognize the effects of freedom movements that advocated for civil	SS.912.A.5.Pa.g	Recognize that people in the same ethnic group may feel a sense of community.
				SS.912.A.5.Pa.h	Recognize that people in the same ethnic group may feel a sense of community.
				SS.912.A.5.Pa.i	Recognize that groups may fear people who are different.

<p>and prohibition on American society in the 1920s.</p> <p>SS.912.A.5.In.g Identify the effects of freedom movements that advocated for civil rights for African Americans, Latinos, Asians, and women, such as a feeling of unity and a sense of community.</p> <p>SS.912.A.5.In.h Identify the major view of a leader relating to the African American experience, such as Booker T. Washington, W.E.B. DuBois, or Marcus Garvey.</p> <p>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.</p>	<p>rights for African Americans, Latinos, Asians, and women, such as a feeling of unity and a sense of community.</p> <p>SS.912.A.5.Su.h Recognize the view of a leader relating to the African American experience, such as the way African Americans should go about obtaining their rights.</p> <p>SS.912.A.5.Su.i Recognize that support of the Ku Klux Klan changed during the 1920s with respect to groups, such as immigrants, African Americans, Catholics, Jews, women, and unions.</p>	
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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

<i>Independent</i>	<i>Supported</i>	<i>Participatory</i>
<p>SS.912.A.6.In.a Identify major causes and consequences of World War II on the United States and the world.</p> <p>SS.912.A.6.In.j Identify the consequences of the early years of the Cold War, such as the establishment of the Truman Doctrine, the Marshall Plan, NATO, and the Warsaw Pact.</p> <p>SS.912.A.6.In.k Identify concerns about the spread of nuclear technology in the United States and the world.</p>	<p>SS.912.A.6.Su.a Recognize a major cause and result of World War II on the United States and the world.</p> <p>SS.912.A.6.Su.j Recognize a consequence of the Cold War, such as the arms race, fear of the spread of communism, plans to help countries rebuild after World War II, or that countries in communist and western nations formed separate alliances.</p> <p>SS.912.A.6.Su.k Recognize a concern about the spread of nuclear technology in the United States and the world.</p>	<p>SS.912.A.6.Pa.a Recognize that the United States fought in a war.</p> <p>SS.912.A.6.Pa.j Recognize that countries help each other to prevent wars.</p> <p>SS.912.A.6.Pa.k Recognize that countries make agreements to prevent war.</p> <p>SS.912.A.6.Pa.l Recognize that countries help other countries in war.</p> <p>SS.912.A.6.Pa.m Recognize</p>

SS.912.A.6.In.l Identify a cause and consequence of the Korean War.	SS.912.A.6.Su.l Recognize a cause and consequence of the Korean War.	that the United States is involved with other nations.
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.	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.	SS.912.A.6.Pa.n Recognize that countries help other countries in war.
SS.912.A.6.In.n Identify causes and results of the Vietnam War.	SS.912.A.6.Su.n Recognize a cause and result of the Vietnam War.	SS.912.A.6.Pa.o Recognize a development in Florida, such as the space program.
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.	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.	SS.912.A.6.Pa.b Recognize that a country can provide aid to other countries (allies) during a war.
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.	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.	SS.912.A.6.Pa.c Recognize that groups may be treated badly because they are different.
SS.912.A.6.In.c Identify the impact of the Holocaust during World War II on Jews and other groups.	SS.912.A.6.Su.c Recognize an impact of the Holocaust during World War II on Jews and other groups.	SS.912.A.6.Pa.d Recognize that groups may be treated differently during a war.
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.	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.	SS.912.A.6.Pa.e Recognize that war causes changes in home life.
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.	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.	SS.912.A.6.Pa.f Recognize that countries may take drastic measures to end a war.
SS.912.A.6.In.f Identify a reason why the United States decided to use	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.	SS.912.A.6.Pa.g Recognize that people who commit war crimes may have a trial.
		SS.912.A.6.Pa.h Recognize loyalty to one's country.
		SS.912.A.6.Pa.i Recognize that countries work together in the United Nations.

<p>atomic weapons against Japan and identify the aftermath, such as destruction and the ending of World War II.</p> <p>SS.912.A.6.In.g Identify attempts to promote international justice by trying Nazi war crimes after World War II (Nuremberg Trials).</p> <p>SS.912.A.6.In.h Identify the effects of the Red Scare on the United States, such as the loyalty review program and the House Un-American Activities Committee.</p> <p>SS.912.A.6.In.i Identify that the United Nations was formed as an international organization to keep world peace and Mary McLeod Bethune was involved in developing the charter.</p>	<p>SS.912.A.6.Su.g Recognize attempts to promote international justice by trying Nazi war crimes after World War II (Nuremberg Trials).</p> <p>SS.912.A.6.Su.h Recognize an effect of the Red Scare on the United States, such as the loyalty review program.</p> <p>SS.912.A.6.Su.i Recognize a peacekeeping role of the United Nations.</p>	
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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

<i>Independent</i>	<i>Supported</i>	<i>Participatory</i>
<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.</p> <p>SS.912.A.7.In.j Identify the impact of the Vietnam War and Watergate on the United States.</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.</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.</p> <p>SS.912.A.7.Su.j Recognize an impact of the Vietnam War and Watergate on the United States.</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.</p>	<p>SS.912.A.7.Pa.a Recognize a characteristic of post-World War II, such as suburbs and modern appliances.</p> <p>SS.912.A.7.Pa.j Recognize an impact of war on people.</p> <p>SS.912.A.7.Pa.k Recognize that the United States has interests in other countries.</p> <p>SS.912.A.7.Pa.l Recognize a</p>

SS.912.A.7.In.l Identify political, economic, and social concerns that emerged from the late 1900s to early 2000s.	SS.912.A.7.Su.l Recognize political, economic, and social concerns that emerged from the late 1900s to early 2000s.	social or economic concern of people.
SS.912.A.7.In.m Identify components of the Great Society program, such as Medicare and Medicaid, urban development, housing, and transit.	SS.912.A.7.Su.m Recognize a component of the Great Society program, such as Medicare and Medicaid, or housing.	SS.912.A.7.Pa.m Recognize a social program of the government.
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.	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.	SS.912.A.7.Pa.n Recognize a product produced in another country.
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.	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.	SS.912.A.7.Pa.o Recognize an act of terrorism, such as September 11, 2001.
SS.912.A.7.In.p Identify ways that immigration policy and attitudes have changed since 1950.	SS.912.A.7.Su.p Recognize that immigration policy and attitudes have changed since 1950.	SS.912.A.7.Pa.p Recognize that people immigrate to this country.
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.	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.	SS.912.A.7.Pa.q Recognize a key event in Florida, such as construction of Disney World.
SS.912.A.7.In.b Identify the prosperity of different ethnic groups and social classes in the post-World War II period.	SS.912.A.7.Su.b Recognize the prosperity of different ethnic groups and social classes in the post-World War II period.	SS.912.A.7.Pa.b Recognize that different groups of people may be rich or poor.
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.	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.	SS.912.A.7.Pa.c Recognize a role of women, such as working outside the home.
SS.912.A.7.In.d Examine government policies and programs in the 1960s,	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.	SS.912.A.7.Pa.d Recognize a government program that helps people.
		SS.912.A.7.Pa.e Recognize that people act in violent and nonviolent ways to bring about change.
		SS.912.A.7.Pa.f Recognize that people act in violent and nonviolent ways to bring about change.
		SS.912.A.7.Pa.g Recognize that people act in violent and nonviolent ways to bring about change.
		SS.912.A.7.Pa.h Recognize

<p>such as civil rights legislation, the Space Race, and the Great Society.</p> <p>SS.912.A.7.In.e Identify violent and nonviolent approaches used by groups, such as African Americans, women, Native Americans, and Hispanics, to achieve civil rights.</p> <p>SS.912.A.7.In.f Identify important acts of key persons and organizations in the Civil Rights Movement and Black Power Movement, such as Martin Luther King, Rosa Parks, the NAACP, and Malcolm X.</p> <p>SS.912.A.7.In.g Identify ways African Americans, whites, and other groups joined together to bring about changes in integration and equal rights, such as the Freedom Rides and the March on Washington.</p> <p>SS.912.A.7.In.h Identify the importance of landmark Supreme Court cases, such as integration—Brown v. Board of Education (1954), affirmative action—Regents of the University of California v. Bakke (1978), rights of the accused—Gideon v. Wainright (1963), and reproductive rights—Roe v. Wade (1973).</p> <p>SS.912.A.7.In.i Identify social movements of the 1960s and 1970s, such as reimbursement for Native American lands, working conditions of Hispanics and bilingual and bicultural education, and women’s rights.</p>	<p>SS.912.A.7.Su.e Recognize violent and nonviolent approaches used by groups, such as African Americans, women, Native Americans, and Hispanics, to achieve civil rights.</p> <p>SS.912.A.7.Su.f Recognize important acts of key persons and organizations in the Civil Rights Movement and Black Power Movement, such as Martin Luther King, Rosa Parks, the NAACP, and Malcolm X.</p> <p>SS.912.A.7.Su.g Recognize ways African Americans, whites, and other groups joined together to bring about changes in integration and equal rights, such as the Freedom Rides and the March on Washington.</p> <p>SS.912.A.7.Su.h Recognize the importance of landmark Supreme Court cases, such as integration—Brown v. Board of Education (1954), affirmative action—Regents of the University of California v. Bakke (1978), rights of the accused—Gideon v. Wainright (1963), and reproductive rights—Roe v. Wade (1973).</p> <p>SS.912.A.7.Su.i Recognize social movements of the 1960s and 1970s, such as reimbursement for Native American lands, working conditions of Hispanics and bilingual and bicultural education, and women’s rights.</p>	<p>that Supreme Court cases have important outcomes that affect all citizens.</p> <p>SS.912.A.7.Pa.i Recognize that people work together for positive change.</p>
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Strand: GEOGRAPHY

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

Access Point for Students with Significant Cognitive Disabilities

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

Standard 2: Understand physical and cultural characteristics of places.

Access Point for Students with Significant Cognitive Disabilities

<i>Independent</i>	<i>Supported</i>	<i>Participatory</i>
SS.912.G.2.In.a Identify physical characteristics—such as climate and terrain, and human elements—such as religion and economy, that explain settlement patterns in the United States regions over time.	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.	SS.912.G.2.Pa.a Recognize the effect of a physical characteristic of a place on people.
SS.912.G.2.In.b Recognize	SS.912.G.2.Su.b Recognize a	SS.912.G.2.Pa.b Recognize a characteristic of development.

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

Access Point for Students with Significant Cognitive Disabilities		
<i>Independent</i>	<i>Supported</i>	<i>Participatory</i>
<p>SS.912.G.3.In.a Using geographic terms, identify characteristics of major ecosystems of Earth, such as location, climate, landforms, and resources.</p> <p>SS.912.G.3.In.b Use geographic terms and tools to describe how weather and climate influence a location.</p> <p>SS.912.G.3.In.c Use geographic terms and tools to identify different opinions on the use of renewable and non-renewable resources in Florida, the United States, and the world.</p>	<p>SS.912.G.3.Su.a Using geographic terms, recognize characteristics of selected major ecosystems of Earth, such as location, climate, and landforms.</p> <p>SS.912.G.3.Su.b Use geographic terms and tools to identify how weather and climate influence a location.</p> <p>SS.912.G.3.Su.c Use geographic terms and tools to recognize ways that people have used renewable and non-renewable resources in Florida, the United States, or the world.</p>	<p>SS.912.G.3.Pa.a Recognize characteristics of a major ecosystem.</p> <p>SS.912.G.3.Pa.b Use a geographic tool to recognize weather conditions.</p> <p>SS.912.G.3.Pa.c Recognize a way to recycle resources.</p> <p>SS.912.G.3.Pa.d Recognize that natural forces can change the characteristics of a location.</p>

<p>SS.912.G.3.In.d Use geographic terms and tools to describe how Earth's internal changes—such as volcanoes and earthquakes—and external changes—such as droughts, floods, and erosion—impact the characteristics of locations.</p>	<p>SS.912.G.3.Su.d Use geographic terms and tools to identify how Earth's external changes— such as volcanoes and earthquakes—and internal changes—such as floods and erosion—impact the characteristics of locations.</p>	<p>SS.912.G.3.Pa.e Recognize the influence of water flow on a place.</p>
<p>SS.912.G.3.In.e Use geographic terms and tools to describe how changes in the distribution or use of water (hydrology), such as damming a river or building an irrigation system, impact locations.</p>	<p>SS.912.G.3.Su.e Use geographic terms and tools to identify how changes in the distribution or use of water (hydrology), such as building a dam, can impact a location.</p>	

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

Access Point for Students with Significant Cognitive Disabilities

<i>Independent</i>	<i>Supported</i>	<i>Participatory</i>
<p>SS.912.G.4.In.a Identify changes in population for selected places.</p>	<p>SS.912.G.4.Su.a Recognize changes in population for selected places.</p>	<p>SS.912.G.4.Pa.a Recognize that change is a characteristic of population.</p>
<p>SS.912.G.4.In.b Use geographic terms and tools to describe the push/pull factors contributing to human migration.</p>	<p>SS.912.G.4.Su.b Use geographic terms and tools to identify the push/pull factors contributing to human migration.</p>	<p>SS.912.G.4.Pa.b Recognize a cause of migration.</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.</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.</p>	<p>SS.912.G.4.Pa.c Recognize an effect of migration.</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.</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.</p>	<p>SS.912.G.4.Pa.d Recognize an effect of globalization.</p> <p>SS.912.G.4.Pa.e Recognize changes in the characteristics of a city.</p>
<p>SS.912.G.4.In.e Use geographic terms and tools to identify changes in cities and urban centers.</p>	<p>SS.912.G.4.Su.e Use geographic terms and tools to recognize changes in cities and urban centers.</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.</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.</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.</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.</p> <p>SS.912.G.4.In.i Use political maps to identify changes in boundaries or governments within a continent.</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.</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.</p> <p>SS.912.G.4.Su.h Use geographic concepts to identify factors that define space, such as patterns of land use.</p> <p>SS.912.G.4.Su.i Use political maps to recognize changes in boundaries or governments within a continent.</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.</p> <p>SS.912.G.4.Pa.h Recognize uses of land.</p> <p>SS.912.G.4.Pa.i Use maps to recognize changes in boundaries.</p>
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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>
<p>SS.912.G.5.In.a Identify examples of how the Earth's physical systems, such as landforms, locations, resources, and climate affect humans.</p> <p>SS.912.G.5.In.b Identify how changes in the physical environment of a place can impact its capacity to support human activity.</p> <p>SS.912.G.5.In.c Identify how human use of technology affects the environment of places.</p>	<p>SS.912.G.5.Su.a Recognize examples of how the Earth's physical systems, such as landforms, locations, resources, and climate affect humans.</p> <p>SS.912.G.5.Su.b Recognize how changes in the physical environment of a place can impact its capacity to support human activity.</p> <p>SS.912.G.5.Su.c Recognize how human use of technology affects the environment of places.</p>	<p>SS.912.G.5.Pa.a Recognize an effect of a physical system on humans.</p> <p>SS.912.G.5.Pa.b Recognize an effect of the physical environment on human activity.</p> <p>SS.912.G.5.Pa.c Recognize an effect of technology on the environment.</p> <p>SS.912.G.5.Pa.d Recognize an impact of humans on an ecosystem.</p>

SS.912.G.5.In.d Identify how humans impact the diversity and productivity of an ecosystem.	SS.912.G.5.Su.d Recognize how humans impact the diversity and productivity of an ecosystem.	SS.912.G.5.Pa.e Recognize an impact of humans on an ecosystem.
SS.912.G.5.In.e Use geographic terms and tools to identify effects of government policies or programs for resource use and management.	SS.912.G.5.Su.e Use geographic terms and tools to recognize effects of government policies or programs for resource use and management.	SS.912.G.5.Pa.f Recognize an impact of humans on an ecosystem.
SS.912.G.5.In.f Identify how change to an environmental factor can affect an ecosystem.	SS.912.G.5.Su.f Recognize how change to an environmental factor can affect an ecosystem.	

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

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

relationship between physical and cultural phenomena in specific places.		
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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

<i>Independent</i>	<i>Supported</i>	<i>Participatory</i>
SS.912.E.1.In.a Identify examples of factors of production, such as land, labor, and capital.	SS.912.E.1.Su.a Recognize examples of factors of production, such as land, labor, and capital.	SS.912.E.1.Pa.a Recognize that products are made from resources.
SS.912.E.1.In.j Identify that the government uses taxation and oversight of government spending to support the economy.	SS.912.E.1.Su.j Recognize that the government uses tax money to support the economy.	SS.912.E.1.Pa.j Recognize that the government makes rules about money.
SS.912.E.1.In.k Identify that the Federal Reserve controls interest rates to affect economic growth.	SS.912.E.1.Su.k Recognize that the bank of the federal government (Federal Reserve) controls some interest rates.	SS.912.E.1.Pa.k Recognize that the government makes rules about money.
SS.912.E.1.In.l Identify changes in the business cycle, such as peak, contraction-unemployment, trough, and expansion-inflation.	SS.912.E.1.Su.l Recognize changes in the business cycle, such as peak, contraction-unemployment, trough, and expansion-inflation.	SS.912.E.1.Pa.l Recognize a change in the business cycle, such as growth (peak).
SS.912.E.1.In.m Describe the basic functions of money in the United States.	SS.912.E.1.Su.m Identify the basic functions of money in the United States.	SS.912.E.1.Pa.m Recognize a use for money in the United States.
SS.912.E.1.In.n Identify major differences between credit, savings, and investment services.	SS.912.E.1.Su.n Recognize a credit and savings service.	SS.912.E.1.Pa.n Recognize that money in a bank can be withdrawn.
SS.912.E.1.In.o Identify sources of information on investments, such as stocks, bonds, and mutual funds.	SS.912.E.1.Su.o Recognize the purpose of saving and investing money.	SS.912.E.1.Pa.o Recognize the purpose of saving money.
	SS.912.E.1.Su.p Recognize a budget plan that includes wages and essential	SS.912.E.1.Pa.p Recognize a plan (budget) to save and spend money.
		SS.912.E.1.Pa.b Recognize examples of scarcity and choice.

<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.</p>	<p>expenses, such as food and housing.</p>	<p>SS.912.E.1.Pa.c Recognize that goods are produced because people want or need them (supply and demand).</p>
<p>SS.912.E.1.In.b Identify the impact of scarcity, choice, and opportunity costs on the production of goods and services.</p>	<p>SS.912.E.1.Su.b Identify an example of scarcity, choice, and trade-offs in the production of goods.</p>	<p>SS.912.E.1.Pa.d Recognize that goods are produced because people want or need them (supply and demand).</p>
<p>SS.912.E.1.In.c Identify differences in the major characteristics of the market, command, and mixed economic systems.</p>	<p>SS.912.E.1.Su.c Recognize a major characteristic of the market and the command economic systems.</p>	<p>SS.912.E.1.Pa.e Recognize that some businesses are owned by people.</p>
<p>SS.912.E.1.In.d Describe how the interaction between supply and demand affects the price of a product.</p>	<p>SS.912.E.1.Su.d Identify examples of the interaction between supply and demand.</p>	<p>SS.912.E.1.Pa.f Recognize a basic characteristic of a market structure, such as buyers and sellers.</p>
<p>SS.912.E.1.In.e Identify forms of business organization, such as sole proprietorship, partnership, and corporation.</p>	<p>SS.912.E.1.Su.e Recognize forms of business organization, such as sole proprietorship, partnership, or corporation.</p>	<p>SS.912.E.1.Pa.g Recognize that goods are produced because people want or need them (supply and demand).</p>
<p>SS.912.E.1.In.f Identify differences between a monopoly and pure competition market structure.</p>	<p>SS.912.E.1.Su.f Recognize a difference between a monopoly and pure competition market structure.</p>	<p>SS.912.E.1.Pa.h Recognize that products have different prices.</p>
<p>SS.912.E.1.In.g Identify factors that determine the price of a good or service, such as fixed and variable costs.</p>	<p>SS.912.E.1.Su.g Recognize factors that determine the price of a good or service, such as fixed costs.</p>	<p>SS.912.E.1.Pa.i Recognize that workers receive wages.</p>
<p>SS.912.E.1.In.h Identify characteristics of price and non-price competition, such as discounts and rebates, and quality and extra service.</p>	<p>SS.912.E.1.Su.h Recognize an example of price and non-price competition, such as discounts or extra service.</p>	
<p>SS.912.E.1.In.i Identify factors that determine the earnings of workers, such as minimum wage, the market value of the product, and worker productivity.</p>	<p>SS.912.E.1.Su.i Recognize that the earnings of workers reflect worker productivity.</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>
SS.912.E.2.In.a Identify broad economic goals, such as freedom, security, and full employment.	SS.912.E.2.Su.a Recognize a broad economic goal, such as full employment.	SS.912.E.2.Pa.a Recognize a reason for employment.
SS.912.E.2.In.j Identify a function of the Federal Reserve System, such as to control interest rates and the money supply and supervise banking institutions.	SS.912.E.2.Su.j Recognize a function of the Federal Reserve System, such as to control interest rates.	SS.912.E.2.Pa.j Recognize that the government controls money.
SS.912.E.2.In.k Describe an example of the economic impact of positive and negative side effects (externalities) on the environment.	SS.912.E.2.Su.k Identify an example of the economic impact of a positive and negative side effect (externality) on the environment.	SS.912.E.2.Pa.k Recognize a positive or negative side effect (externality) of producing goods.
SS.912.E.2.In.l Identify the flow of money in a local economy, including the individual and household, businesses, banks, government, and international trade.	SS.912.E.2.Su.l Recognize the movement of money in a local economy, including the individual and household, businesses, banks, and government.	SS.912.E.2.Pa.l Recognize that money moves from buyer to seller.
SS.912.E.2.In.b Identify a public policy issue that affects the student's community and potential consequences, such as rezoning for housing and businesses or building new roads.	SS.912.E.2.Su.b Recognize a public policy issue that affects the student's community and a possible consequence, such as planning for new houses.	SS.912.E.2.Pa.b Recognize the value of a community project, such as recycling.
SS.912.E.2.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.	SS.912.E.2.Su.c Identify contributions of an entrepreneur, inventor, and other key individual from various gender, social, and ethnic backgrounds in the development of the United States.	SS.912.E.2.Pa.c Recognize an individual who has contributed to the United States.
SS.912.E.2.In.d Identify examples of government wage and price controls, such as minimum wage and rent control.	SS.912.E.2.Su.d Recognize a public policy issue that affects the student's community and a possible consequence, such as planning for new houses.	SS.912.E.2.Pa.d Recognize that government sets the minimum wage.
SS.912.E.2.In.e Identify how investment in factories, machinery, technology, or	SS.912.E.2.Su.e Recognize examples of government wage and price controls, such as minimum wage and rent control.	SS.912.E.2.Pa.e Recognize that investment may increase productivity.
	SS.912.E.2.Su.f Recognize that investment in factories, machinery, technology, or people can impact productivity.	SS.912.E.2.Pa.f Recognize an example of a natural monopoly, such as electricity or water.
	SS.912.E.2.Su.g Recognize examples of a natural monopoly, such as electricity	SS.912.E.2.Pa.g Recognize that the cost of items can increase.
		SS.912.E.2.Pa.h Recognize a tax, such as sales tax.

people can impact productivity.		and water.		
SS.912.E.2.In.f	Identify the purpose of natural monopolies regulated by the government, such as electricity and water.	SS.912.E.2.Su.g	Recognize a common impact of inflation on society.	SS.912.E.2.Pa.i Recognize that the government spends money.
SS.912.E.2.In.g	Identify a common impact of inflation on society.	SS.912.E.2.Su.h	Recognize different types of taxes, such as income, sales, and social security.	
SS.912.E.2.In.h	Identify different types of taxes, such as income, sales, and social security.	SS.912.E.2.Su.i	Recognize that government spending and taxation affects the economy.	
SS.912.E.2.In.i	Recognize the relationship between government spending and taxation and the economy.			

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>
SS.912.E.3.In.a Identify the impact of inflation on world economies, such as oil prices and the Great Depression.	SS.912.E.3.Su.a Recognize an impact of inflation on the economy, such as oil prices.	SS.912.E.3.Pa.a Recognize that costs of goods and services change over time.
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.	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.	SS.912.E.3.Pa.b Recognize the advantage of a trade.
SS.912.E.3.In.c Identify examples of barriers to trade, such as quotas and tariffs.	SS.912.E.3.Su.c Recognize a barrier to trade, such as quotas and tariffs.	SS.912.E.3.Pa.c Recognize a disadvantage (barrier) of a trade.
SS.912.E.3.In.d Identify an example of the economic impact of positive and	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.	SS.912.E.3.Pa.d Recognize a positive or negative side effect (externality) of producing goods in the international environment.
		SS.912.E.3.Pa.e Recognize an economic characteristic of daily living, such as the

<p>negative side effects (externalities) on the international environment.</p> <p>SS.912.E.3.In.e Identify differences in the economies of the United States and another country, such as the standard of living and productivity.</p> <p>SS.912.E.3.In.f Identify that economics involves the study of how people and countries make decisions about the use of scarce resources in the most efficient way.</p>	<p>SS.912.E.3.Su.e Recognize a characteristic of another country's economy, such as the standard of living.</p> <p>SS.912.E.3.Su.f Recognize that economics involves the study of how people and countries make decisions about the use of scarce resources in the most efficient way.</p>	<p>cost of housing.</p> <p>SS.912.E.3.Pa.f Recognize that people study the economy.</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

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

events.	that interpretations of historians may differ.	and auditory and written sources.
SS.912.W.1.In.f Identify the role of history in shaping the identity of culture and character.	SS.912.W.1.Su.f Recognize the role of history in shaping the identity of culture and character.	SS.912.W.1.Pa.f Recognize a characteristic of cultural identity.

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

Access Point for Students with Significant Cognitive Disabilities

<i>Independent</i>	<i>Supported</i>	<i>Participatory</i>
SS.912.W.2.In.a Identify the extent of Byzantine territory.	SS.912.W.2.Su.a Recognize the extent of Byzantine territory.	SS.912.W.2.Pa.a Recognize that there were civilizations in different parts of the world.
SS.912.W.2.In.j Identify the social rankings in medieval society and the role feudalism played in Western Civilization.	SS.912.W.2.Su.j Recognize a feature of Western Civilization that came from medieval times, such as a social class system or private property.	SS.912.W.2.Pa.j Recognize a contribution of medieval civilizations.
SS.912.W.2.In.k Identify the achievements under the leadership of Charlemagne, such as religious reform, establishment of courts, and cultural revival.	SS.912.W.2.Su.k Recognize an achievement under the leadership of Charlemagne, such as religious reform, establishment of courts, or cultural revival.	SS.912.W.2.Pa.k Recognize a positive consequence of change in civilization.
SS.912.W.2.In.l Recognize ways Christian monasteries and convents helped the people through education, charity, and agriculture.	SS.912.W.2.Su.l Recognize a way Christian monasteries and convents helped the people through education and charity.	SS.912.W.2.Pa.l Recognize a social support provided by religious organizations.
SS.912.W.2.In.m Identify the major influences in Western Civilization that fostered cultural unity.	SS.912.W.2.Su.m Recognize that Western Civilization was influenced by many cultures.	SS.912.W.2.Pa.m Recognize that people in different cultures can join together.
SS.912.W.2.In.n Recognize difficulties experienced by Western Europe in the 1300s, such as the Great Famine, Black Death, and the Hundred Years War.	SS.912.W.2.Su.n Recognize a difficulty experienced by Western Europe in the 1300s, such as the Great Famine or Black Death.	SS.912.W.2.Pa.n Recognize that disease or war can destroy a civilization.
	SS.912.W.2.Su.o Recognize a	SS.912.W.2.Pa.o Recognize that an economy involves buying and trading goods.
		SS.912.W.2.Pa.p Recognize a characteristic of national identity.

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.	way the modern economy developed, such as from the growth of the early banking system, advancements in agriculture, the rise of the merchant class, or the growth of towns and cities.	SS.912.W.2.Pa.q Recognize important components of culture, such as education.
SS.912.W.2.In.p Identify characteristics of national identity in England, France, and Spain.	SS.912.W.2.Su.p Recognize a characteristic of national identity in England, France, and Spain.	SS.912.W.2.Pa.r Recognize that people are governed by laws.
SS.912.W.2.In.q Identify figures, such as Thomas Aquinas and Roger Bacon, and achievements, such as the advancement of education and law, of the medieval period in Western Europe.	SS.912.W.2.Su.q Recognize an achievement of the medieval period in Western Europe, such as the advancement of education through the universities.	SS.912.W.2.Pa.s Recognize an impact of a physical feature on a location.
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.	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.	SS.912.W.2.Pa.b Recognize Christianity as a religion.
SS.912.W.2.In.s Identify physical features of Japan that impacted its development.	SS.912.W.2.Su.s Recognize selected physical features of Japan that impacted its development.	SS.912.W.2.Pa.t Recognize that civilizations change over time.
SS.912.W.2.In.b Identify the impact of the establishment of "New Rome" by Constantine the Great with Christianity as the official religion.	SS.912.W.2.Su.b Recognize that Constantine the Great established Christianity as the official religion of Constantinople.	SS.912.W.2.Pa.u Recognize that civilizations change over time.
SS.912.W.2.In.t Identify major developments in medieval Japan, such as the influence of the religions, feudal system, government, and military.	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.	SS.912.W.2.Pa.v Recognize that people in different cultures share customs and practices.
SS.912.W.2.In.u Identify major developments in medieval Japan, such as the influence of the religions, feudal system, government, and military.	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.	SS.912.W.2.Pa.c Recognize a characteristic of empires.
	SS.912.W.2.Su.v Recognize an example of Japan's cultural and economic relationship to China and Korea.	SS.912.W.2.Pa.d Recognize a characteristic of empires.
		SS.912.W.2.Pa.e Recognize a contribution of medieval civilizations.
		SS.912.W.2.Pa.f Recognize a contribution of medieval civilizations.
		SS.912.W.2.Pa.g Recognize that disease or war can destroy a civilization.
		SS.912.W.2.Pa.h Recognize that countries fight to take control of other countries.

<p>SS.912.W.2.In.v Identify an example of Japan's cultural and economic relationship to China and Korea.</p>	<p>SS.912.W.2.Su.c Recognize a similarity and difference of the Byzantine Empire and Roman Empire.</p>	<p>SS.912.W.2.Pa.i Recognize a negative consequence of change in civilization.</p>
<p>SS.912.W.2.In.c Identify similarities and differences of the Byzantine Empire and Roman Empire.</p>	<p>SS.912.W.2.Su.d Associate a key figure, such as Justinian the Great, with the Byzantine Empire.</p>	
<p>SS.912.W.2.In.d Recognize a key figure from the Byzantine Empire, such as the emperor, Justinian the Great.</p>	<p>SS.912.W.2.Su.e Recognize a contribution of the Byzantine Empire, such as the development of Western Europe, Islamic civilization, or spread of Christianity in Eastern Europe (Slavic peoples).</p>	
<p>SS.912.W.2.In.e Identify contributions of the Byzantine Empire, such as the development of Western Europe, Islamic civilization, and spread of Christianity in Eastern Europe (Slavic peoples).</p>	<p>SS.912.W.2.Su.f Recognize a contribution of the Byzantine Empire, such as the development of Western Europe, Islamic civilization, or spread of Christianity in Eastern Europe (Slavic peoples).</p>	
<p>SS.912.W.2.In.f Identify contributions of the Byzantine Empire, such as the development of Western Europe, Islamic civilization, and spread of Christianity in Eastern Europe (Slavic peoples).</p>	<p>SS.912.W.2.Su.g Recognize a cause of the decline of the Byzantine Empire, such as the plague, attacks from barbarian tribes, or the Crusades.</p>	
<p>SS.912.W.2.In.g Recognize causes of the decline of the Byzantine Empire, such as the plague, attacks from barbarian tribes, or the Crusades.</p>	<p>SS.912.W.2.Su.h Recognize that the Ottoman Turks conquered the Byzantine Empire.</p>	
<p>SS.912.W.2.In.h Identify that the Ottoman Turks conquered the Byzantine Empire and the Ottoman Empire grew.</p>	<p>SS.912.W.2.Su.i Recognize a change that occurred after the collapse of the Western Roman Empire, such as less trade, the loss of learning and knowledge, or the breakup into barbarian states.</p>	
<p>SS.912.W.2.In.i Identify the changes that occurred after the collapse of the Western Roman Empire, such as less trade, the loss of learning and knowledge, and the breakup into barbarian states.</p>		

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

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

major civilizations of Mesoamerica and Andean South America, such as Maya, Aztec, and Inca.		SS.912.W.3.Pa.r	Recognize an achievement or contribution of Asian, African, or Meso-American civilizations.
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.	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.	SS.912.W.3.Pa.s	Recognize an achievement or contribution of Asian, African, or Meso-American civilizations.
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.	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.	SS.912.W.3.Pa.b	Recognize that there is more than one religion.
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.	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.	SS.912.W.3.Pa.c	Recognize that religion influences culture.
SS.912.W.3.In.b Identify major differences in beliefs and principles of Judaism, Christianity, and Islam.	SS.912.W.3.Su.b Recognize a difference in beliefs or principles of Judaism, Christianity, and Islam.	SS.912.W.3.Pa.d	Recognize that religion influences culture.
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.	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.	SS.912.W.3.Pa.e	Recognize an achievement or contribution of Asian, African, or Meso-American civilizations.
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.	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.	SS.912.W.3.Pa.f	Recognize an achievement or contribution of Asian, African, or Meso-American civilizations.
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).	SS.912.W.3.Su.e Recognize that achievements in the Islamic Golden Age included advancements in many areas of learning.	SS.912.W.3.Pa.g	Recognize people fight for their religious beliefs.
	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.	SS.912.W.3.Pa.h	Recognize people fight for their religious beliefs.
		SS.912.W.3.Pa.i	Recognize change of leadership over time.

<p>SS.912.W.3.In.f Recognize key developments in Islamic history, such as the form of government (caliphate), the formation of different religious groups—Sunni and Shi'a, and the importance of slave trade.</p> <p>SS.912.W.3.In.g Recognize effects of the European response to Islamic expansion, such as the Crusades and Reconquista.</p> <p>SS.912.W.3.In.h Recognize effects of the European response to Islamic expansion, such as the Crusades and Reconquista.</p> <p>SS.912.W.3.In.i Identify the growth of sub-Saharan African kingdoms and empires, such as Ghana, Mali, or Songhai.</p>	<p>SS.912.W.3.Su.g Recognize that the Crusades were a key European response to Islamic expansion.</p> <p>SS.912.W.3.Su.h Recognize that the Crusades were a key European response to Islamic expansion.</p> <p>SS.912.W.3.Su.i Recognize the growth of sub-Saharan African kingdoms and empires.</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

<i>Independent</i>	<i>Supported</i>	<i>Participatory</i>
<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.</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.</p> <p>SS.912.W.4.In.k Recognize causes that led to the Age of Exploration, such as</p>	<p>SS.912.W.4.Su.a Recognize that Italian city-states grew wealthy through trade and cultural diversity.</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.</p> <p>SS.912.W.4.Su.k Recognize why explorers came to the New World, such as to find routes for trade.</p>	<p>SS.912.W.4.Pa.a Recognize that trade is a characteristic of society.</p> <p>SS.912.W.4.Pa.j Recognize the impact of science on civilization.</p> <p>SS.912.W.4.Pa.k Recognize a cause for exploration.</p> <p>SS.912.W.4.Pa.l Recognize a cause for exchange of goods.</p> <p>SS.912.W.4.Pa.m Recognize that people value traditional ways of life.</p>

the need for new routes and goods to trade.	SS.912.W.4.Su.l Recognize an impact of the Columbian Exchange, such as the exchange of agricultural goods, diseases, or ideas between Europe, Africa, and the Americas.	SS.912.W.4.Pa.n Recognize that slaves did not have freedom.
SS.912.W.4.In.l Recognize impacts of the Columbian Exchange, such as the exchange of agricultural goods, diseases, and ideas between Europe, Africa, and the Americas.	SS.912.W.4.Su.m Recognize that European countries influenced the economic or political systems in the Americas.	SS.912.W.4.Pa.o Recognize that slaves did not have freedom.
SS.912.W.4.In.m Recognize ways the economic and political systems of European countries were used in the Americas.	SS.912.W.4.Su.n Recognize that slavery and forced labor were used in Africa, Europe, and the Americas.	SS.912.W.4.Pa.b Recognize that architecture is a characteristic of society.
SS.912.W.4.In.n Recognize how the practice of slavery and other forms of forced labor differed in Africa, Europe, and the Americas.	SS.912.W.4.Su.o Recognize that slavery and forced labor were used in Africa, Europe, and the Americas.	SS.912.W.4.Pa.c Recognize that art is a characteristic of society.
SS.912.W.4.In.o Recognize how the practice of slavery and other forms of forced labor differed in Africa, Europe, and the Americas.	SS.912.W.4.Su.b Recognize that artistic, literary, and technological accomplishments are distinctive characteristics of societies.	SS.912.W.4.Pa.d Recognize that art is a characteristic of society.
SS.912.W.4.In.b Recognize an influence of architectural, artistic, and literary development of Renaissance Italy.	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.	SS.912.W.4.Pa.e Recognize the impact of science on civilization.
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.	SS.912.W.4.Su.d Recognize that works of art reflect the culture and values of their society.	SS.912.W.4.Pa.f Recognize the impact of science on civilization.
SS.912.W.4.In.d Recognize characteristics of Renaissance humanism in literature and the arts.	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.	SS.912.W.4.Pa.g Recognize that people may change their beliefs.
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.	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	SS.912.W.4.Pa.h Recognize that people may change their beliefs.
		SS.912.W.4.Pa.i Recognize that people may change their beliefs.

<p>SS.912.W.4.In.f Recognize new ideas developed during the Scientific Revolution, such as the discovery that the Earth and planets revolve around the Sun, the pendulum, the law of gravity, the scientific method, and the microscope.</p> <p>SS.912.W.4.In.g Recognize the impact of the Roman Catholic reformers, such as Erasmus, Wycliffe, or Huss.</p> <p>SS.912.W.4.In.h Recognize characteristics of the Protestant religious reforms of Luther, Calvin, and Henry VIII.</p> <p>SS.912.W.4.In.i Recognize the reforms that were enacted by the Roman Catholic Church during the Catholic Counter Reformation.</p>	<p>gravity, or the microscope.</p> <p>SS.912.W.4.Su.g Recognize that reformers challenged the beliefs of the Roman Catholic Church.</p> <p>SS.912.W.4.Su.h Recognize that reformers challenged the beliefs of the Roman Catholic Church.</p> <p>SS.912.W.4.Su.i Recognize that reformers challenged the beliefs of the Roman Catholic Church.</p>	
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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.</p> <p>SS.912.W.5.In.b Recognize influences of the Enlightenment, such as the Renaissance, Scientific Revolution, and Reformation.</p> <p>SS.912.W.5.In.c Recognize major ideas of Enlightenment philosophers, such as</p>	<p>SS.912.W.5.Su.a Recognize that a constitutional government can limit the powers of a king or queen.</p> <p>SS.912.W.5.Su.b Recognize an influence of the Enlightenment, such as the Renaissance, Scientific Revolution, or Reformation.</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.</p>	<p>SS.912.W.5.Pa.a Recognize a king or queen as a leader.</p> <p>SS.912.W.5.Pa.b Recognize that leaders can influence people.</p> <p>SS.912.W.5.Pa.c Recognize that leaders can influence people.</p> <p>SS.912.W.5.Pa.d Recognize an example of equality and freedom.</p>

the importance of a government and natural rights.			
SS.912.W.5.In.d Identify ways the Enlightenment influenced development in the Western World, such as the spread of democracy and equality in politics and religious freedom.	SS.912.W.5.Su.d Recognize a way the Enlightenment influenced development in the Western World, such as the spread of democracy and equality in politics or religious freedom.	SS.912.W.5.Pa.e Recognize an example of equality and freedom.	Recognize
SS.912.W.5.In.e Identify ways the Enlightenment influenced development in the Western World, such as the spread of democracy and equality in politics and religious freedom.	SS.912.W.5.Su.e Recognize a way the Enlightenment influenced development in the Western World, such as the spread of democracy and equality in politics or religious freedom.	SS.912.W.5.Pa.f Recognize an example of equality and freedom.	Recognize
SS.912.W.5.In.f Recognize effects of the French Revolution, including the rise and rule of Napoleon.	SS.912.W.5.Su.f Recognize an effect of the French Revolution.	SS.912.W.5.Pa.g Recognize that people fight for freedom.	Recognize
SS.912.W.5.In.g Recognize effects of the Latin American and Caribbean independence movements.	SS.912.W.5.Su.g Recognize that Latin American and Caribbean countries achieved independence.		

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

<i>Independent</i>	<i>Supported</i>	<i>Participatory</i>	
SS.912.W.6.In.a Recognize technological innovations that led to industrialization in Western Europe, the United States, and Japan.	SS.912.W.6.Su.a Recognize a technological innovation that led to industrialization in Western Europe, the United States, and Japan.	SS.912.W.6.Pa.a Recognize the impact of inventions.	Recognize
SS.912.W.6.In.b Recognize effects of the Industrial Revolution, such as increased productivity, the rise of the middle class, and the conditions faced by workers.	SS.912.W.6.Su.b Recognize an effect of the Industrial Revolution, such as increased productivity, the rise of the middle class, or the conditions faced by workers.	SS.912.W.6.Pa.b Recognize a social or economic benefit of work.	Recognize
SS.912.W.6.In.c Recognize	SS.912.W.6.Su.c Recognize	SS.912.W.6.Pa.c Recognize that businesses are owned by people.	Recognize
		SS.912.W.6.Pa.d Recognize	Recognize

<p>the major differences between capitalism and communism.</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.</p> <p>SS.912.W.6.In.e Recognize the effect of the unification of both Italy and Germany, such as the establishment of two countries with strong senses of patriotism and national pride.</p> <p>SS.912.W.6.In.f Recognize effects of imperialism, such as social and religious impact on indigenous peoples, expansion of political and economic control of other countries, and perceived superiority of Western ways.</p> <p>SS.912.W.6.In.g Recognize major events in China, such as the Western incursions and the nationalist revolution and formation of the Republic of China.</p>	<p>that private individuals or government can own businesses.</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.</p> <p>SS.912.W.6.Su.e Recognize a beneficial effect of the unification of separate nations or states into one country, such as national pride.</p> <p>SS.912.W.6.Su.f Recognize an effect of imperialism, such as social and religious impact on indigenous peoples, expansion of political and economic control of other countries, or perceived superiority of Western ways.</p> <p>SS.912.W.6.Su.g Recognize a major event in China, such as the nationalist revolution and formation of the Republic of China.</p>	<p>a characteristic of equality and freedom.</p> <p>SS.912.W.6.Pa.e Recognize the benefit of people or countries working together to achieve a goal.</p> <p>SS.912.W.6.Pa.f Recognize a characteristic of domination of one group over another.</p> <p>SS.912.W.6.Pa.g Recognize a cause of change in government.</p>
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Standard 7: Recognize significant causes, events, figures, and consequences of the Great War period and the impact on worldwide balance of power.

Access Point for Students with Significant Cognitive Disabilities

<i>Independent</i>	<i>Supported</i>	<i>Participatory</i>
<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.</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</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.</p> <p>SS.912.W.7.Su.j Recognize that the United States dropped atomic bombs on Japan and ended the war.</p>	<p>SS.912.W.7.Pa.a Recognize a reason for forming an alliance.</p> <p>SS.912.W.7.Pa.j Recognize a characteristic of warfare during World War II.</p> <p>SS.912.W.7.Pa.k Recognize</p>

<p>beginning of the nuclear arms race.</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.</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.</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.</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.</p> <p>SS.912.W.7.In.e Recognize why authoritarian governments came to power in the Soviet Union, Italy, Germany, and Spain.</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.</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.</p> <p>SS.912.W.7.In.h Recognize major effects of the Holocaust, including the Nazi</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.</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.</p> <p>SS.912.W.7.Su.c Recognize an effect of World War I, such as the breakup of empires into separate countries.</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.</p> <p>SS.912.W.7.Su.e Recognize a reason that authoritarian governments came to power in Europe after the depression.</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.</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.</p> <p>SS.912.W.7.Su.h Recognize an effect of the Holocaust, including the Nazi dehumanization of Jews and other victims.</p> <p>SS.912.W.7.Su.i Recognize that Allied leaders worked together to plan wartime strategies and create plans after World War II.</p>	<p>an effect of war.</p> <p>SS.912.W.7.Pa.b Recognize a characteristic of warfare during World War I.</p> <p>SS.912.W.7.Pa.c Recognize an effect of war.</p> <p>SS.912.W.7.Pa.d Recognize an effect of economic depression.</p> <p>SS.912.W.7.Pa.e Recognize an effect of economic depression.</p> <p>SS.912.W.7.Pa.f Recognize an individual right.</p> <p>SS.912.W.7.Pa.g Recognize a characteristic of world wars.</p> <p>SS.912.W.7.Pa.h Recognize a characteristic of discrimination.</p> <p>SS.912.W.7.Pa.i Recognize that leaders work together during and after war.</p>
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dehumanization of Jews and other victims.		
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.		

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>
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.	SS.912.W.8.Su.a Recognize that countries aligned with the United States or the Soviet Union after World War II.	SS.912.W.8.Pa.a Recognize a characteristic of an alliance.
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.	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.	SS.912.W.8.Pa.j Recognize a cause of conflict.
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.	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.	SS.912.W.8.Pa.b Recognize a characteristic of an alliance.
SS.912.W.8.In.c Identify that China became a world power after the communists defeated the nationalists in the Chinese Civil War.	SS.912.W.8.Su.c Recognize that China became a world power after the communists took over the government.	SS.912.W.8.Pa.c Recognize a result of change in government.
SS.912.W.8.In.d Identify effects of the arms race, such as increased weapons and armies.	SS.912.W.8.Su.d Recognize effects of the arms race, such as increased weapons and armies.	SS.912.W.8.Pa.d Recognize a characteristic of national defense.
SS.912.W.8.In.e Recognize factors that led to the fall of communism in the	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	SS.912.W.8.Pa.e Recognize that government can change.
		SS.912.W.8.Pa.f Recognize a characteristic of national independence.
		SS.912.W.8.Pa.g Recognize a characteristic of national independence.
		SS.912.W.8.Pa.h Recognize

<p>Soviet Union and Eastern Europe, such as the arms race and resistance by the citizens within the countries.</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.In.g Identify post-war independence movements in African, Asian, or Caribbean colonies.</p> <p>SS.912.W.8.In.h Recognize the goals of nationalist leaders, such as Mahatma Gandhi, Fidel Castro, and Gamal Abdel Nasser, in the post-war era.</p> <p>SS.912.W.8.In.i Identify post-war independence movements in African, Asian, or Caribbean colonies.</p>	<p>citizens within the countries.</p> <p>SS.912.W.8.Su.f Recognize a reason why Israel became a country.</p> <p>SS.912.W.8.Su.g Recognize that African, Asian, and Caribbean colonies moved toward independence after World War II.</p> <p>SS.912.W.8.Su.h Recognize a goal of selected nationalist leaders, such as Mahatma Gandhi, Fidel Castro, and Gamal Abdel Nasser, in the post-war era.</p> <p>SS.912.W.8.Su.i Recognize that African, Asian, and Caribbean colonies moved toward independence after World War II.</p>	<p>a characteristic of leadership.</p> <p>SS.912.W.8.Pa.i Recognize a characteristic of national independence.</p>
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Standard 9: Identify major economic, political, social, and technological trends beginning in the 20th century.

Access Point for Students with Significant Cognitive Disabilities

<i>Independent</i>	<i>Supported</i>	<i>Participatory</i>
<p>SS.912.W.9.In.a Recognize selected major scientists, their important discoveries, and their impact on everyday life.</p>	<p>SS.912.W.9.Su.a Recognize a selected major scientist, the important discovery, and the impact on everyday life.</p>	<p>SS.912.W.9.Pa.a Recognize an effect of scientific discovery.</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.</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.</p>	<p>SS.912.W.9.Pa.b Recognize an effect of economic growth.</p> <p>SS.912.W.9.Pa.c Recognize an effect of discrimination.</p>
<p>SS.912.W.9.In.c Recognize</p>	<p>SS.912.W.9.Su.c Recognize</p>	<p>SS.912.W.9.Pa.d Recognize an effect of discrimination.</p>

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

Strand: HUMANITIES

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

Access Point for Students with Significant Cognitive Disabilities

<i>Independent</i>	<i>Supported</i>	<i>Participatory</i>
SS.912.H.1.In.a Identify works in the arts, including architecture, music, and visual arts, from time periods, such as Classical, Renaissance, Modern, and Contemporary.	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.	SS.912.H.1.Pa.a Recognize a characteristic of a work in the arts from a time period.
SS.912.H.1.In.b Identify ways historical events, social context, culture, and government are reflected in works of art, such as	SS.912.H.1.Su.b Recognize that works of art reflect events, cultures, or government.	SS.912.H.1.Pa.b Recognize a characteristic of a work in the arts from a time period.

<p>imperial Roman sculpture, the Palace of Versailles, and the layout of Washington, DC.</p> <p>SS.912.H.1.In.c Identify works in the arts from various cultures, such as African, Asian, European, the Americas, and Middle Eastern.</p> <p>SS.912.H.1.In.d Identify works of art that reflect the artist's beliefs, such as protest music and Native American dance.</p> <p>SS.912.H.1.In.e Identify ways historical events, social context, culture, and government are reflected in works of art, such as imperial Roman sculpture, the Palace of Versailles, and the layout of Washington, DC.</p> <p>SS.912.H.1.In.f Identify ways historical events, social context, culture, and government are reflected in works of art, such as imperial Roman sculpture, the Palace of Versailles, and the layout of Washington, DC.</p> <p>SS.912.H.1.In.g Identify common terms used to describe art forms within cultures.</p>	<p>SS.912.H.1.Su.c Recognize works in the arts from various cultures, such as African, Asian, the Americas, and Middle Eastern.</p> <p>SS.912.H.1.Su.d Recognize works of art that reflect the artist's beliefs, such as Native American dance.</p> <p>SS.912.H.1.Su.e Recognize that works of art reflect events, cultures, or government.</p> <p>SS.912.H.1.Su.f Recognize that works of art reflect events, cultures, or government.</p> <p>SS.912.H.1.Su.g Recognize common terms used to describe art forms within a culture.</p>	<p>SS.912.H.1.Pa.c Recognize a characteristic of a work in the arts from a time period.</p> <p>SS.912.H.1.Pa.d Recognize a characteristic of a work in the arts from a time period.</p> <p>SS.912.H.1.Pa.e Recognize a characteristic of a work in the arts from a time period.</p> <p>SS.912.H.1.Pa.f Recognize a characteristic of a work in the arts from a time period.</p> <p>SS.912.H.1.Pa.g Recognize a characteristic of a work in the arts from a time period.</p>
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Standard 2: Respond critically and aesthetically to various works in the arts.		
Access Point for Students with Significant Cognitive Disabilities		
<i>Independent</i>	<i>Supported</i>	<i>Participatory</i>
<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.</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.</p>	<p>SS.912.H.2.Pa.a Recognize characteristics of an art form.</p> <p>SS.912.H.2.Pa.b Recognize differences in art forms.</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.	SS.912.H.2.Su.b Recognize a genre or form of works within art forms, such as modern and ethnic dance, and ballads and nationalistic music.	SS.912.H.2.Pa.c Recognize one's own feelings about a work of art.
SS.912.H.2.In.c Identify ways of evaluating art, such as by examining the elements of the art form (formal), deciding one's own feelings about the art (intuitive), and recognizing the use of symbolism.	SS.912.H.2.Su.c Recognize a way of evaluating art, such by identifying the elements of the art form (formal) and deciding one's own feelings about the art (intuitive).	SS.912.H.2.Pa.d Recognize one's own feelings about a work of art.
SS.912.H.2.In.d Identify an effect of works of art on an individual or group, such as changing their mood or leading groups to protest.	SS.912.H.2.Su.d Recognize an effect of works of art on an individual or group, such as changing their mood or leading groups to protest.	SS.912.H.2.Pa.e Recognize that people have different feelings about works of art.
SS.912.H.2.In.e Identify influences on an audience's response to art, such as the historical, social, cultural, or physical setting.	SS.912.H.2.Su.e Recognize an influence on an audience's response to art, such as the cultural or physical setting.	

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

<i>Independent</i>	<i>Supported</i>	<i>Participatory</i>
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.	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.	SS.912.H.3.Pa.a Recognize that communication helps spread ideas to other cultures.
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.	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.	SS.912.H.3.Pa.b Recognize that communication helps spread ideas to other cultures.
SS.912.H.3.In.c Identify effects of transportation, trade, communication, and	SS.912.H.3.Su.c Recognize an effect of transportation, trade, communication, or	SS.912.H.3.Pa.c Recognize that communication helps spread ideas to other cultures.

technology on the preservation of a culture and its diffusion to other locations.	technology on the diffusion of a culture to another location.	
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Strand: CIVICS AND GOVERNMENT

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

Access Point for Students with Significant Cognitive Disabilities

<i>Independent</i>	<i>Supported</i>	<i>Participatory</i>
SS.912.C.1.In.a Identify the influence of founding principles in American government, such as civic participation and voting, representative legislative bodies, and rule of law.	SS.912.C.1.Su.a Recognize the influence of founding principles in American government, such as civic participation and voting, representative legislative bodies, or rule of law.	SS.912.C.1.Pa.a Recognize civic participation as a founding principle of American government.
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.	SS.912.C.1.Su.b Recognize principles of natural rights and government of the people reflected in the Declaration of Independence.	SS.912.C.1.Pa.b Recognize government of the people as a principle of the Declaration of Independence.
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.	SS.912.C.1.Su.c Recognize principles of natural rights and government of the people reflected in the Declaration of Independence.	SS.912.C.1.Pa.c Recognize government of the people as a principle of the Declaration of Independence.
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.	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.	SS.912.C.1.Pa.d Recognize that forming the American government involved a compromise.
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).	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.	SS.912.C.1.Pa.e Recognize a practice that reflects government by the people (democracy) in the Constitution.

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

<i>Independent</i>	<i>Supported</i>	<i>Participatory</i>
SS.912.C.2.In.a Describe the differences between a citizen and a noncitizen and ways people can become citizens of a country, such as by birth or naturalization.	SS.912.C.2.Su.a Identify the differences between a citizen and a noncitizen.	SS.912.C.2.Pa.a Recognize a difference between a citizen and a noncitizen.
SS.912.C.2.In.j Identify current public issues in Florida.	SS.912.C.2.Su.j Recognize current public issues in Florida.	SS.912.C.2.Pa.j Recognize a current public issue in Florida.
SS.912.C.2.In.k Describe a solution to resolve a public issue.	SS.912.C.2.Su.k Identify a solution to resolve a public issue.	SS.912.C.2.Pa.k Recognize a solution to a public issue.
SS.912.C.2.In.l Identify the role of television, radio, the press, and the Internet in political communications.	SS.912.C.2.Su.l Recognize the role of television, radio, and the press in political communications.	SS.912.C.2.Pa.l Recognize forms of political communication, such as television, magazines, or newspapers.
SS.912.C.2.In.m Identify various forms of political communication, such as campaign advertisements, political speech, and political cartoons, and identify their accuracy or emotional appeal.	SS.912.C.2.Su.m Recognize a form of political communication, such as a campaign advertisement, political speech, or political cartoon, and identify its emotional appeal.	SS.912.C.2.Pa.m Recognize forms of political communications, such as television, magazines, or newspapers.
SS.912.C.2.In.n Identify the process and results of an election.	SS.912.C.2.Su.n Recognize the campaign, voting, and results of an election.	SS.912.C.2.Pa.n Recognize voting and results of an election.
SS.912.C.2.In.o Identify the role of political parties, special interest groups, and media in shaping public policy.	SS.912.C.2.Su.o Identify the role of political parties and media in shaping public policy.	SS.912.C.2.Pa.o Recognize that media influences government.
SS.912.C.2.In.p Identify the process and results of an election.	SS.912.C.2.Su.p Recognize the campaign, voting, and results of an election.	SS.912.C.2.Pa.p Recognize voting and results of an election.
SS.912.C.2.In.b Identify	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	SS.912.C.2.Pa.b Recognize ways to participate in the political process.
		SS.912.C.2.Pa.c Recognize ways to participate in the political process.

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

Access Point for Students with Significant Cognitive Disabilities

<i>Independent</i>	<i>Supported</i>	<i>Participatory</i>
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.	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.	SS.912.C.3.Pa.a Recognize that the government has limits on its power.
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.	SS.912.C.3.Su.j Recognize the importance of landmark Supreme Court cases, such as United States v. Nixon and Roe v. Wade.	SS.912.C.3.Pa.j Recognize that Supreme Court cases have important outcomes that affect all citizens.
SS.912.C.3.In.k Identify that the Constitution safeguards and limits rights.	SS.912.C.3.Su.k Recognize that the Constitution safeguards and limits rights.	SS.912.C.3.Pa.k Recognize that the government protects rights.
SS.912.C.3.In.l Identify the structure and function of the judicial branch of the government as identified in the Constitution.	SS.912.C.3.Su.l Identify the function of the judicial branch of the government as identified in the Constitution.	SS.912.C.3.Pa.l Recognize that the judicial branch of government interprets laws.
SS.912.C.3.In.m Identify the effects of government on the daily lives of citizens at the local, state, and national level.	SS.912.C.3.Su.m Recognize an effect of government on the daily lives of citizens at the local, state, and national level.	SS.912.C.3.Pa.m Recognize an effect of government on the daily lives of citizens.
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.	SS.912.C.3.Su.n Recognize examples of the use of constitutional powers, such as specifying powers of the federal and state governments.	SS.912.C.3.Pa.n Recognize an example of a power granted to the national government and not the state government, such as printing money.
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.	SS.912.C.3.Su.o Recognize examples of the use of constitutional powers, such as specifying powers of the federal and state governments.	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.
SS.912.C.3.In.b Identify	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	SS.912.C.3.Pa.c Recognize that the legislative branch of government creates

<p>examples of the powers granted and denied states and the national government, such as the national government may not change state boundaries or violate the Bill of Rights and state governments may not print money or suspend a person's rights without due process.</p> <p>SS.912.C.3.In.c Identify the structure and function of the legislative branch of the government identified in the Constitution.</p> <p>SS.912.C.3.In.d Identify the structure and functions of the executive branch of the government identified in the Constitution.</p> <p>SS.912.C.3.In.e Identify the purpose of independent regulatory agencies in the federal bureaucracy, such as the Federal Reserve (fiscal policy) and the Food and Drug Administration (ensures safety of food and drugs).</p> <p>SS.912.C.3.In.f Identify the structure and function of the judicial branch of the government as identified in the Constitution.</p> <p>SS.912.C.3.In.g Identify the structure and function of the judicial branch of the government as identified in the Constitution.</p> <p>SS.912.C.3.In.h Identify the structure and function of the judicial branch of the government as identified in the Constitution.</p> <p>SS.912.C.3.In.i Identify the levels of courts in the federal and state judicial system and their major responsibilities, such as criminal and civil cases and appeals.</p>	<p>state governments may not print money.</p> <p>SS.912.C.3.Su.c Identify the function of the legislative branch of the government identified in the Constitution.</p> <p>SS.912.C.3.Su.d Identify the function of the executive branch of the government identified in the Constitution.</p> <p>SS.912.C.3.Su.e Recognize the purpose of an independent regulatory agency in the federal bureaucracy, such as the Food and Drug Administration (ensures safety of food and drugs).</p> <p>SS.912.C.3.Su.f Identify the function of the judicial branch of the government as identified in the Constitution.</p> <p>SS.912.C.3.Su.g Identify the function of the judicial branch of the government as identified in the Constitution.</p> <p>SS.912.C.3.Su.h Identify the function of the judicial branch of the government as identified in the Constitution.</p> <p>SS.912.C.3.Su.i Recognize different levels of courts in the judicial system, such as state and federal courts.</p>	<p>laws.</p> <p>SS.912.C.3.Pa.d Recognize that the executive branch of government enforces laws.</p> <p>SS.912.C.3.Pa.e Recognize that federal agencies help people in America.</p> <p>SS.912.C.3.Pa.f Recognize that the judicial branch of government interprets laws.</p> <p>SS.912.C.3.Pa.g Recognize that the judicial branch of government interprets laws.</p> <p>SS.912.C.3.Pa.h Recognize that the judicial branch of government interprets laws.</p> <p>SS.912.C.3.Pa.i Recognize that courts settle conflicts at the federal and state level.</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>
SS.912.C.4.In.a Identify different forms of governments in other countries in the world.	SS.912.C.4.Su.a Recognize a different form of government in another country in the world.	SS.912.C.4.Pa.a Recognize that not all countries are governed like the United States.
SS.912.C.4.In.b Identify the influence of American foreign policy on other nations.	SS.912.C.4.Su.b Recognize an influence of American foreign policy on other nations.	SS.912.C.4.Pa.b Recognize that the United States works with other nations.
SS.912.C.4.In.c Identify examples of human rights policies of the United States, such as the Bill of Rights.	SS.912.C.4.Su.c Recognize examples of human rights policies of the United States, such as the Bill of Rights.	SS.912.C.4.Pa.c Recognize a human right.
SS.912.C.4.In.d Identify common indicators of democratization, such as civil and political rights.	SS.912.C.4.Su.d Recognize common indicators of democratization, such as civil or political rights.	SS.912.C.4.Pa.d Recognize an example of democratization, such as human rights.

Strand: PSYCHOLOGY – Not Applicable

Strand: SOCIOLOGY – Not Applicable

Strand: FINANCIAL LITERACY

Standard 1: Earning Income

Access Point for Students with Significant Cognitive Disabilities

<i>Independent</i>	<i>Supported</i>	<i>Participatory</i>
SS.912.FL.1.In.a Discuss why people choose jobs other than income factors.	SS.912.FL.1.Su.a Discuss why people choose jobs.	SS.912.FL.1.Pa.a Recognize that people choose jobs.
SS.912.FL.1.In.b Explain why people choose to obtain education or training as it relates to immediate and future costs.	SS.912.FL.1.Su.b Identify why people choose to obtain education or training as it relates to immediate and future costs.	SS.912.FL.1.Pa.b Recognize why people choose to obtain education or training as it relates to immediate and future costs.
SS.912.FL.1.In.c Describe ways people make informed decisions about options by comparing the benefits and costs.	SS.912.FL.1.Su.c Identify ways people make informed decisions about options by comparing the benefits and costs.	SS.912.FL.1.Pa.c Recognize ways people make informed decisions about options by comparing the benefits and costs.
SS.912.FL.1.In.d Describe the reasons why the job market pays workers differently.	SS.912.FL.1.Su.d Identify the reasons why the job market pays workers differently.	SS.912.FL.1.Pa.d Recognize the reasons why the job market pays workers differently.
SS.912.FL.1.In.e Explain the reasons why changes in the economy can cause changes in a worker's job status or income.	SS.912.FL.1.Su.e Identify the reasons why changes in the economy can cause changes in a worker's job status or income.	SS.912.FL.1.Pa.e Identify the reasons why the economy can cause changes in a worker's job status or income.
SS.912.FL.1.In.f Identify that different taxes are paid to three levels of government to provide goods and services to individuals.	SS.912.FL.1.Su.f Identify that different taxes are paid to the government to provide goods and services to individuals.	SS.912.FL.1.Pa.f Recognize that taxes are paid to the government to provide goods and services to individuals.
SS.912.FL.1.In.g Describe how income earned and income spent affect the amount of taxes paid.	SS.912.FL.1.Su.g Identify how income earned affects the amount of taxes paid.	SS.912.FL.1.Pa.g Recognize that income earned affects the amount of taxes paid.

Standard 2: Buying Goods and Services

Access Point for Students with Significant Cognitive Disabilities

<i>Independent</i>	<i>Supported</i>	<i>Participatory</i>
<p>SS.912.FL.2.In.a Compare consumer decisions based on the price of goods or services, price of alternatives and consumer's income.</p>	<p>SS.912.FL.2.Su.a Compare consumer decisions based on the price of goods or services and the price of alternatives.</p>	<p>SS.912.FL.2.Pa.a Participate in consumer decisions based on the price of goods or services, price of alternatives and consumer's income as well as his or her preferences.</p>
<p>SS.912.FL.2.In.b Explain how the consumption of goods and services can have positive and negative effects on others.</p>	<p>SS.912.FL.2.Su.b Identify how the consumption of goods and services can have positive and negative effects on others.</p>	<p>SS.912.FL.2.Pa.b Recognize that the consumption of goods and services can have positive and negative effects on others.</p>
<p>SS.912.FL.2.In.c Explain the benefits and costs of durable versus nondurable goods/products.</p>	<p>SS.912.FL.2.Su.c Describe the benefits and costs of durable versus nondurable goods/products.</p>	<p>SS.912.FL.2.Pa.c Identify the difference between durable and nondurable goods/products.</p>
<p>SS.912.FL.2.In.d Explain a way that a consumer may be influenced by how the price of a good is expressed.</p>	<p>SS.912.FL.2.Su.d Identify a way that a consumer may be influenced by how the price of a good is expressed.</p>	<p>SS.912.FL.2.Pa.d Recognize a way that a consumer may be influenced by how the price of a good is expressed.</p>
<p>SS.912.FL.2.In.e Describe how the amount of information gathered affects the costs and benefits related to purchasing.</p>	<p>SS.912.FL.2.Su.e Recognize that the amount of information gathered affects the costs and benefits related to purchasing.</p>	<p>SS.912.FL.2.Pa.e Recognize that gathering information affects the costs and benefits when making purchases.</p>
<p>SS.912.FL.2.In.f Explain that people may choose to donate to charitable organizations because they gain satisfaction from donating.</p>	<p>SS.912.FL.2.Su.f Discuss why people may choose to donate to charitable organizations.</p>	<p>SS.912.FL.2.Pa.f Identify why people may choose to donate to charitable organizations.</p>
<p>SS.912.FL.2.In.g Explain why governments establish laws and institutions to protect consumers.</p>	<p>SS.912.FL.2.Su.g Identify what institutions do to protect consumers.</p>	<p>SS.912.FL.2.Pa.g Recognize that institutions protect consumers.</p>

Standard 3: Saving

Access Point for Students with Significant Cognitive Disabilities

<i>Independent</i>	<i>Supported</i>	<i>Participatory</i>
SS.912.FL.3.In.a Discuss reasons why some people choose spending over saving.	SS.912.FL.3.Su.a Describe reasons why some people choose spending over saving.	SS.912.FL.3.Pa.a Identify reasons why some people choose spending over saving.
SS.912.FL.3.In.b Explain the impact of inflation on the value of money.	SS.912.FL.3.Su.b Discuss the impact of inflation on the value of money.	SS.912.FL.3.Pa.b Identify examples of the impact of inflation on the value of money.
SS.912.FL.3.In.c Explain the difference between the nominal interest rate and the real interest rate.	SS.912.FL.3.Su.c Discuss nominal and real interest rates.	SS.912.FL.3.Pa.c Recognize nominal and real interest rates.
SS.912.FL.3.In.d Compare the value of money today to the value of money in the future.	SS.912.FL.3.Su.d Discuss the value of money today and in the future.	SS.912.FL.3.Pa.d Recognize that the value of money changes over time.
SS.912.FL.3.In.e Explain how government agencies regulate financial institutions to protect the banking system.	SS.912.FL.3.Su.e Identify how agencies regulate financial institutions to protect the banking system.	SS.912.FL.3.Pa.e Identify the agencies that protect the banking system.
SS.912.FL.3.In.f Explain government policies that create incentives and disincentives for people to save.	SS.912.FL.3.Su.f Identify government policies that create incentives for people to save.	SS.912.FL.3.Pa.f Identify ways for people to save.
SS.912.FL.3.In.g Explain how employer benefit programs create incentives and disincentives to save.	SS.912.FL.3.Su.g Identify ways employers provide incentives to save.	SS.912.FL.3.Pa.g Identify ways for employees to save.

Standard 4: Using Credit

Access Point for Students with Significant Cognitive Disabilities

<i>Independent</i>	<i>Supported</i>	<i>Participatory</i>
SS.912.FL.4.In.a Compare the cost of credit by using the annual percentage rate (APR), initial fees charged and fees charged for late payment or missed payments.	SS.912.FL.4.Su.a Identify the cost of credit by using the annual percentage rate (APR), initial fees charged and fees charged for late payment or missed payments.	SS.912.FL.4.Pa.a Recognize that credit has additional costs.
SS.912.FL.4.In.j Discuss the bankruptcy options, benefits and consequences for consumers who are unable to repay debt.	SS.912.FL.4.Su.j Discuss that bankruptcy may be an option for consumers who are unable to repay debt.	SS.912.FL.4.Pa.j Identify the term "bankruptcy." SS.912.FL.4.Pa.k Identify the term "mortgage."
SS.912.FL.4.In.k Explain why people apply for a mortgage to purchase a home.	SS.912.FL.4.Su.k Discuss reasons people apply for a mortgage to purchase a home.	SS.912.FL.4.Pa.l Recognize that consumers who use credit are protected by law.
SS.912.FL.4.In.l Explain the laws that protect consumers who use credit.	SS.912.FL.4.Su.l Discuss how consumers who use credit are protected by law.	SS.912.FL.4.Pa.m Recognize that consumers are entitled to a free copy of their credit report.
SS.912.FL.4.In.m Explain that consumers are entitled to a free copy of their credit report annually to check for errors.	SS.912.FL.4.Su.m Discuss that consumers are entitled to a free copy of their credit report annually.	SS.912.FL.4.Pa.b Recognize that if credit payments are late, banks will charge additional fees.
SS.912.FL.4.In.b Discuss that banks offer a low introductory credit rate, which increases over time or when a payment is missed or late.	SS.912.FL.4.Su.b Identify a bank's introductory credit rate and penalties associated with late or missed payments.	SS.912.FL.4.Pa.c Identify the characteristics of a secured loan.
SS.912.FL.4.In.c Explain the difference between secured and unsecured loans.	SS.912.FL.4.Su.c Identify the characteristics of secured and unsecured loans.	SS.912.FL.4.Pa.d Identify the term "down payment."
SS.912.FL.4.In.d Describe the benefits of making a down payment on a loan.	SS.912.FL.4.Su.d Identify the benefits of making a down payment on a loan.	SS.912.FL.4.Pa.e Recognize that credit bureau reports give lenders information to make lending decisions.
SS.912.FL.4.In.e Explain how credit bureau reports help lenders make credit decisions.	SS.912.FL.4.Su.e Identify components of a credit bureau report that help lenders make credit decisions.	SS.912.FL.4.Pa.f Recognize a preferred credit score.
SS.912.FL.4.In.f Explain the concept of a credit score as it applies to obtaining a	SS.912.FL.4.Su.f Identify the	SS.912.FL.4.Pa.g Recognize the impact of a nonpreferred credit score.

loan.		benefits of a higher credit score as it applies to a loan.	
SS.912.FL.4.In.g	Explain how employers, landlords and insurance companies use credit scores.	SS.912.FL.4.Su.g	Identify the importance of a preferred credit score in obtaining housing and employment.
SS.912.FL.4.In.h	Explain the consequences of failure to repay a loan.	SS.912.FL.4.Su.h	Identify the consequences of failure to repay a loan.
SS.912.FL.4.In.i	Discuss that consumers who have difficulty repaying debt can seek assistance through credit counseling services and by negotiating directly with creditors.	SS.912.FL.4.Su.i	Identify that consumers who have difficulty repaying debt can seek assistance through credit counseling services.
			SS.912.FL.4.Pa.h Recognize that there are consequences to not repaying a loan.
			SS.912.FL.4.Pa.i Recognize that consumers who have difficulty repaying debt can seek assistance.

Standard 5: Financial Investing			
Access Point for Students with Significant Cognitive Disabilities			
<i>Independent</i>		<i>Supported</i>	<i>Participatory</i>
SS.912.FL.5.In.a	Compare the ways that state and local tax rates vary on different types of investments.	SS.912.FL.5.Su.a	Identify taxes on investments.
			SS.912.FL.5.Pa.a Recognize there are different taxes on investments.
SS.912.FL.5.In.j	Discuss that people vary in their willingness to take risks due to factors such as personality, income and family situation.	SS.912.FL.5.Su.j	Identify risks that people may take due to factors such as personality, income and family situation.
			SS.912.FL.5.Pa.j Recognize why people may take risks.
SS.912.FL.5.In.k	Discuss economic roles of the government.	SS.912.FL.5.Su.k	Identify economic roles that the government plays.
			SS.912.FL.5.Pa.k Recognize that the government plays a role in the economy.
SS.912.FL.5.In.l	Discuss the roles of government agencies that regulate financial markets.	SS.912.FL.5.Su.l	Identify an agency that regulates financial markets.
			SS.912.FL.5.Pa.l Recognize that there are agencies that regulate financial markets.
SS.912.FL.5.In.b	Discuss how the expenses of buying and selling of financial assets decrease the rate of return from an	SS.912.FL.5.Su.b	Identify how the expenses of buying financial assets decrease the rate of return from an investment.
			SS.912.FL.5.Pa.b Recognize that there are expenses associated to buying financial assets.
		SS.912.FL.5.Su.c	Identify how buyers and sellers have influence on the rates
			SS.912.FL.5.Pa.c Recognize that buyers and sellers have influence on the rates of

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

Standard 6: Protecting and Insuring		
Access Point for Students with Significant Cognitive Disabilities		
<i>Independent</i>	<i>Supported</i>	<i>Participatory</i>
SS.912.FL.6.In.a	SS.912.FL.6.Su.a	SS.912.FL.6.Pa.a
Discuss how individuals vary with respect to their willingness to accept risk and why most people are willing to pay a	Identify why most people are willing to pay a small cost now if it means they can avoid a possible larger	Recognize that paying a small cost now can avoid a possible larger loss later.

small cost now if it means they can avoid a possible larger loss later.	loss later.	
SS.912.FL.6.In.j Discuss federal and state regulations that provide assistance for victims of identity theft.	SS.912.FL.6.Su.j Identify government regulations that provide assistance for victims of identity theft.	SS.912.FL.6.Pa.j Recognize that there are government regulations that provide assistance for victims of identity theft.
SS.912.FL.6.In.b Discuss how judgment regarding risky events is often influenced by information from others.	SS.912.FL.6.Su.b Identify information that can affect judgment regarding risky events.	SS.912.FL.6.Pa.b Recognize information can affect judgment regarding risky events.
SS.912.FL.6.In.c Discuss why people choose different amounts of insurance coverage.	SS.912.FL.6.Su.c Identify why people choose different amounts of insurance coverage.	SS.912.FL.6.Pa.c Recognize that people choose different amounts of insurance coverage.
SS.912.FL.6.In.d Discuss that people may be required by governments or by certain types of contracts to purchase some types of insurance.	SS.912.FL.6.Su.d Identify that people may be required to purchase some types of insurance.	SS.912.FL.6.Pa.d Identify a type of insurance that people may be required to purchase.
SS.912.FL.6.In.e Discuss costs involved in using an insurance policy.	SS.912.FL.6.Su.e Identify costs involved in using an insurance policy.	SS.912.FL.6.Pa.e Recognize that there are costs involved in using an insurance policy.
SS.912.FL.6.In.f Discuss that people can lower insurance premiums by behaving in ways that show they pose a lower risk.	SS.912.FL.6.Su.f Identify behaviors that can lower insurance premiums.	SS.912.FL.6.Pa.f Recognize behaviors that can lower insurance premiums.
SS.912.FL.6.In.g Compare the purposes of various types of insurance.	SS.912.FL.6.Su.g Discuss the purposes of various types of insurance.	SS.912.FL.6.Pa.g Identify the purposes of various types of insurance.
SS.912.FL.6.In.h Discuss that government benefit programs provide a social safety net.	SS.912.FL.6.Su.h Identify government benefit programs that provide a social safety net.	SS.912.FL.6.Pa.h Recognize a government benefit program that provides a social safety net.
SS.912.FL.6.In.i Discuss ways to manage personal information to prevent identity theft.	SS.912.FL.6.Su.i Identify ways to manage personal information to prevent identity theft.	SS.912.FL.6.Pa.i Recognize a way to manage personal information to prevent identity theft.



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