



NATIONAL GEOGRAPHIC

FLORIDA

Teacher's Edition



U.S. HISTORY | 1877 to the Present

AMERICA THROUGH THE LENS



FLORIDA Standards Correlations

Component Codes

ARCH = Archaeology and U.S. History	FS = Florida Story
AS = American Story	PBL = Project-Based Learning
CH = Citizenship Handbook	RC = Review Chapter
CI = Chapter Introduction	SFD = Strategies for Differentiation
CR = Chapter Review	TTL = Through the Lens
EOC = Florida End of Course Exam Practice	UI = Unit Introduction
	UW = Unit Wrap-Up

Next Generation Sunshine State Standards (NGSSS) Correlations	T47
B.E.S.T. Standards Correlations	T62

Benchmarks labeled with an asterisk (*) are annually evaluated on the United States History End-of-Course Assessment. For more information on how those benchmarks are assessed, see the specific pages referenced from the United States History End-of-Course Assessment Test Item Specifications. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.

NGSSS Correlations

AMERICAN HISTORY		
STANDARD/BENCHMARK	STUDENT EDITION	TEACHER EDITION
SS.912.A.1 Use research and inquiry skills to analyze American History using primary and secondary sources.		
<p>SS.912.A.1.1 Describe the importance of historiography, which includes how historical knowledge is obtained and transmitted, when interpreting events in history.</p>	<p>FS, FL22–FL25; PBL, pp. PBL01–PBL04; ARCH, pp. 30–31; C1L2.4, pp. 66–67; AS5, pp. 222–223; C9L3.3, pp. 406–407; CR13, pp. 568–569; PBL, pp. 642–643; CH, p. R39</p>	<p>FS, p. FL22; PBL, p. PBL1–PBL4, pp. PBL4A–PBL4B; ARCH, pp. 30–33; C2L4.4, pp. 118–119; AS5, pp. 220–223; C9L3.3, pp. 406–407; SFD13, p. 527C; C13L2.1, pp. 552–553; CR13, p. 569; C15L2.1, pp. 618–619; PBL, pp. 642–643; C17L3.1, pp. 698–699; CH, p. R39</p>
<p>SS.912.A.1.2 Utilize a variety of primary and secondary sources to identify author, historical significance, audience, and authenticity to understand a historical period.</p> <p>Clarifications: Examples of primary and secondary sources may be found on various websites such as the site for The Kinsey Collection.</p>	<p>This standard is addressed throughout the text. For example, see: CRRC, pp. 28–29; AS1, p. 45; C1L2.4, pp. 66–67; CR1, pp. 68–69; C2L2.2, p. 92; C2L4.3, p. 117; C2L4.4, p. 119; CR2, pp. 120–121; C3L1.3, p. 138; CR3, p. 165; AS4, p. 179; C4L2.2, p. 191; C4L4.1, p. 205; CR4, p. 213; AS5, p. 222; C5L4.2, pp. 254–255; C5L4.3, p. 259; CR5, pp. 262–263; AS6, p. 271; C6L2.3, p. 285; C6L3.2, p. 291; C7L1.3, pp. 310–311; CR7, pp. 336–337; UW2, p. 339; CR8, p. 367; C9L4.2, p. 413; CR9, pp. 414–415; C10L1.3, pp. 424–425; CR10, pp. 440–441; CR11, pp. 482–483; C12L1.1, pp. 502–503; C12L1.2, p. 505; C12L2.4, pp. 522–523; CR12, pp. 526–527; C13L2.1, pp. 551, 553; C14L2.2, pp. 584–585; C14L4.1, p. 595; C14L4.2, p. 599; CR14, pp. 600–601; C15L2.1, pp. 618–619; U4W, p. 639; C17L2.1, p. 689; CR18, pp. 760–761; CH, pp. R2–R43</p> <p>See Primary Source Collection in MindTap</p>	<p>This standard is addressed throughout the text. For example, see: FS, p. F24; SFDRC, pp. C–D; RCLR1, p. 4, RCLR8, pp. 18–19; RCLR10, pp. 22–23; CRRC, pp. 28–29; AS1, pp. 44–45, C1L2.1, pp. 60–61; C1L2.4, pp. 66–67; CR1, p. 69; C2L1.1, pp. 78–79; C2L1.3, pp. 86–87; C2L2.1, pp. 88–89; C2L2.2, pp. 92–93; C2L4.3, pp. 116–117; C2L4.4, pp. 118–119; CR2, p. 121; SFD3, pp. 121C–121D; CI2, pp. 122–123; AS3, p. 128; C3L1.3, pp. 138–139; C3L1.4, pp. 140–141; C3L3.1, pp. 15–151; C3L3.3, pp. 154–155; CR3, p. 165; SFD4, pp. 173C–173D; AS4, p. 176, 178; C4L1.1, pp. 184–185; C4L1.2, pp. 186–187; C4L2.1, pp. 188–189; C4L2.2, pp. 190–193; C4L3.1, pp. 196–197; C4L3.3, pp. 202–203; C4L4.1, pp. 204–205; CR4, p. 213; SFD5, pp. 213C–213D; AS5, p. 222; C5L1.2, pp. 226–227; C5L1.5, pp. 238–239; C5L2.2, pp. 244–245; C5L4.1, pp. 250–251; C5L4.2, pp. 254–255; C5L4.3, pp. 258–259; CR5, p. 263; AS6, pp. 268–273; C6L1.1, pp. 274–275; C6L1.2, pp. 276–277; C6L2.1, pp. 280–281; C6L2.3, pp. 284–285; C6L3.1, pp. 288–289; C8L3.2, pp. 290–291; C7L1.1, pp. 304–305; C7L1.2, pp. 306–309; C7L1.3, pp. 310–311; C7L2.1, pp. 314–315; C7L2.3, pp. 318–319; C7L3.1, pp. 324–325; C7L4.1, pp. 332–333; CR7, p. 337; UW2, p. 339; SFD8, pp. 345C–345D; C8L1.1, pp. 348–349; C8L1.2, pp. 352–353; C8L2.1, pp. 356–357; C8L2.2, pp. 360–361; C8L3.1, pp. 362–363; CR8, p. 367; AS9, p. 372; C9L1.1, pp. 376–377; C9L1.4, pp. 386–387; C9L3.1, pp. 398–399; C9L4.1, pp. 410–411; C9L4.2, pp. 412–413; CR9, p. 415; CI10, pp. 416–417; C10L1.3, pp. 424–425; C10L1.4, pp. 426–427; C10L2.3, pp. 434–435; C10L3.2, pp. 438–439; CR10, p. 441; AS11, p. 446, 448; C11L1.1, pp. 454–455; C11L1.2, pp. 458–459; C11L2.3, pp. 470–471; C11L2.4, pp. 472–473; C11L3.1, pp. 474–477; CR11, p. 483; CI12, pp. 492–493; C12L1.1, pp. 502–503; C12L1.2, pp. 504–505; C12L1.3, pp. 506–507; C12L2.1, pp. 510–511; C12L2.2, pp. 516–517; C12L2.3, pp. 520–521; C12L2.4, pp. 522–523; C12L2.5, pp. 524–525; CR12, p. 527; CI13, pp. 528–529; C13L1.1, pp. 532–533; C13L1.2, pp. 534–535; C13L1.3, pp. 538–539; C13L1.4, pp. 542–543; C13L2.1, pp. 550–553; C13L2.2, pp. 554–555; CI14, pp. 570–571; C14L1.1, pp. 574–575; C14L1.2, pp. 576–577; C14L2.2, pp. 584–585; C14L3.3, pp. 590–591; C14L4.1, pp. 594–595; C14L4.2, pp. 598–599; CR14, p. 601; SFD15, pp. 601C–601D; AS15, p. 606; C15L1.3, pp. 616–617; C15L2.1, pp. 618–619; C15L2.3, pp. 622–623; C15L3.1, pp. 624–625; C15L3.3, pp. 628–629; C15L4.2, pp. 634–635; CR15, p. 637; UW4, p. 639; EOC4, p. 640; C16L1.1, pp. 650–651; C16L1.2, pp. 652–653; C16L1.5, pp. 664–665; C16L2.1, pp. 666–667; C16L2.2, pp. 670–671; SFD17, p. 675C–675D; C17L1.1, pp. 678–679; C17L1.3, pp. 684–685; C17L2.1, pp. 688–689; C17L3.2, pp. 700–701; C17L3.3, pp. 702–703; C17L3.4, pp. 706–707; CR17, p. 709; C18L1.2, pp. 724–725; C18L2.2, pp. 734–735; CR18, p. 761; C19L1.5, pp. 784–785; CH, pp. R4, R15, R17, R24, R29, R31, R33</p>
<p>SS.912.A.1.3 Utilize timelines to identify the time sequence of historical data.</p>	<p>UI1, pp. 36–37; UI2, pp. 172–173; C5L1.2, pp. 229, 231; CR7, pp. 336–337; UI3, pp. 344–345; C11L1.1, pp. 454–455; UI4, 490–491; C13L1.2, p. 537; UI5, pp. 646–647</p>	<p>FS, p. FL10; UI1, pp. 36–37; C1L2.1, pp. 58–59; SFD3, pp. 121C–121D; C3L3.4, pp. 158–159; C3L3.5, pp. 160–161; UI2, pp. 170–173; C4L2.1, pp. 188–189; C4L4.1, pp. 206–207; SFD5, pp. 213C–213D; C5L1.2, pp. 228–231; CR7, p. 336; UI3, pp. 344–345; C9L3.1, pp. 400–401; C11L1.1, pp. 454–455; C11L2.4, pp. 472–473; UI4, pp. 490–491; SFD12, pp. 491C–491D; C13, pp. 536–537; C13L1.3, pp. 538–539; C15L1.3, pp. 614–615; C15L4.1, pp. 632–633; EOC4, p. 640; UI5, pp. 646–647; C16L1.1, pp. 650–651; SFD17, pp. 675C–675D; C17L1.3, pp. 684–685; CI18, pp. 710–711; C18L2.3, pp. 736–737; C19L1.2, pp. 774–775; C19L1.6, pp. 786–787; C19L3.2, pp. 806–807</p>

SS.912.A.1.4 Analyze how images, symbols, objects, cartoons, graphs, charts, maps, and artwork may be used to interpret the significance of time periods and events from the past.

This standard is addressed throughout the text. For example, see:

FS, pp. FL2–FL3; RCLR1, p. 5; ARCH, pp. 30–33; UI1, pp. 34–35; AS1, pp. 40–45; C1L.2.3, pp. 64–65; CR1, pp. 68–69; C12, pp. 70–71; C2L1.2, pp. 82–83; C2L3.3, p. 104; C2L4.3, pp. 114, 116; C2L4.4, p. 118; CR2, pp. 120–121; C3L1.2, p. 136; C3L1.3, p. 138; C3L3.6, pp. 162–163; CR3, p. 165; C14, pp. 174–175; AS4, pp. 176, 178; CR4, p. 213; AS5, pp. 216–223; C7L1.3, p. 310; C8L2.2, pp. 359, 361; C19, pp. 368–369; C110, pp. 416–417; AS11, pp. 444–445; C12L2.4, p. 522; C13L1.3, p. 540; C15L2.2, p. 621; UI5, pp. 644–645; C116, pp. 648–649; C17L1.3, p. 684; CR18, pp. 760–761

This standard is addressed throughout the text. For example, see:

FS, pp. FL1–2, FL4, FL6, FL8, FL10, FL12, FL14, FL18, FL20, FL22, FL24, SFDRC, pp. C–D; CIRC, p. NF; RCLR1, p. 2, pp. 4–5; RCLR4, pp. 10–11; RCLR6, pp. 14–15; RCLR7, pp. 16–17; RCLR9, pp. 20–21; RCLR10, pp. 22–23; RCLR11, pp. 24–25; ARCH, pp. 1–4; UI1, p. 34; SFD1, pp. 37C–37D; C11, pp. 38–39; AS1, pp. 40, 42, 44–45; C1L1.3, pp. 54–55; C1L2.1, pp. 58–61; C1L2.3, pp. 64–65; C1L2.4, pp. 66–67; CR1, pp. 69; C12, pp. 70–71; AS2, pp. 72, 74; C2L1.2, pp. 82–83; C2L2.1, pp. 90–91; C2L3.1, pp. 98–99; C2L3.2, pp. 100–101; C2L3.3, pp. 102–105; C2L4.1, pp. 108–109; C2L4.2, pp. 112–113; C2L4.3, pp. 114–117; C2L4.4, pp. 118–119; CR2, p. 121; SFD3, pp. 121C–121D; C13, pp. 122–123; AS3, pp. 124, 126, 128; C3L1.2, pp. 136–137; C3L1.3, pp. 138–139; C3L2.1, pp. 142–145; C3L2.2, pp. 146–149; C3L3.3, pp. 156–157; C3L3.4, pp. 158–159; C3L3.5, pp. 160–161; C3L3.6, pp. 162–163; CR3, p. 165; UI2, pp. 170–171; SFD4, pp. 173C–173D; C14, pp. 174–175; AS4, pp. 177–178, 180; C4L1.1, pp. 182–185; C4L1.2, pp. 186–187; C4L2.2, pp. 190–193; C4L3.1, pp. 196–197; C4L3.2, pp. 198–199; C4L3.3, pp. 200–201; CR4, p. 213; SFD5, pp. 213C–213D; C15, pp. 214–215; AS5, pp. 216, 220; C5L1.1, pp. 224–225; C5L1.2, pp. 226–229; C5L1.3, pp. 232–233; C5L1.5, pp. 238–239; C5L2.2, pp. 244–245; C5L3.1, pp. 245–247; C5L4.1, pp. 250–251; C5L4.2, pp. 254–255; C5L4.3, pp. 256–257; C5L4.4, pp. 260–261; CR5, p. 263; SFD6, pp. 263C–263D; C16, pp. 264–265; AS6, p. 266, 268, 270, 272; C6L1.1, pp. 274–275; C6L2.1, pp. 278–281; C6L2.2, pp. 282–283; C6L2.3, pp. 284–285; C6L2.4, pp. 286–287; C6L3.2, pp. 290–291; CR6, pp. 292–293; SFD7, pp. 293C–293D; C17, pp. 294–295; AS7, pp. 296, 298, 300; C7L1.1, pp. 304–305; C7L1.3, pp. 310–311; C7L2.1, pp. 312–313; C7L2.2, pp. 316–317; C7L2.3, pp. 320–321; C7L2.4, pp. 322–323; CR7, p. 337; UI3, pp. 342–343, 344–345; SFD8, pp. 345C–345D; C18, pp. 346–347; C8L1.1, pp. 348–351; C8L2.1, pp. 354–355; C8L2.2, pp. 358–361; C8L3.2, pp. 364–365; CR8, p. 367; SFD9, pp. 367C–367D; C19, pp. 368–369; AS9, p. 370; C9L1.1, pp. 376–379; C9L1.4, pp. 386–387; C9L1.6, pp. 390–391; C9L2.1, pp. 392–395; C9L2.2, pp. 396–397; C9L3.1, pp. 398–401; C9L3.2, pp. 402–403; C9L4.1, pp. 408–411; CR9, p. 415; SFD10, pp. 415C–415D; C110, pp. 416–417; C10L1.1, pp. 418–419; C10L1.2, 422–423; C10L1.3, pp. 424–425; C10L1.4, pp. 426–427; C10L2.1, pp. 428–429; C10L2.2, pp. 430–431; C10L2.3, pp. 432–433; C10L3.1, pp. 436–437; C10R, p. 441; SFD11, pp. 441C–441D; C111, pp. 442–443; AS11, pp. 444–451; C11L1.2, pp. 458–461; C11L1.3, pp. 462–463; C11L2.1, pp. 464–465; C11L2.2, pp. 466–467; C11L2.3, pp. 468–471; C11L2.4, pp. 472–473; C11L3.1, pp. 476–477; C11L3.2, pp. 478–479; CR11, pp. 483; UI4, pp. 488–489; C112, pp. 492–493; AS12, pp. 496, 500; C12L1.3, pp. 506–507; C12L2.1, pp. 510–511; C12L2.2, pp. 516–519; C12L2.4, pp. 522–523; CR12, p. 527; C113, pp. 528–529; C13L1.1, pp. 530–533; C13L1.2, pp. 534–537; C13L1.2, pp. 538–541; C13L1.4, pp. 542–545; C13L1.6, pp. 548–549; C13L2.1, pp. 552–553; C13L2.2, pp. 554–555; C13L2.4, pp. 560–561; C13L2.5, pp. 564–565; CR13, p. 569; SFD14, pp. 569C–569D; C114, pp. 570–571; C14L1.1, pp. 572–573; C14L1.2, pp. 576–577; C14L2.1, pp. 578–581; C14L3.1, pp. 586–587; C14L4.1, pp. 592–593; CR14, p. 601; SFD15, pp. 601C–601D; C115, pp. 602–603; C15L1.1, pp. 610–611; C15L1.2, pp. 612–613; C15L1.3, pp. 614–615; C15L2.1, pp. 618–619; C15L2.2, pp. 620–621; C15L2.3, pp. 622–623; C15L3.3, pp. 628–629; C15L3.4, pp. 630–631; C15L4.1, pp. 632–633; C15L4.2, pp. 634–635; CR15, p. 637; EOC4, p. 640; UI5, pp. 644–645; SFD16, pp. 647C–647D; C116, pp. 648–649; C16L1.3, pp. 656–659; C16L1.4, pp. 660–661; C16L1.5, pp. 662–665; C16L2.1, pp. 666–667; C16L2.2, pp. 668–671; C16L2.3, pp. 672–673; CR16, p. 675; SFD17, pp. 675C–675D; C170, pp. 676–677; C17L1.3, pp. 684–685; C17L2.1, pp. 688–689; C17L2.3, pp. 692–693; C17L3.1, pp. 698–699; C17L3.2, pp. 700–701; C17L3.3, pp. 702–703; C17L3.4, pp. 704–705; CR17, p. 709; SFD18, pp. 709C–709D; C118, pp. 710–711; AS18, pp. 712, 714, 718; C18L1.1, pp. 722–723; C18L1.3, pp. 728–729; C18L2.2, pp. 732–733; C18L2.3, pp. 736–737; C18L2.4, pp. 738–739; C18L3.1, pp. 740–741; C18L3.3, pp. 744–745; C18L4.1, pp. 748–749; C18L4.2, pp. 750–751; C18L4.4, pp. 754–755; C18L4.5, pp. 756–757; C18L4.6, pp. 758–759; C18R, p. 761; C119, pp. 762–763; AS19, pp. 764, 770; C19L1.1, pp. 772–773; C19L1.2, pp. 774–775; C19L1.4, pp. 782–783; C19L1.5, pp. 784–785; C19L2.1, pp. 788–791; C19L2.3, pp. 794–795; C19L2.4, pp. 798–799; C19L3.1, pp. 804–805; C19L3.3, pp. 808–809; C19L3.4, pp. 810–811; CR19, p. 813; EOC5, p. 816; CH, pp. R32–R33

<p>SS.912.A.1.5 Evaluate the validity, reliability, bias, and authenticity of current events and Internet resources.</p> <p>Clarifications: Students should be encouraged to utilize FINDS (Focus, Investigate, Note, Develop, Score), Florida’s research process model accessible at: http://www.fl DOE.org/bii/library_media/pdf/12totalfinds.pdf</p>	<p>AS1, pp. 42–44; C3L1.3, p. 139; C3L3.3, p. 157; C5L1.5, pp. 238–239; C14L1.2, p. 577; CR14, pp. 600–601; AS15, p. 608; UW5, p. 815</p>	<p>RCLR5, pp. 12–13; AS1, p. 42, 44; C2L4.3, pp. 116–117; C2L4.4, pp. 118–119; C3L1.3, pp. 138–139; C3L3.3, pp. 154–157; SFD4, pp. 173C–173D; C4L4.2, pp. 208–209; AS5, pp. 220–221; C5L1.5, pp. 238–239; C11L3.1, pp. 474–475; C14L1.2, pp. 576–577; C14L4.2, pp. 598–599; CR14, p. 601; AS15, p. 608; C17L3.2, pp. 700–701; C17L3.3, pp. 702–703; C18L2.3, pp. 736–737; AS19, p. 766; C19L1.4, pp. 780–783; C19L2.2, pp. 792–793; C19L3.2, pp. 806–807; UW5, p. 815</p>
<p>SS.912.A.1.6 Use case studies to explore social, political, legal, and economic relationships in history.</p>	<p>FS, p. FL15; AS1, pp. 43–44; C11L3.1, pp. 476–477; C13L2.6, pp. 566–567; C19L2.1, p. 790</p>	<p>FS, p. FL14; AS1, p. 43; C11L3.1, pp. 476–477; C13L2.6, pp. 566–567; C19L2.1, pp. 788–791</p>
<p>SS.912.A.1.7 Describe various socio-cultural aspects of American life including arts, artifacts, literature, education, and publications.</p>	<p>This standard is addressed throughout the text. For example, see:</p> <p>Arts: FS, pp. FL4–FL5; AS1, pp. 40–41; C2L1.2, pp. 82–83; C2L4.4, p. 118; UI2, pp. 170–171; C3L1.2, p. 136; C4L2.2, p. 193; C4L3.2, pp. 198–199; C5L1.1, p. 224; C5L2.1, pp. 240–241; C5L2.2, pp. 242, 244–245; C5L4.3, pp. 256–259; C5L4.4, p. 261; AS6, p. 270; CR6, p. 293; C7L3.2, p. 329; C8L1.1, p. 350; C9L1.1, p. 377; C9L1.6, pp. 390–391; C10, pp. 416–417; AS11, pp. 444–445, 450; EOC3, p. 487; AS12, p. 501; C12L1.2, pp. 504–505; C17L2.3, p. 694; C19L1.4, p. 781</p> <p>Artifacts: ARCH, pp. 30–33; AS1, pp. 44, 45; C1L2.3, pp. 64–65; C1L2.4, p. 67; C2L1.2, pp. 82–83; AS3, p. 127; C11L2.4, pp. 472–473; CR11, p. 483; C17L3.2, pp. 700–701; C18L2.2, p. 732</p> <p>Literature: FS, pp. FL16–FL17; AS1, p. 42; C1L2.4, p. 66; AS2, p. 76; C2L2.1, p. 90; C5L2.2, pp. 244–245; C5L4.3, p. 256; C5L4.4, p. 261; C6L2.3, p. 285; C6L2.4, p. 287; C15L1.3, p. 616</p> <p>Education: C1L1.1, p. 46; C1L2.2, p. 63; UW1, p. 166; AS12, p. 500; C12L1.3, pp. 506–507; C12L2.2, p. 519</p> <p>Publications: C2L4.4, pp. 118–119; C4L3.3, pp. 202–203; C4L4.2, p. 211; CR5, p. 263; C7L1.3, p. 311; C9L1.4, p. 386; CR11, p. 483; C12L2.2, p. 517; C12L2.4, p. 523; C15L3.1, p. 625; C16L1.3, p. 656</p>	<p>This standard is addressed throughout the text. For example, see:</p> <p>FS, pp. FL4, FL10, FL16; ARCH, pp. 30–33; AS1, pp. 40, 42, 45; C1L2.2, pp. 62–63; C1L2.3, pp. 64–65; C1L2.4, pp. 66–67; AS2, p. 76; C2L1.2, pp. 82–83; C2L1.3, pp. 86–87; C2L2.1, pp. 90–91; C2L4.4, pp. 118–119; AS3, pp. 126–127; C3L1.2, pp. 136–137; UW1, pp. 166–167; UI2, pp. 170–171; C4L2.2, pp. 192–193; C4L3.2, pp. 198–199; C4L3.3, pp. 202–203; C4L4.2, pp. 210–211; C15, pp. 214–215; C5L1.1, pp. 224–225; C5L2.1, pp. 240–241; C5L2.2, pp. 242–245; C5L4.1, pp. 252–253; C5L4.3, pp. 256–259; C5L4.4, pp. 260–261; CR5, p. 262; AS6, p. 270; C6L2.3, pp. 284–285; C6L2.4, pp. 286–287; CR6, pp. 292–293; C7L1.3, pp. 310–311; C7L3.2, pp. 328–329; C8L1.1, pp. 350–351; C9L1.1, pp. 376–377; C9L1.4, pp. 386–387; C9L1.6, pp. 390–391; C10, pp. 416–417; AS11, pp. 444–445, 450; C11L2.2, pp. 466–467; C11L2.4, pp. 472–473; CR11, p. 483; EOC3, p. 486; AS12, pp. 500–501; C12L1.2, pp. 504–505; C12L1.3, pp. 506–507; C12L2.2, pp. 516–519; C12L2.4, pp. 522–523; C15L1.3, pp. 616–617; C15L3.1, pp. 624–625; C16L1.3, pp. 656–657; C16L2.3, pp. 694–695; C16L3.2, pp. 700–701; C18L2.2, pp. 732–733; C19L1.4, pp. 780–781</p>
<p>SS.912.A.2 Understand the causes, course, and consequences of the Civil War and Reconstruction and its effects on the American people.</p>		
<p>SS.912.A.2.1 Review causes and consequences of the Civil War.</p> <p>Clarifications: Examples may include, but are not limited to, slavery, states’ rights, territorial claims, abolitionist movement, regional differences, Reconstruction, 13th, 14th, and 15th amendments.</p> <p>* This benchmark is annually evaluated on the United States History End-of-Course Assessment. For more information on how this benchmark is assessed view the United States History End-of-Course Assessment Test Item Specifications pages 19–21. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.</p>	<p>RCLR1, pp. 2, 5; RCLR2, pp. 6–7; RCLR3, pp. 8–9; RCLR4, pp. 10–11; RCLR5, pp. 12–13; RCLR6, pp. 14–15; RCLR7, pp. 16–17; RCLR8, pp. 18–19; RCLR9, pp. 20–21; RCLR10, pp. 22–23; CRRC, pp. 28–29; CH, p. R31</p>	<p>SFDRC, pp. C–D; CIRC, pp. NF–1; RCLR1, pp. 2, 4; RCLR3, pp. 8–9; RCLR4, pp. 10–11; RCLR5, pp. 12–13; RCLR6, pp. 14–15; RCLR7, pp. 16–17; RCLR8, pp. 18–19; RCLR9, pp. 20–21; RCLR10, pp. 22–23; RCLR11, pp. 24–27; CRRC, pp. 28–29; CH, p. R31</p>
<p>SS.912.A.2.2 Assess the influence of significant people or groups on Reconstruction.</p> <p>Clarifications: Examples may include, but are not limited to, Alexander H. Stephens, Andrew Johnson, carpetbaggers, Charles Sumner, Elizabeth Cady Stanton, Frederick Douglass, Hiram Revels, Hiram Rhodes Revels, Jefferson Davis, Ku Klux Klan, Oliver O. Howard, Radical Republicans, Rutherford B. Hayes, scalawags, Thaddeus Stevens, Ulysses S. Grant, and William T. Sherman.</p> <p>* See Test Item Specifications pages 19–21</p>	<p>RCLR2, pp. 6–7; RCLR11, pp. 24–27; CRRC, pp. 28–29; CR1, pp. 68–69; PBL, pp. 642–643</p>	<p>RCLR2, pp. 6–7; RCLR11, pp. 24–27; CRRC, pp. 28–29; CR1, p. 68</p>
<p>SS.912.A.2.3 Describe the issues that divided Republicans during the early Reconstruction era.</p> <p>Clarifications: Examples may include, but are not limited to, the impeachment of Andrew Johnson, southern whites, blacks, black legislators and white extremist organizations such as the KKK, Knights of the White Camellia, The White League, Red Shirts, and Pale Faces.</p> <p>* See Test Item Specifications pages 19–21</p>	<p>RCLR11, pp. 24–27; CRRC, pp. 28–29; C2L4.3, pp. 114–115; CR2, pp. 120–121</p>	<p>RCLR11, pp. 24–27; CRRC, pp. 28–29; C2L4.3, pp. 114–115; CR2, p. 121</p>

<p>SS.912.A.2.4 Distinguish the freedoms guaranteed to African Americans and other groups with the 13th, 14th, and 15th amendments to the Constitution.</p> <p>Clarifications: Examples may include, but are not limited to, abolition of slavery, citizenship, suffrage, equal protection.</p> <p>* See Test Item Specifications pages 19–21</p>	<p>RCLR10, p. 23; RCLR11, p. 25; CRRC, pp. 28–29; C2L4.3, p. 114; CR2, pp. 120–121; CH, pp. R31–R32</p>	<p>RCLR10, pp. 22–23; RCLR11, pp. 24–25; CRRC, pp. 28–29; C2L4.3, pp. 114–115; CR2, p. 121; CH, pp. R31–R34</p>
<p>SS.912.A.2.5 Assess how Jim Crow laws influenced life for African Americans and other racial/ethnic minority groups.</p> <p>* See Test Item Specifications pages 19–21</p>	<p>C2L4.3, pp. 115–116; CR2, pp. 120–121; EOC1, p. 168; AS5, pp. 216–223</p>	<p>SFD2, pp. 69C–69D; C2L4.3, pp. 114–117; CR2, pp. 121; EOC1, p. 168; AS5, p. 216, 222</p>
<p>SS.912.A.2.6 Compare the effects of the Black Codes and the Nadir on freed people, and analyze the sharecropping system and debt peonage as practiced in the United States.</p> <p>* See Test Item Specifications pages 19–21</p>	<p>RCLR11, p. 27; C1L1.3, p. 52; CR1, pp. 68–69; C2L4.3, pp. 114–115; CR2, pp. 120–121</p>	<p>RCLR11, pp. 26–27; C1L1.3, pp. 52–55; CR1, pp. 68–69; C2L4.3, pp. 114–115; CR2, p. 121</p>
<p>SS.912.A.2.7 Review the Native American experience.</p> <p>Clarifications: Examples may include, but are not limited to, westward expansion, reservation system, the Dawes Act, Wounded Knee Massacre, Sand Creek Massacre, Battle of Little Bighorn, Indian Schools, government involvement in the killing of the buffalo.</p> <p>* See Test Item Specifications pages 19–21</p>	<p>RCLR1, pp. 2, 5; C1L2.1, pp. 58–61; C1L2.2, pp. 62–63; C1L2.4, p. 66; CR1, pp. 68–69; EOC1, p. 168; C7L3.2, p. 329; AS9, pp. 370–375; C11L3.2, pp. 478–480</p>	<p>RCLR1, pp. 2–3, 5; SFD1, pp. 37C–37D; CI1, pp. 38–39; C1L2.1, pp. 58–61; C1L2.2, pp. 62–63; C1L2.4, pp. 66–67; CR1, p. 68–69; EOC1, p. 168; C7L3.2, pp. 328–329; AS9, pp. 370–374</p>
<p>SS.912.A.3 Analyze the transformation of the American economy and the changing social and political conditions in response to the Industrial Revolution.</p>		
<p>SS.912.A.3.1 Analyze the economic challenges to American farmers and farmers’ responses to these challenges in the mid to late 1800s.</p> <p>Clarifications: Examples may include, but are not limited to, creation of agricultural colleges, Morrill Land Grant Act, gold standard and Bimetallism, the creation of the Populist Party.</p> <p>* See Test Item Specifications page 22</p>	<p>C1L1.1, pp. 46–47; C1L1.3, pp. 52–55; CR1, pp. 68–69</p>	<p>FS, pp. FL2, FL12; RCLR6, pp. 14–15; UI1, p. 35; SFD1, pp. 37C–37D; C1L1.1, pp. 46–47; C1L1.3, pp. 52–55; C1L2.4, pp. 66–67; CR1, pp. 68–69; AS2, pp. 74, 76; C2L1.1, pp. 80–81; C2L1.2, pp. 82–83; C2L2.1, pp. 90–91; C2L2.3, pp. 94–95; C2L3.3, pp. 102–103; C2L4.1, pp. 108–111; C2L4.2, pp. 112–113; C2L4.3, pp. 116–117; AS3, pp. 124–125, 130; C3L1.1, pp. 132–133; C3L1.2, pp. 134–137; C3L1.4, pp. 140–141; C3L2.1, pp. 142–145; C3L2.2, pp. 148–149; C3L3.6, pp. 162–163; CR3, pp. 164–165; EOC1, p. 168; C4L1.1, pp. 182–183; C4L4.1, pp. 206–207; CR4, p. 213; C5L1.1, pp. 224–225; C5L1.2, pp. 226–227; CI6, pp. 264–265; C7L1.2, pp. 306–307; C10L1.2, pp. 420–423; C14L1.1, pp. 574–575; C17L1.1, pp. 678–679; C17L2.1, pp. 686–687; C18L3.1, pp. 740–741; CH, pp. R32, R34</p>
<p>SS.912.A.3.2 Examine the social, political, and economic causes, course, and consequences of the second Industrial Revolution that began in the late 19th century.</p> <p>* See Test Item Specifications pages 23–26</p>	<p>C2L2.1, pp. 88–91; CR2, pp. 120–121</p>	<p>CI2, pp. 70–71; C2L1.1, pp. 78–81; C2L2.1, pp. 88–91; C2L2.2, pp. 92–93; C2L2.3, pp. 94–95; C2L3.1, pp. 96–99; C2L3.2, pp. 100–101; C2L3.4, pp. 106–107; C2L4.1, pp. 108–111; C2L4.2, pp. 112–113; CR2, pp. 120–121</p>
<p>SS.912.A.3.3 Compare the first and second Industrial Revolutions in the United States.</p> <p>Clarifications: Examples may include, but are not limited to, trade, development of new industries.</p> <p>* See Test Item Specifications pages 23–26</p>	<p>C2L1.1, pp. 78–81; C2L2.1, pp. 88–91</p>	<p>C2L1.1, pp. 78–81; C2L2.1, pp. 88–91</p>
<p>SS.912.A.3.4 Determine how the development of steel, oil, transportation, communication, and business practices affected the United States economy.</p> <p>Clarifications: Examples may include, but are not limited to, railroads, the telegraph, pools, holding companies, trusts, corporations, contributed to westward expansion, expansion of trade and development of new industries, vertical and horizontal integration.</p> <p>* See Test Item Specifications pages 23–26</p>	<p>FS, pp. FL2–FL11; CR1, pp. 68–69; C2L1.1, pp. 88–91; CR2, pp. 120–121; C3L2.1, pp. 143–144</p>	<p>FS, pp. FL2, FL4, FL8; CR1, pp. 68–69; CI2, pp. 70–71; C2L1.1, pp. 78–81; C2L2.1, pp. 88–91; CR2, pp. 120–121; C3L2.1, pp. 142–145</p>

<p>SS.912.A.3.5 Identify significant inventors of the Industrial Revolution including African Americans and women.</p> <p>Clarifications: Examples may include, but are not limited to, Lewis Howard Latimer, Jan E. Matzeliger, Sarah E. Goode, Granville T. Woods, Alexander Graham Bell, Thomas Edison, George Pullman, Henry Ford, Orville and Wilbur Wright, Elijah McCoy, Garrett Morgan, Madame C.J. Walker, George Westinghouse.</p> <p>* See Test Item Specifications pages 23–26</p>	<p>C2L1.3, pp. 84–87; C2L2.3, p. 94; CR2, pp. 120–121</p>	<p>C2L2.3, pp. 94–95; C2L4.1, pp. 110–111; CR2, p. 121</p>
<p>SS.912.A.3.6 Analyze changes that occurred as the United States shifted from agrarian to an industrial society.</p> <p>Clarifications: Examples may include, but are not limited to, Social Darwinism, laissez-faire, government regulations of food and drugs, migration to cities, urbanization, changes to the family structure, Ellis Island, Angel Island, push-pull factors.</p> <p>* See Test Item Specifications page 22</p>	<p>C2L1.1, p. 79; C2L2.1, pp. 88–91; C2L3.1, pp. 96–99; C2L3.2, pp. 100–101; C2L3.3, p. 102; C2L4.1, pp. 108–109; CR2, pp. 120–121; C3L2.1, p. 144; EOC1, p. 168</p>	<p>UI1, p. 34; CI2, p. 70; C2L1.1, pp. 80–81; C2L2.1, pp. 88–91; C2L3.1, pp. 96–99; C2L3.2, pp. 100–101; C2L3.3, pp. 102–103; C2L4.1, pp. 110–111; CR2, pp. 120–121; C3L2.1, pp. 142–145; EOC1, p. 168; C4L3.3, pp. 200–201</p>
<p>SS.912.A.3.7 Compare the experience of European immigrants in the east to that of Asian immigrants in the west (the Chinese Exclusion Act, Gentlemen’s Agreement with Japan).</p> <p>Clarifications: Examples may include, but are not limited to nativism, integration of immigrants into society when comparing “Old” [before 1890] and “New” immigrants [after 1890], Immigration Act of 1924.</p> <p>* See Test Item Specifications page 23–26</p>	<p>C2L3.1, pp. 96–99; C2L3.2, pp. 100–101; C2L3.3, pp. 104–105; EOC1, p. 168; C5L1.2, pp. 226–231</p>	<p>C2L3.1, pp. 96–99; C2L3.2, pp. 100–101; C2L3.3, pp. 102–105; CR2, p. 121; EOC1, p. 168; C5L1.2, pp. 226–227</p>
<p>SS.912.A.3.8 Examine the importance of social change and reform in the late 19th and early 20th centuries (class system, migration from farms to cities, Social Gospel movement, role of settlement houses and churches in providing services to the poor).</p> <p>* See Test Item Specifications page 22</p>	<p>C2L2.1, pp. 89–91; C2L3.4, pp. 106–107; C2L4.1, pp. 108–111; C2L4.2, pp. 112–113; CR2, pp. 120–121; C3L1.2, p. 134; C3L2.2, pp. 146–149; CR3, p. 164</p>	<p>RCLR2, pp. 6–7; CI2, pp. 70–71; C2L2.1, pp. 88–91; C2L3.1, pp. 96–97; C2L3.4, pp. 106–107; C2L4.1, pp. 108–111; C2L4.2, pp. 112–113; CR2, pp. 120–121; C3L1.2, pp. 134–135; C3L2.2, pp. 146–149; C3L3.6, pp. 162–163; CR3, pp. 164–165</p>
<p>SS.912.A.3.9 Examine causes, course, and consequences of the labor movement in the late 19th and early 20th centuries.</p> <p>Clarifications: Examples may include, but are not limited to, unions, Knights of Labor, American Federation of Labor, Socialist Party, labor laws.</p> <p>* See Test Item Specifications page 22</p>	<p>AS2, pp. 73–75; C2L2.1, pp. 88–91; C2L2.2, pp. 92–93; C2L2.3, pp. 94–95; CR2, pp. 120–121; AS3, pp. 124–131; C3L2.1, p. 143; C3L2.2, pp. 147–148; C7L2.3, pp. 318–319, 321; C7L2.4, p. 323; CR7, pp. 336–337</p>	<p>AS2, pp. 72, 74, 76; C2L2.1, pp. 88–91; C2L2.2, pp. 92–93; C2L2.3, pp. 94–95; CR2, pp. 121; AS3, pp. 124, 126–130; C3L2.1, pp. 142–143; C3L2.2, pp. 146–149; C7L2.3, pp. 318–321; C7L2.4, pp. 322–323; CR7, p. 336</p>
<p>SS.912.A.3.10 Review different economic and philosophic ideologies.</p> <p>Clarifications: Economic examples may include, but are not limited to, market economy, mixed economy, planned economy and philosophic examples are capitalism, socialism, communism, anarchy.</p> <p>* See Test Item Specifications page 22</p>	<p>RCLR1, p. 2; C1L2.4, pp. 66–67; CR1, pp. 68–69; C2L1.1, p. 80; C2L2.3, p. 95; C4L1.1, pp. 182, 185; C4L4.1, p. 209; C5L1.1, pp. 224–225; C5L1.2, p. 226; C7L1.2, pp. 308–309; C10L1.2, p. 422; C17L1.1, p. 679; C17L2.1, pp. 686–687; C18L3.1, pp.740–741</p>	<p>C1L2.4, pp. 66–67; CR1, pp. 68–69; C2L1.1, pp. 80–81; C2L2.1, pp. 90–91; C2L2.3, pp. 94–95; C3L2.2, pp. 148–149; C4L1.1, pp. 182–183; C4L4.1, pp. 206–207; C5L1.1, pp. 224–225; C5L1.2, pp. 226–227; C7L1.2, pp. 306–307; C10L1.2, pp. 420–423; C14L1.1, pp. 574–575; C17L1.1, pp. 678–679; C17L2.1, pp. 686–687; C18L3.1, pp. 740–741</p>
<p>SS.912.A.3.11 Analyze the impact of political machines in United States cities in the late 19th and early 20th centuries.</p> <p>Clarifications: Examples may include, but are not limited to, Boss Tweed, Tammany Hall, George Washington Plunkitt, Washington Gladden, Thomas Nast.</p> <p>* See Test Item Specifications page 22</p>	<p>AS2, p. 77; C2L4.2, pp. 112–113; C3L1.1, p. 132; C3L1.4, pp. 140–141; CR3, p. 164; EOC1, p. 169</p>	<p>AS2, p. 76; C2L4.2, pp. 112–113; C3L1.1, pp. 132–133; C3L1.4, pp. 140–141; C3L3.6, pp. 162–163; CR3, p. 164; EOC1, p. 168</p>

<p>SS.912.A.3.12 Compare how different nongovernmental organizations and progressives worked to shape public policy, restore economic opportunities, and correct injustices in American life.</p> <p>Clarifications: Examples may include, but are not limited to, NAACP, YMCA, Women’s Christian Temperance Union, National Woman Suffrage Association, National Woman’s Party, Robert LaFollette, Florence Kelley, Ida M. Tarbell, Eugene Debs, Carrie Chapman Catt, Alice Paul, Theodore Roosevelt, William Taft, Woodrow Wilson, Upton Sinclair, Booker T. Washington, W.E.B. DuBois, Gifford Pinchot, William Jennings Bryan.</p> <p>* See Test Item Specifications page 22</p>	<p>C2L2.1, p. 90; C2L2.3, p. 94; C2L4.3, pp. 116–117; AS3, pp. 124, 130; C3L1.1, pp. 132–133; C3L1.2, pp. 134–137; C3L1.4, p. 141; C3L2.1, pp. 142–145; CR3, pp. 164, 165; EOC1, pp. 168, 169; CR4, p. 213; CH, p. R34</p>	<p>UI1, p. 35; SFD1, pp. 37C–37D; AS2, pp. 74, 76; C2L2.1, pp. 90–91; C2L2.3, pp. 94–95; C2L4.3, pp. 116–117; AS3, pp. 124–125, 130; C3L1.1, pp. 132–133; C3L1.2, pp. 134–137; C3L1.4, pp. 140–141; C3L2.1, pp. 142–145; C3L2.2, pp. 148–149; C3L3.6, pp. 162–163; CR3, pp. 164–165; EOC1, p. 168; CR4, p. 213; C16, p. 264–265; CH, p. R32, R35</p>
<p>SS.912.A.3.13 Examine key events and peoples in Florida history as they relate to United States history.</p> <p>Clarifications: Examples may include, but are not limited to, the railroad industry, bridge construction in the Florida Keys, the cattle industry, the cigar industry, the influence of Cuban, Greek and Italian immigrants, Henry B. Plant, William Chipley, Henry Flagler, George Proctor, Thomas DeSaille Tucker, Hamilton Disston.</p> <p>* See Test Item Specifications page 22</p>	<p>FS, pp. FL2–FL3, FL14–FL15; RCLR6, p. 15; C1L1.1, p. 46; C2L1.1, pp. 78, 81; C2L1.2, pp. 82–83; C2L3.3, p. 102; C2L4.1, pp. 108–111; C3L1.2, p. 135</p>	<p>FS, p. FL2, FL12; RCLR6, pp. 14–15; C1L1.1, pp. 46–47; C2L1.1, pp. 80–81; C2L1.2, pp. 82–83; C2L3.3, pp. 102–103; C2L4.1, pp. 108–111; C2L4.2, pp. 112–113; C3L1.2, pp. 134–135</p>
<p>SS.912.A.4 Demonstrate an understanding of the changing role of the United States in world affairs through the end of World War I.</p>		
<p>SS.912.A.4.1 Analyze the major factors that drove United States imperialism.</p> <p>Clarifications: Examples may include, but are not limited to, the Monroe Doctrine, Manifest Destiny, The Influence of Sea Power Upon History, Turner’s thesis, the Roosevelt Corollary, natural resources, markets for resources, elimination of spheres of influence in China.</p> <p>* See Test Item Specifications page 27–28</p>	<p>RCLR1, pp. 2, 5; CRRC, pp. 28–29; C1L1.1, p. 46; C1L2.4, p. 66; CR1, pp. 68–69; C3L3.1, pp. 150–151; C3L3.2, p. 152; C3L3.4, p. 158; C3L3.5, pp. 160–161; CR3, pp. 164, 165; EOC1, p. 168</p>	<p>FS, p. FL12; RCLR1, p. 2, 5; CRRC, p. 28; UI1, p. 36; SFD1, pp. 37C–37D; C1L1.1, pp. 46–47; C1L2.4, pp. 66–67; CR1, p. 69; C2L4.1, pp. 108–109; SFD3, pp. 121C–121D; CI3, pp. 122–123; C3L3.1, pp. 150–151; C3L3.2, pp. 152–153; C3L3.3, pp. 156–157; C3L3.4, pp. 158–159; C3L3.5, pp. 160–161; C3L3.6, pp. 162–163; CR3, pp. 164–165; EOC1, pp. 168–169; SFD4, pp. 173C–173D; C4L4.1, pp. 204–207; C4L4.2, pp. 208–211; CR4, pp. 212–213; EOC2, p. 340</p>
<p>SS.912.A.4.2 Explain the motives of the United States acquisition of the territories.</p> <p>Clarifications: Examples may include, but are not limited to, Alaska, Hawaii, Puerto Rico, Philippines, Guam, Samoa, Marshall Islands, Midway Island, Virgin Islands.</p> <p>* See Test Item Specifications page 27–28</p>	<p>C3L3.1, pp. 150–151; C3L3.3, p. 157; C3L3.4, pp. 158–159; C3L3.5, p. 160; CR3, pp. 164, 165; AS4, p. 182; C9L2.2, p. 397</p>	<p>UI1, p. 37; SFD3, pp. 121C–121D; CI3, pp. 122–123; C3L3.1, pp. 150–151; C3L3.3, pp. 154–157; C3L3.4, pp. 158–159; C3L3.5, pp. 160–161; C3L3.6, pp. 162–163; CR3, pp. 164–165; AS4, p. 180; C9L2.2, pp. 396–397</p>
<p>SS.912.A.4.3 Examine causes, course, and consequences of the Spanish American War.</p> <p>Clarifications: Examples may include, but are not limited to, Cuba as a protectorate, Yellow Journalism, sinking of the Maine, the Philippines, Commodore Dewey, the Rough Riders, acquisition of territories, the Treaty of Paris.</p> <p>* See Test Item Specifications page 27–28</p>	<p>C3L3.3, pp. 154–157; C3L3.4, pp. 158–159; C3L3.5, p. 160; CR3, p. 165; EOC1, p. 169</p>	<p>UI1, p. 37; SFD3, pp. 121C–121D; C3L3.3, pp. 154–157; C3L3.4, pp. 158–161; C3L3.6, pp. 162–163; CR3, pp. 164–165; EOC1, pp. 168–169</p>
<p>SS.912.A.4.4 Analyze the economic, military, and security motivations of the United States to complete the Panama Canal as well as major obstacles involved in its construction.</p> <p>Clarifications: Examples may include, but are not limited to, disease, environmental impact, challenges faced by various ethnic groups such as Africans and indigenous populations, shipping routes, increased trade, defense and independence for Panama.</p> <p>* See Test Item Specifications page 27–28</p>	<p>C3L3.5, p. 161; C3L3.6, pp. 162–163; CR3, pp. 164, 165; EOC1, p. 169</p>	<p>SFD3, pp. 121C–121D; C3L2.1, pp. 144–145; C3L3.5, pp. 160–161; C3L3.6, pp. 162–163; CR3, p. 164; EOC1, pp. 168–169</p>
<p>SS.912.A.4.5 Examine causes, course, and consequences of United States involvement in World War I.</p> <p>Clarifications: Examples may include, but are not limited to, nationalism, imperialism, militarism, entangling alliances vs. neutrality, Zimmermann Note, the Lusitania, the Selective Service Act, the homefront, the American Expeditionary Force, Wilson’s Fourteen Points, the Treaty of Versailles (and opposition to it), isolationism.</p> <p>* See Test Item Specifications page 29–31</p>	<p>CR3, p. 164; AS4, pp. 178–181; C4L1.1, pp. 182–185; C4L1.2, pp. 186–187; C4L2.1, pp. 188–189; C4L2.2, pp. 190–192; C4L3.1, pp. 194–197; C4L3.2, pp. 198–199; C4L3.3, pp. 200–202; C4L4.1, pp. 204–207; C4L4.2, pp. 208–211; CR4, pp. 212, 213; EOC2, p. 340</p>	<p>C3L3.6, pp. 162–163; CR3, p. 164; UI2, pp. 172–173; SFD4, pp. 173C–173D; C14, pp. 174–175; AS4, pp. 177, 179–180; C4L1.1, pp. 182–185; C4L1.2, pp. 186–187; C4L2.1, pp. 188–189; C4L2.2, pp. 190–193; C4L3.1, pp. 194–195; C4L3.2, pp. 198–199; C4L3.3, pp. 200–201; C4L4.1, pp. 204–207; C4L4.2, pp. 208–211; EOC2, p. 340</p>

<p>SS.912.A.4.6 Examine how the United States government prepared the nation for war with war measures (Selective Service Act, War Industries Board, war bonds, Espionage Act, Sedition Act, Committee of Public Information).</p> <p>* See Test Item Specifications page 29–31</p>	<p>C4L2.2, pp. 190–193; CR4, pp. 212, 213</p>	<p>C4L2.2, pp. 190–193; CR4, pp. 212–213</p>
<p>SS.912.A.4.7 Examine the impact of airplanes, battleships, new weaponry and chemical warfare in creating new war strategies (trench warfare, convoys).</p> <p>* See Test Item Specifications page 29–31</p>	<p>C4L1.1, pp. 184–185; C4L2.1, pp. 188–189; C4L3.1, pp. 194–197; C4L3.2, pp. 198–199; CR4, p. 212; EOC2, p. 340</p>	<p>C4, pp. 174–175; C4L1.1, pp. 182–183; C4L2.1, pp. 188–189; C4L3.1, pp. 194–197; C4L3.2, pp. 198–199; CR4, p. 212; EOC2, p. 340</p>
<p>SS.912.A.4.8 Compare the experiences Americans (African Americans, Hispanics, Asians, women, conscientious objectors) had while serving in Europe.</p> <p>* See Test Item Specifications page 29–31</p>	<p>C4L3.1, pp. 196–197; CR4, pp. 212, 213</p>	<p>SFD4, pp. 173C–173D; C4L3.1, pp. 196–197; CR4, pp. 212–213</p>
<p>SS.912.A.4.9 Compare how the war impacted German Americans, Asian Americans, African Americans, Hispanic Americans, Jewish Americans, Native Americans, women and dissenters in the United States.</p> <p>* See Test Item Specifications page 29–31</p>	<p>C4L2.2, pp. 191–192; C4L3.3, pp. 200–203; CR4, pp. 212, 213; EOC2, p. 340; PBL, pp. 642–643</p>	<p>C4L2.2, pp. 190–193; C4L3.3, pp. 200–203; CR4, pp. 212–213; EOC2, p. 340</p>
<p>SS.912.A.4.10 Examine the provisions of the Treaty of Versailles and the failure of the United States to support the League of Nations.</p> <p>Clarifications: Examples may include, but are not limited to, self-determination, boundaries, demilitarized zone, sanctions reparations, and the League of Nations (including Article X of the Covenant).</p> <p>* See Test Item Specifications page 29–31</p>	<p>C4L4.2, pp. 208–209, 211; CR4, p. 212; EOC2, p. 340</p>	<p>SFD4, pp. 173C–173D; C4L4.1, pp. 204–207; C4L4.2, pp. 208–211; CR4, pp. 212–213; EOC2, p. 340</p>
<p>SS.912.A.4.11 Examine key events and peoples in Florida history as they relate to United States history.</p> <p>Clarifications: Examples may include, but are not limited to, the Spanish-American War, Ybor City, Jose Marti.</p> <p>* See Test Item Specifications page 29–31</p>	<p>FS, pp. FL12–FL15; C2L4.1, p. 111; C2L4.3, p. 116; C3L3.3, p. 157</p>	<p>FS, p. FL12; C2L4.1, pp. 108–109; C3L3.3, pp. 156–157</p>
<p>SS.912.A.5 Analyze the effects of the changing social, political, and economic conditions of the Roaring Twenties and the Great Depression.</p>		
<p>SS.912.A.5.1 Discuss the economic outcomes of demobilization.</p> <p>* See Test Item Specifications page 32–33</p>	<p>C4L4.2, pp. 210–211; C9L1.3, p. 385</p>	<p>C4L4.2, pp. 210–211; C9L1.3, pp. 384–385</p>
<p>SS.912.A.5.2 Explain the causes of the public reaction (Sacco and Vanzetti, labor, racial unrest) associated with the Red Scare.</p> <p>Clarifications: Examples may also include, but are not limited to, Palmer Raids, FBI, J. Edgar Hoover.</p> <p>* See Test Item Specifications page 35–36</p>	<p>C5L1.1, pp. 224–225; C5L1.2, pp. 227–229; CR5, 262–263; EOC2, p. 341</p>	<p>C5L1.1, pp. 224–225; C5L1.2, pp. 226–227; CR5, pp. 262–263; EOC2, p. 340</p>
<p>SS.912.A.5.3 Examine the impact of United States foreign economic policy during the 1920s.</p> <p>Clarifications: Examples may include, but are not limited to, the Depression of 1920–21, “The Business of America is Business,” assembly line, installment buying, consumerism.</p> <p>* See Test Item Specifications page 32–33</p>	<p>C4L4.2, p. 211; C5L1.1, pp. 224–225; C5L1.4, p. 234–237; CR5, pp. 262–263; EOC2, p. 341</p>	<p>C4L4.2, pp. 210–211; C5L1.1, pp. 224–225; C5L1.4, pp. 234–237; CR5, p. 263; EOC2, p. 341</p>
<p>SS.912.A.5.4 Evaluate how the economic boom during the Roaring Twenties changed consumers, businesses, manufacturing, and marketing practices.</p> <p>* See Test Item Specifications page 37–39</p>	<p>C5L1.4, pp. 234–237; C5L1.5, pp. 238–239; CR5, pp. 262–263</p>	<p>C5L1.4, pp. 234–237; C5L1.5, pp. 238–239; CR5, p. 262; C6, pp. 264–265</p>

<p>SS.912.A.5.5 Describe efforts by the United States and other world powers to avoid future wars.</p> <p>Clarifications: Examples may include, but are not limited to, League of Nations, Washington Naval Conference, London Conference, Kellogg-Briand Pact, the Nobel Prize.</p> <p>* See Test Item Specifications page 35</p>	<p>C4L4.2, pp. 208–209; C6L1.1, pp. 274–275; CR6, p. 292</p>	<p>C4L4.2, pp. 208–211; C6L1.1, pp. 274–275; CR6, pp. 292–293</p>
<p>SS.912.A.5.6 Analyze the influence that Hollywood, the Harlem Renaissance, the Fundamentalist movement, and prohibition had in changing American society in the 1920s.</p> <p>* See Test Item Specifications page 35–36</p>	<p>FS, pp. FL16–FL17; C5L1.2, pp. 230–231; C5L1.3, pp. 232–233; C5L2.2, pp. 242–243; C5L4.3, pp. 256–259; C5L4.4, pp. 260–261; CR5, pp. 262–263; C6L2.4, p. 286; EOC2, p. 341</p>	<p>FS, p. FL16; C5L1.2, pp. 230–231; C5L1.3, pp. 232–233; C5L2.2, pp. 242–243; C5L4.3, pp. 256–259; C5L4.4, pp. 260–261; CR5, pp. 262–263; SFD6, pp. 263C–263D; C6L2.4, pp. 286–287; EOC2, p. 341; CH, pp. R34–R35</p>
<p>SS.912.A.5.7 Examine the freedom movements that advocated civil rights for African Americans, Latinos, Asians, and women.</p> <p>* See Test Item Specifications page 35–36</p>	<p>C4L3.1, p. 196; C4L3.3, p. 202; AS5, pp. 216–223; C5L1.2, pp. 227–229; C5L3.1, pp. 246–247; C5L3.2, pp. 248–249; C5L4.1, pp. 250–251; CR5, pp. 262–263; C15L1.1, pp. 610–611; C15L2.3, pp. 622–623</p>	<p>AS, p. 75; C4L3.1, pp. 196–197; C4L3.3, pp. 200–203; AS5, p. 216, 218, 222; C5L1.2, pp. 228–229; C5L3.1, pp. 246–247; C5L3.2, pp. 248–249; C5L4.1, pp. 252–253; CR5, pp. 262–263; C7L3.3, pp. 330–331; UI4, pp. 488–489; AS12, p. 494, 496, 500; C12L1.1, pp. 502–503; SFD15, pp. 601C–601D; C15, pp. 602–603; C15L1.1, pp. 610–611; C15L2.3, pp. 622–623; UW4, p. 638</p>
<p>SS.912.A.5.8 Compare the views of Booker T. Washington, W.E.B. DuBois, and Marcus Garvey relating to the African American experience.</p> <p>* See Test Item Specifications page 35–36</p>	<p>C2L4.3, p. 117; C5L4.1, p. 253; C5L4.2, pp. 254–255</p>	<p>C2L4.3, pp. 116–117; C5L4.1, pp. 252–253; C5L4.2, pp. 254–255</p>
<p>SS.912.A.5.9 Explain why support for the Ku Klux Klan varied in the 1920s with respect to issues such as anti-immigration, anti-African American, anti-Catholic, anti-Jewish, anti-women, and anti-union ideas.</p> <p>Clarifications: Examples may include, but are not limited to, 100 Percent Americanism.</p> <p>* See Test Item Specifications page 35–36</p>	<p>C2L3.1, p. 96; C5L1.2, pp. 227–229; CR5, pp. 262–263; C6L1.1, p. 275</p>	<p>C2L3.1, pp. 96–97; CR2, pp. 120–121; C5L1.2, pp. 226–229; CR5, p. 262; C6L1.1, pp. 274–275</p>
<p>SS.912.A.5.10 Analyze support for and resistance to civil rights for women, African Americans, Native Americans, and other minorities.</p> <p>* See Test Item Specifications page 35–36</p>	<p>C4L3.1, p. 197; C4L3.3, pp. 201, 202; AS5, pp. 216–223; C5L1.2, pp. 226–229; C5L3.1, pp. 246–247; C5L3.2, pp. 248–249; C5L4.1, pp. 251–252; CR5, pp. 262–263; C6L2.1, p. 281; CR6, p. 292; AS7, pp. 300–301; C7L3.1, pp. 324–325; C7L3.2, pp. 326–329; CR7, pp. 336–337; C13L2.1, pp. 551, 552–553; C13L2.4, pp. 560–563; CR13, pp. 568–569; C15L3.4, pp. 630–631; PBL, pp. 642–643; C16L1.1, p. 651; CR16, pp. 674–675; CH, pp. R34, R39</p>	<p>C4L3.1, pp. 196–197; C4L3.3, pp. 200–203; AS5, pp. 218, 220, 222; C5L1.2, pp. 228–229; C5L3.1, pp. 246–247; C5L3.2, pp. 248–249; C5L4.1, pp. 252–253; CR5, pp. 262–263; C6L2.1, pp. 278–281; CR6, pp. 292–293; AS7, pp. 300, 302; C7L3.1, pp. 324–325; C7L3.2, pp. 326–329; CR7, p. 337; AS12, pp. 494, 496, 500; C13L2.1, pp. 550–553; C13L2.4, pp. 560–563; CR13, p. 568; C13L3.4, pp. 630–631; C16L1.1, pp. 650–651; CR16, p. 675; CH, pp. R32–R34; R39</p>
<p>SS.912.A.5.11 Examine causes, course, and consequences of the Great Depression and the New Deal.</p> <p>* See Test Item Specifications page 37–39</p>	<p>C6L1.1, p. 275; C6L1.2, pp. 276–277; C6L2.1, pp. 278–281; C6L2.4, pp. 286–287; C6L3.1, pp. 288–289; C6L3.2, pp. 290–291; CR6, pp. 292, 293; AS7, p. 297; C7L1.1, pp. 304–305; C7L1.2, pp. 306–309; C7L1.3, pp. 310–311; C7L2.1, pp. 312–313, 315; C7L2.2, pp. 316–317; C7L2.3, pp. 318–320; C7L2.4, p. 323; C7L3.1, pp. 324–325; C7L3.2, p. 329; C7L4.1, pp. 332–333; C7L4.2, pp. 334–335; CR7, pp. 336–337; EOC2, p. 341</p>	<p>SFD6, pp. 263C–263D; C16, pp. 264–265; AS6, pp. 266, 268, 270, 272; C6L1.1, pp. 274–275; C6L1.2, pp. 276–277; C6L2.1, pp. 278–281; C6L2.3, pp. 284–285; C6L2.4, pp. 286–287; C6L3.1, pp. 288–289; C6L3.2, pp. 290–291; CR6, pp. 292–293; SFD7, pp. 293C–293D; C17, pp. 294–295; AS7, pp. 296, 298, C7L1.1, pp. 304–305; C7L1.2, pp. 306–308; C7L1.3, pp. 310–311; C7L2.1, pp. 312–315; C7L2.2, pp. 316–317; C7L2.3, pp. 318–321; C7L2.4, pp. 322–323; C7L3.1, pp. 324–325; C7L3.2, pp. 326–329; C7L4.1, pp. 332–333; C7L4.2, pp. 334–335; CR7, pp. 336–337</p>
<p>SS.912.A.5.12 Examine key events and people in Florida history as they relate to United States history.</p> <p>Clarifications: Examples may include, but are not limited to, Rosewood, land boom, speculation, impact of climate and natural disasters on the end of the land boom, invention of modern air conditioning in 1929, Alfred DuPont, Marjorie Kinnan Rawlings, Zora Neale Hurston, James Weldon Johnson.</p> <p>* See Test Item Specifications page 35–36</p>	<p>FS, pp. FL5, FL6–FL7, FL16–FL17; C5L1.1, p. 225; C5L1.2, pp. 228–229; C5L1.5, pp. 238–239; CR5, pp. 262–263; C6L2.4, p. 287; C6L3.1, p. 288; C7L1.2, p. 307; EOC2, p. 341</p>	<p>FS, pp. FL4, FL6, FL16; C5L1.1, pp. 224–225; C5L1.2, pp. 228–229; C5L1.5, pp. 238–239; CR5, p. 263; C6L2.4, pp. 286–287; C6L3.1, pp. 288–289; C7L1.2, pp. 306–307; C12L1.1, pp. 502–503</p>

SS.912.A.6 Understand the causes and course of World War II, the character of the war at home and abroad, and its reshaping of the United States role in the post-war world.

<p>SS.912.A.6.1 Examine causes, course, and consequences of World War II on the United States and the world.</p> <p>Clarifications: Examples may include, but are not limited to, rise of dictators, attack on Pearl Harbor, Nazi party, American neutrality, D-Day, Battle of the Bulge, War in the Pacific, internment camps, Holocaust, Yalta.</p> <p>* See Test Item Specifications page 40–42</p>	<p>FS, p. FL6; C6L3.1, p. 289; C7L2.1, p. 314; CR7, p. 336; UI3, pp. 342–343, 344–345; C8L1.1, pp. 348–351; C8L1.2, pp. 352–353; C8L2.1, pp. 354–357; C8L2.2, pp. 358–361; C8L3.1, pp. 362–363; C8L3.2, pp. 364–365; CR8, pp. 366, 367; AS9, pp. 371–375; C9L1.1, pp. 376–379; C9L1.2, pp. 380–383; C9L1.5, pp. 388–389; C9L1.6, pp. 390–391; C9L2.1, pp. 392–395; C9L2.2, pp. 396–397; C9L3.1, pp. 398–401; C9L3.2, pp. 402–405; C9L3.3, pp. 406–407; C9L4.1, pp. 408–411; C9L4.2, pp. 412–413; CR9, pp. 414, 415; C10L1.2, pp. 420–421; C10L1.3, pp. 424–425; UW3, p. 485; EOC3, p. 486</p> <p>See also “Learning About the Holocaust” supplement in MindTap.</p>	<p>FS, p. FL5; C6L3.1, pp. 288–289; C7L2.1, pp. 314–315; CR7, p. 336; UI3, pp. 342–343, 344–435; SFD8, pp. 345C–345D; C18, pp. 346–347; C8L1.1, pp. 348–351; C8L1.2, pp. 352–353; C8L2.1, pp. 354–357; C8L2.2, pp. 358–361; C8L3.1, pp. 362–363; C8L3.2, pp. 364–365; CR8, pp. 366, 367; SFD9, pp. 367C–367D; C19, pp. 368–369; AS9, pp. 371–375; C9L1.1, pp. 376–379; C9L1.2, pp. 380–383; C9L1.5, pp. 388–389; C9L1.6, pp. 390–391; C9L2.1, pp. 392–395; C9L2.2, pp. 396–397; C9L3.1, pp. 398–401; C9L3.2, pp. 402–405; C9L3.3, pp. 406–407; C9L4.1, pp. 408–411; C9L4.2, pp. 412–413; CR9, pp. 414–415; SFD10, pp. 415C–415D; C10L1.2, pp. 420–421; C10L1.3, pp. 424–425; UW3, p. 485; EOC3, p. 486</p> <p>See also “Learning About the Holocaust” supplement in MindTap.</p>
<p>SS.912.A.6.2 Describe the United States response in the early years of World War II (Neutrality Acts, Cash and Carry, Lend Lease Act).</p> <p>* See Test Item Specifications page 40–42</p>	<p>C8L1.2, pp. 352–353; C8L2.1, p. 356; C8L3.1, pp. 362–363; C8L3.2, pp. 364–365; CR8, p. 366; CR9, pp. 414, 415; EOC3, p. 486</p>	<p>SFD8, pp. 345C–345D; C8L1.2, pp. 352–353; C8L2.1, pp. 356–357; C8L2.2, pp. 358–361; C8L3.1, pp. 362–363; C8L3.2, pp. 364–365; CR8, pp. 366–367; CR9, p. 415; EOC3, p. 486</p>
<p>SS.912.A.6.3 Analyze the impact of the Holocaust during World War II on Jews as well as other groups.</p> <p>* See Test Item Specifications page 40–42</p>	<p>C8L1.1, p. 351; C9L4.1, pp. 408–411; CR9, pp. 414, 415; EOC3, p. 486</p> <p>See also “Learning About the Holocaust” supplement in MindTap.</p>	<p>C8L1.1, pp. 348–351; C9L4.1, pp. 408–411; C9L4.2, pp. 412–413; CR9, pp. 414–415; EOC3, p. 486</p> <p>See also “Learning About the Holocaust” supplement in MindTap.</p>
<p>SS.912.A.6.4 Examine efforts to expand or contract rights for various populations during World War II.</p> <p>Clarifications: Examples may include, but are not limited to, women, African Americans, German Americans, Japanese Americans and their internment, Native Americans, Hispanic Americans, Italian Americans.</p> <p>* See Test Item Specifications page 40–42</p>	<p>AS9, pp. 372–373; C9L1.2, pp. 381, 382–383; C9L1.3, pp. 384–385; C9L1.4, p. 387; C9L1.5, pp. 388–389; C9L1.6, pp. 390–391; CR9, 414–415; C15L1.1, pp. 610–611; C15L2.3, pp. 622–623</p>	<p>AS9, pp. 372–373, 375; C9L1.2, pp. 380–383; C9L1.3, pp. 384–385; C9L1.4, pp. 386–387; C9L1.5, pp. 388–389; C9L1.6, pp. 390–391; CR9, pp. 414–415; EOC3, p. 486; SFD15, pp. 601C–601D; C15L1.1, pp. 610–611; C15L2.3, pp. 622–623</p>
<p>SS.912.A.6.5 Explain the impact of World War II on domestic government policy.</p> <p>Clarifications: Examples may include, but are not limited to, rationing, national security, civil rights, increased job opportunities for African Americans, women, Jews, and other refugees.</p> <p>* See Test Item Specifications page 40–42</p>	<p>C9L1.2, pp. 381, 382–383; C9L1.3, p. 384; C9L1.4, p. 386; C9L1.5, pp. 388–389; C9L1.6, pp. 390–391; C9L4.2, pp. 412–413; CR9, pp. 414, 415; C10L1.4, pp. 426–427; C11L3.2, p. 479; CR11, p. 482; UW3, p. 485; EOC3, p. 487</p>	<p>C8L3.1, pp. 362–363; C9L1.2, pp. 380–383; C9L1.3, pp. 384–385; C9L1.4, pp. 386–387; C9L1.5, pp. 388–389; C9L1.6, pp. 390–391; C9L4.2, pp. 412–413; CR9, pp. 414–415; C10L1.4, pp. 426–427; C11L3.2, pp. 478–479; CR11, p. 482; EOC3, p. 486</p>
<p>SS.912.A.6.6 Analyze the use of atomic weapons during World War II and the aftermath of the bombings.</p> <p>* See Test Item Specifications page 40–42</p>	<p>C9L3.2, pp. 404–405; C9L3.3, pp. 406–407; CR9, p. 414</p>	<p>C9L3.2, pp. 404–405; C9L3.3, pp. 406–407; CR9, p. 414</p>
<p>SS.912.A.6.7 Describe the attempts to promote international justice through the Nuremberg Trials.</p> <p>* See Test Item Specifications page 40–42</p>	<p>C9L4.2, p. 413; CR9, p. 414</p>	<p>C4L4.2, pp. 412–413; CR9, p. 415</p>
<p>SS.912.A.6.8 Analyze the effects of the Red Scare on domestic United States policy.</p> <p>Clarifications: Examples may include, but are not limited to, loyalty review program, House Un-American Activities Committee, McCarthyism (Sen. Joe McCarthy), McCarran Act.</p> <p>* See Test Item Specifications page 40–42</p>	<p>C10L3.1, pp. 436–437; C10L3.2, pp. 438–439; CR10, pp. 440–441</p>	<p>SFD10, pp. 415C–415D; C110, pp. 416–417; C10L3.1, pp. 436–437; C10L3.2, pp. 438–439; CR10, pp. 440–441</p>
<p>SS.912.A.6.9 Describe the rationale for the formation of the United Nations, including the contribution of Mary McLeod Bethune.</p> <p>Clarifications: Examples may include, but are not limited to, the Declaration of Human Rights.</p> <p>* See Test Item Specifications page 40–42</p>	<p>C7L3.2, p. 327; C7L3.3, pp. 330–331; CR7, p. 336; C10L1.1, pp. 418–419; CR10, pp. 440–441</p>	<p>C7L3.2, pp. 326–327; C7L3.3, pp. 330–331; CR7, p. 337; SFD10, pp. 415C–415D; C10L1.1, pp. 418–419; CR10, p. 441</p>

<p>SS.912.A.6.10 Examine causes, course, and consequences of the early years of the Cold War (Truman Doctrine, Marshall Plan, NATO, Warsaw Pact).</p> <p>* See Test Item Specifications page 43–44</p>	<p>C10L1.1, p. 419; C10L1.2, pp. 420–423; C10L1.3, pp. 424–425; C10L2.1, p. 429; CR10, pp. 440–441; CR11, p. 482; EOC3, p. 487</p>	<p>SFD10, pp. 415C–415D; CI10, pp. 416–417; C10L1.1, pp. 418–419; C10L1.2, pp. 420–423; C10L1.3, pp. 424–425; C10L2.1, pp. 428–429; CR10, pp. 440–441; CR11, p. 482; EOC3, p. 487; C17L2.2, pp. 690–691</p>
<p>SS.912.A.6.11 Examine the controversy surrounding the proliferation of nuclear technology in the United States and the world.</p> <p>* See Test Item Specifications page 45–46</p>	<p>C10L2.1, p. 429; CR10, p. 440; C11L1.1, pp. 453–454; CR11, p. 482; C13L1.3, pp. 538–540; C13L1.5, pp. 546–547</p>	<p>SFD10, pp. 415C–415D; CI10, pp. 416–417; C10L2.1, p. 428–429; CR10 p. 441; C11L1.1, pp. 452–455; CR11, pp. 482–483; C13L1.3, pp. 538–541; C13L1.5, pp. 546–547; C13L1.6, pp. 548–549</p>
<p>SS.912.A.6.12 Examine causes, course, and consequences of the Korean War.</p> <p>Clarifications: Examples may include, but are not limited to, Communist China, 38th parallel, cease fire, firing of Gen. Douglas MacArthur.</p> <p>* See Test Item Specifications page 45–46</p>	<p>C10L2.2, pp. 430–431; C10L2.3, pp. 432–435; CR10, p. 440</p>	<p>SFD10, pp. 415C–415D; CI10, pp. 416–417; C10L2.2, pp. 430–431; C10L2.3, pp. 432–435; CR10, p. 441</p>
<p>SS.912.A.6.13 Analyze significant foreign policy events during the Truman, Eisenhower, Kennedy, Johnson, and Nixon administrations.</p> <p>Clarifications: Examples may include, but are not limited to, the Domino Theory, Sputnik, space race, Korean Conflict, Vietnam Conflict, U-2 and Gary Powers, Bay of Pigs invasion, Cuban Missile Crisis, Berlin Wall, Ping Pong Diplomacy, opening of China.</p> <p>* See Test Item Specifications page 45–46</p>	<p>C10L2.1, p. 429; C10L2.2, pp. 431; C10L2.3, pp. 432–435; CR10, p. 441; C11L1.1, pp. 453–455; CR11, p. 482–483; C13L1.1, pp. 531–533; C13L1.2, pp. 534–537; C13L1.3, pp. 538–540; C13L2.2, p. 557; CR13, p. 568; C14L1.1, pp. 573–574; C14L1.2, pp. 576–577; C14L2.2, p. 585; C14L4.1, pp. 592–595; AS15, p. 605; C15L4.1, pp. 632–633; C15L4.2, pp. 634–635; EOC4, p. 640; C16L1.2, pp. 654–655; CR16, p. 674; EOC5, p. 816</p>	<p>FS, p. FL18; SFD10, pp. 415C–415D; CI10, pp. 416–417; C10L2.1, pp. 428–429; C10L2.2, pp. 430–431; C10L2.3, pp. 432–435; CR10, p. 441; SFD11, pp. 441C–441D; C11L1.1, p. 452–455; CR11, p. 483; SFD13, pp. 527C–527D; CI13, pp. 528–529; C13L1.1, pp. 530–533; C13L1.2, pp. 534–537; C13L1.3, pp. 538–541; C13L2.2, pp. 556–557; CR13, pp. 568–569; C14L1.1, pp. 572–575; C14L1.2, pp. 576–579; C14L2.2, pp. 582–585; C14L4.1, pp. 592–595; C14L4.2, pp. 596–597; SFD15, pp. 601C–601D; CI15, pp. 602–603; AS15, pp. 604–608; C15L4.1, pp. 632–633; C15L4.2, pp. 634–635; EOC4, p. 640; C16L1.2, pp. 652–655; CR16, pp. 674–675; EOC5, p. 816</p>
<p>SS.912.A.6.14 Analyze causes, course, and consequences of the Vietnam War.</p> <p>Clarifications: Examples may include, but are not limited to, Geneva Accords, Gulf of Tonkin Resolution, the draft, escalating protest at home, Vietnamization, the War Powers Act.</p> <p>* See Test Item Specifications page 45–46</p>	<p>C10L2.2, pp. 430–431; UI4, pp. 490–491; C14L1.1, pp. 572–575; C14L1.2, pp. 576–577; C14L2.1, pp. 578–581; C14L2.2, pp. 582–585; C14L3.1, pp. 586–587; C14L3.2, pp. 588–589; C14L3.3, p. 590; C14L4.1, pp. 592–595; C14L4.2, pp. 596–599; CR14, pp. 600–601; EOC4, p. 641; C16L2.1, p. 667; CR16, p. 674</p>	<p>C10L2.2, pp. 430–431; UI4, pp. 490–491; SFD14, pp. 569C–569D; CI14, pp. 570–571; C14L1.1, pp. 572–575; C14L1.2, pp. 576–577; C14L2.1, pp. 578–581; C14L2.2, pp. 582–585; C14L3.1, pp. 586–587; C14L3.2, pp. 588–589; C14L3.3, pp. 590–591; C14L4.1, pp. 592–595; C14L4.2, pp. 596–599; CR14, pp. 600–601; EOC4, p. 640; C16L2.1, pp. 666–667; CR16, p. 675</p>
<p>SS.912.A.6.15 Examine key events and peoples in Florida history as they relate to United States history.</p> <p>Clarifications: Examples may include, but are not limited to, Mosquito Fleet, “Double V Campaign”, construction of military bases and WWII training centers, 1959 Cuban coup and its impact on Florida, development of the space program, and NASA.</p> <p>* See Test Item Specifications page 40–42</p>	<p>FS, pp. FL12–FL15, FL19–FL21; C9L2.1, p. 393; C10L2.1, p. 429; C11L1.2, p. 460; C13L1.1, pp. 530–533; C15L4.1, p. 633</p>	<p>FS, pp. FL8, FL12, FL14, FL18, FL20; C9L2.1, pp. 392–395; CR9, p. 415; C10L2.1, pp. 428–429; C10L3.2, pp. 438–439; C11L1.2, pp. 460–461; C13L1.1, pp. 530–533; C15L4.1, pp. 632–633</p>
<p>SS.912.A.7 Understand the rise and continuing international influence of the United States as a world leader and the impact of contemporary social and political movements on American life.</p>		
<p>SS.912.A.7.1 Identify causes for Post-World War II prosperity and its effects on American society.</p> <p>Clarifications: Examples may include, but are not limited to, G.I. Bill, Baby Boom, growth of suburbs, Beatnik movement, youth culture, religious revivalism (e.g., Billy Graham and Bishop Fulton J. Sheen), conformity of the 1950s and the protest in the 1960s.</p> <p>* See Test Item Specifications page 47–48</p>	<p>C10L1.4, pp. 426–427; AS11, pp. 446–450; C11L1.1, pp. 452–453; C11L1.2, pp. 456–461; C11L1.3, pp. 462–463; C11L2.1, pp. 464–465; C11L2.2, pp. 466–467; C11L2.3, pp. 470–471; CR11, pp. 482–483; EOC3, p. 487; C12L1.1, pp. 502–503; C13L2.4, pp. 560–563; C14L3.3, pp. 590–591</p>	<p>C10L1.4, pp. 426–427; SFD11, pp. 441C–441D; CI11, pp. 442–443; AS11, pp. 444, 446–450; C11L1.1, pp. 452–453; C11L1.2, pp. 456–461; C11L1.3, pp. 462–463; C11L2.1, pp. 464–465; C11L2.2, pp. 466–467; C11L2.3, pp. 470–471; CR11, pp. 482–483; EOC3, p. 487; C12L1.1, pp. 502–503; C13L2.4, pp. 560–563; C14L3.3, pp. 590–591</p>
<p>SS.912.A.7.2 Compare the relative prosperity between different ethnic groups and social classes in the post-World-War II period.</p> <p>* See Test Item Specifications page 47–48</p>	<p>C11L1.1, pp. 452–453; C11L1.3, pp. 462–463; C11L3.1, pp. 474–477; C11L3.2, pp. 478–481; CR11, p. 482; C13L2.4, p. 560; CR17, p. 708; C18L4.3, p. 752</p>	<p>SFD11, pp. 441C–441D; C11L1.1, pp. 452–453; C11L1.3, pp. 462–463; C11L3.1, pp. 474–477; C11L3.2, pp. 478–481; CR11, pp. 482–483; C12L2.4, pp. 560–561; CR17, p. 709; C18L4.3, pp. 752–753</p>

<p>SS.912.A.7.3 Examine the changing status of women in the United States from post-World War II to present.</p> <p>Clarifications: Examples may include, but are not limited to, increased numbers of women in the workforce, Civil Rights Act of 1964, The Feminine Mystique, National Organization for Women, Roe v. Wade, Equal Rights Amendment, Title IX, Betty Freidan, Gloria Steinem, Phyllis Schlafly, Billie Jean King, feminism.</p> <p>* See Test Item Specifications page 47–48</p>	<p>C11L1.2, p. 456; CR11, p. 482; C13L2.1, p. 552; C15L3.1, pp. 624–625; C15L3.2, pp. 626–627; C15L3.3, pp. 628–629; CR15, p. 636; EOC4, p. 641; C17L2.3, pp. 693–694; C18L4.1, p. 746; C19L1.1, pp. 772–773; C19L1.4, pp. 780, 783; C19L2.1, pp. 788–789; 790; C19L2.5, pp. 800–801</p>	<p>C11L1.2, pp. 456–457; CR11, p. 483; C13L2.1, pp. 552–553; SFD15, pp. 601C–601D; AS15, pp. 604, 606; C15L3.1, pp. 624–625; C15L3.2, pp. 626–627; C15L3.3, pp. 628–629; CR15, pp. 636–637; EOC4, p. 641; C17L2.3, pp. 692–695; C18L4.1, pp. 746–747; C19L1.1, pp. 772–773; C19L1.4, pp. 780–783; C19L2.1, pp. 790–791; C19L2.5, pp. 800–801</p>
<p>SS.912.A.7.4 Evaluate the success of 1960s era presidents’ foreign and domestic policies.</p> <p>Clarifications: Examples may include, but are not limited to, civil rights legislation, Space Race, Great Society, War on Poverty.</p> <p>* See Test Item Specifications page 49–50</p>	<p>CR11, p. 483; C12L1.3, p. 507; C12L2.3, p. 521; C12L2.5, p. 524; C13L1.1, pp. 530–532; C13L1.2, pp. 534–536; C13L1.3, pp. 538, 540–541; C13L2.1, pp. 551–553; C13L2.2, pp. 555–557; C13L2.4, pp. 562–563; CR13, p. 568; C14L3.1, p. 587; C14L4.1, pp. 592–593, 595; CR15, p. 636; EOC4, p. 640; C16L1.2, pp. 653–655</p>	<p>CR11, p. 483; C12L1.3, pp. 506–507; C12L2.3, pp. 520–521; C12L2.5, pp. 524–525; C13L1.1, pp. 530–533; C13L1.2, pp. 534–537; C13L1.3, pp. 538–541; C13L2.1, pp. 550–553; C13L2.2, pp. 554–557; C13L2.4, pp. 562–563; CR13, pp. 568–569; C14L3.1, pp. 586–587; C14L4.1, pp. 592–595; AS15, p. 608; CR15, pp. 636–637; EOC4, p. 641; SFD16, pp. 647C–647D; C16, pp. 648–649; C16L1.2, pp. 652–655</p>
<p>SS.912.A.7.5 Compare nonviolent and violent approaches utilized by groups (African Americans, women, Native Americans, Hispanics) to achieve civil rights.</p> <p>Clarifications: Examples may include, but are not limited to, sit-ins, Freedom Rides, boycotts, riots, protest marches.</p> <p>* See Test Item Specifications page 51–52</p>	<p>UI4, pp. 488–489, 490–491; AS12, pp. 494–501; C12L1.1, pp. 502–503; C12L1.3, pp. 506–507; C12L2.1, pp. 510–513; C12L2.2, pp. 514–519; C12L2.3, pp. 520–521; C12L2.4, pp. 522–523; C12L2.5, pp. 524–525; CR12, p. 526; C13L2.3, pp. 558–559; C13L2.4, pp. 560–563; C15L1.3, pp. 614–617; C15L2.1, pp. 618–619; C15L2.2, pp. 620–621; C15L2.3, pp. 622–623; C15L3.1, pp. 624–625; C15L3.2, pp. 626–627; CR15, pp. 636–637; EOC4, pp. 640, 641; C17L3.4, p. 707; AS18, pp. 714, 716; C18L4.1, pp. 747–748; C19L1.1, p. 773; C19L1.4, pp. 780–782; C19L2.1, p. 790; CR19, pp. 812–813</p>	<p>UI4, pp. 488–491; AS12, pp. 494–501; C12L1.1, pp. 502–503; C12L1.3, pp. 506–507; C12L2.1, pp. 510–513; C12L2.2, pp. 514–519; C12L2.3, pp. 510–521; C12L2.4, pp. 522–523; C12L2.5, pp. 524–525; CR12, pp. 526–527; SFD13, pp. 527C–527D; C13L2.3, pp. 558–559; C13L2.4, pp. 560–563; SFD15, pp. 601C–601D; C15, pp. 602–603; C15L1.3, pp. 614–617; C15L2.1, pp. 618–619; C15L2.2, pp. 620–621; C15L2.3, pp. 622–623; C15L3.1, pp. 624–625; C15L3.2, pp. 626–627; CR15, pp. 636–637; EOC4, p. 641; C17L3.4, pp. 706–707; AS18, pp. 714, 716; C18L4.1, pp. 746–749; CR18, p. 761; C19L1.1, pp. 772–773; C19L1.4, pp. 780–783; C19L2.1, pp. 788–791; CR19, p. 813</p>
<p>SS.912.A.7.6 Assess key figures and organizations in shaping the Civil Rights Movement and Black Power Movement.</p> <p>Clarifications: Examples may include, but are not limited to, the NAACP, National Urban League, SNCC, CORE, James Farmer, Charles Houston, Thurgood Marshall, Rosa Parks, Constance Baker Motley, the Little Rock Nine, Roy Wilkins, Whitney M. Young, A. Philip Randolph, Dr. Martin Luther King, Jr., Robert F. Williams, Fannie Lou Hamer, Malcolm X [El-Hajj Malik El-Shabazz], Stokely Carmichael [Kwame Ture], H. Rap Brown [Jamil Abdullah Al-Amin], the Black Panther Party [e.g., Huey P. Newton, Bobby Seale].</p> <p>* See Test Item Specifications page 51–52</p>	<p>C7L1.3, p. 311; AS12, pp. 494–501; C12L1.1, pp. 502–503; C12L1.2, pp. 504–505; C12L1.3, pp. 506–507; C12L1.4, pp. 508–509; C12L2.1, pp. 510–513; C12L2.2, pp. 514–519; C12L2.3, pp. 520–521; C12L2.4, pp. 522–523; C12L2.5, pp. 524–525; CR12, pp. 526–527; C13L2.3, pp. 558–559; C13L2.4, pp. 560–663; C13L2.5, pp. 564–565; CR13, p. 568; EOC4, p. 640; C17L3.2, p. 700; C19L1.4, pp. 780–781, 783; C19L2.1, pp. 790</p>	<p>C7L1.3, pp. 310–311; C7L2.1, pp. 312–313; SFD12, pp. 491C–491D; C12, pp. 492–493; AS12, pp. 494–501; C12L1.1, pp. 502–505; C12L1.4, pp. 508–509; C12L2.1, pp. 510–513; C12L2.2, pp. 514–519; C12L2.3, pp. 520–521; C12L2.4, pp. 522–523; C12L2.5, pp. 524–525; CR12, p. 527; SFD13, pp. 527C–527D; C13L2.3, pp. 558–559; C13L2.4, pp. 560–563; C13L2.5, pp. 564–565; CR13, p. 569; EOC4, p. 641; C17L3.2, pp. 700–701; C19L1.4, pp. 780–783; C19L2.1, pp. 788–791</p>
<p>SS.912.A.7.7 Assess the building of coalitions between African Americans, whites, and other groups in achieving integration and equal rights.</p> <p>Clarifications: Examples may include, but are not limited to, Freedom Summer, Freedom Rides, Montgomery Bus Boycott, Tallahassee Bus Boycott of 1956, March on Washington.</p> <p>* See Test Item Specifications page 51–52</p>	<p>AS12, pp. 496–497; C12L1.3, p. 507; C12L2.2, pp. 517–519; C12L2.5, pp. 524–525; CR12, pp. 526–527; C13L2.3, p. 559; CR13, p. 568; CR15, p. 636; C19L1.4, p. 780; C19L2.1, pp. 789–791</p>	<p>AS12, pp. 495–497; C12L1.3, pp. 506–507; C12L2.2, pp. 516–519; C12L2.5, pp. 524–525; CR12, pp. 526–527; C13L2.3, pp. 558–559; CR13, p. 569; CR15, p. 637; C19L1.4, pp. 780–781; C19L2.1, pp. 788–791</p>
<p>SS.912.A.7.8 Analyze significant Supreme Court decisions relating to integration, busing, affirmative action, the rights of the accused, and reproductive rights.</p> <p>Clarifications: Examples may include, but are not limited to, <i>Plessy v. Ferguson</i> [1896], <i>Brown v. Board of Education</i> [1954], <i>Swann v. Charlotte-Mecklenburg Board of Education</i> [1971], <i>Regents of the University of California v. Bakke</i> [1978], <i>Miranda v. Arizona</i> [1966], <i>Gideon v. Wainwright</i> [1963], <i>Mapp v. Ohio</i> [1961], and <i>Roe v. Wade</i> [1973].</p> <p>* See Test Item Specifications page 53–54</p>	<p>C2L4.3, pp. 115–116; AS12, pp. 496–500; C12L1.3, pp. 506–507; C12L2.1, p. 513; C12L2.2, pp. 515, 517; CR12, pp. 526–527; C13L2.4, p. 563; C13L2.6, pp. 566–567; CR13, pp. 568–569; C15L1.1, p. 610; C15L3.2, p. 626; EOC4, p. 640; C16L1.2, p. 653; C16L2.2, p. 668; CR16, pp. 674–675; C17L1.1, p. 679; C18L4.1, p. 746</p>	<p>C2L4.3, pp. 116–117; AS12, pp. 496–497, 499–501; C12L1.3, pp. 506–507; C12L1.4, pp. 508–509; C12L2.1, pp. 512–513; C12L2.2, pp. 514–519; CR12, pp. 526–527; C13L2.4, pp. 562–563; C13L2.6, pp. 566–567; CR13, pp. 568–569; C15L1.1, pp. 610–611; C15L3.2, pp. 626–627; CR15, pp. 636–637; EOC4, p. 641; C16L1.2, pp. 652–655; C16L2.2, pp. 668–669; CR16, p. 675; C17L1.1, pp. 678–679; C18L4.1, p. 746; CH, p. R22, R28</p>

<p>SS.912.A.7.9 Examine the similarities of social movements (Native Americans, Hispanics, women, anti-war protesters) of the 1960s and 1970s.</p>	<p>C11L3.2, pp. 478–481; CR11, p. 482; C14L2.2, pp. 584–585; C14L3.2, p. 589; C14L4.1, pp. 594, 595; CR14, p. 600; C15L1.3, pp. 614–617; C15L2.1, pp. 618–619; C15L2.2, pp. 620–621; C15L2.3, pp. 622–623; C15L3.1, pp. 624–625; C15L3.2, pp. 626–627; CR15, pp. 636–637; C16L1.3, pp. 656–659</p>	<p>SFD11, pp. 441C–441D; C11L3.2, pp. 478–481; CR11, p. 483; C12L2.1, pp. 512–513; C14L2.2, pp. 584–585; C14L3.2, pp. 588–589; C14L3.3, pp. 590–591; C14L4.1, pp. 594–595; CR14, p. 600; SFD15, pp. 601C–601D; C115, pp. 602–603; C15L1.3, pp. 614–617; C15L2.1, pp. 618–619; C15L2.2, pp. 620–621; C15L2.3, pp. 622–623; C15L3.1, pp. 624–625; C15L3.2, pp. 626–627; CR15, pp. 636–637; C16L1.2, pp. 656–659</p>
<p>SS.912.A.7.10 Analyze the significance of Vietnam and Watergate on the government and people of the United States.</p> <p>Clarifications: Examples may include, but are not limited to, mistrust of government, reinforcement of freedom of the press, as well as checks and balances. Examples may include, but are not limited to, mistrust of government and reinforcement of freedom of the press.</p> <p>* See Test Item Specifications page 49–50</p>	<p>C14L2.2, pp. 582–585; C14L3.1, p. 587; C14L3.2, p. 589; C14L4.2, pp. 596–599; CR14, pp. 600–601; EOC4, p. 641; C16L1.1, pp. 650, 651; C16L1.5, pp. 662–665; C16L2.1, p. 666; CR16, p. 674; C17L1.1, pp. 678–679; EOC5, p. 816</p>	<p>SFD14, pp. 569C–569D; C114, pp. 570–571; C14L1.2, pp. 576–577; C14L2.2, pp. 582–585; C14L3.1, pp. 586–587; C14L3.2, pp. 588–589; C14L3.3, pp. 590–591; C14L4.1, pp. 592–595; C14L4.2, pp. 596–599; CR14, p. 601; EOC4, p. 641; C116, pp. 648–649; C16L1.1, pp. 650–651; C16L1.5, pp. 662–665; C16L2.1, pp. 666–667; CR16, pp. 674–675; C17L1.1, pp. 678–679; EOC5, p. 816</p>
<p>SS.912.A.7.11 Analyze the foreign policy of the United States as it relates to Africa, Asia, the Caribbean, Latin America, and the Middle East.</p> <p>Clarifications: Examples may include, but are not limited to, Haiti, Bosnia- Kosovo, Rwanda, Grenada, Camp David Accords, Iran Hostage Crisis, Lebanon, Iran-Iraq War, Reagan Doctrine, Iran-Contra Affair, Persian Gulf War.</p> <p>* See Test Item Specifications page 55–56</p>	<p>FS, pp. FL12–FL15; CR14, p. 601; C16L1.2, pp. 654–655; C16L2.1, p. 667; C16L2.2, pp. 670–671; C16L2.3, pp. 672–673; CR16, p. 674; C17L2.2, pp. 690–691; C17L3.4, p. 705–706; CR17, pp. 708–709; C18L1.2, pp. 724–727; C18L2.1, p. 730; C18L2.2, p. 735; C18L2.3, pp. 736–737; C18L4.5, pp. 756–757; CR18, p. 760; C19L1.2, pp. 774, 776–777; C19L2.4, p. 799; EOC5, p. 816</p>	<p>FS, p. FL12; CR14, pp. 600–601; C116, pp. 648–649; C16L1.2, pp. 654–655; C16L2.1, pp. 666–667; C16L2.2, pp. 670–671; C16L2.3, pp. 672–673; CR16, pp. 674–675; C17L2.2, pp. 690–691; C17L3.4, pp. 704–707; CR17, pp. 708–709; C18L1.2, pp. 726–727; C18L2.1, pp. 730–731; C18L2.2, pp. 732–735; C18L2.3, pp. 736–737; C18L3.1, pp. 740–741; C18L4.5, pp. 756–757; CR18, p. 761; C19L1.2, pp. 776–777; C19L2.4, pp. 796–799; EOC5, p. 816</p>
<p>SS.912.A.7.12 Analyze political, economic, and social concerns that emerged at the end of the 20th century and into the 21st century.</p> <p>Clarifications: Examples may include, but are not limited to, AIDS, Green Revolution, outsourcing of jobs, global warming, human rights violations.</p> <p>* See Test Item Specifications page 57–59</p>	<p>FS, pp. FL22–FL25; C10L1.1, pp. 418–419; C11L1.1, pp. 452–455; C13L1.2, pp. 534–535; C13L1.5, pp. 546–547; CR15, p. 636; UW4, pp. 638, 639; C16L1.3, pp. 656–659; C16L1.4, pp. 660–661; CR16, p. 674; C17L1.1, pp. 678–679; C17L1.3, p. 685; C17L2.1, pp. 686–689; C17L2.3, pp. 694–695; C17L3.1, pp. 696–699; C17L3.3, pp. 702–703; C17L3.4, p. 707; CR17, pp. 708–709; AS18, pp. 712–719; C18L1.1, pp. 721–723; C18L1.2, pp. 724–725; C18L1.3, pp. 728–729; C18L3.1, pp. 740–741; C18L3.1, pp. 742–743; C18L3.3, pp. 744–745; C18L4.1, pp. 746–749; C18L4.2, pp. 750–751; C18L4.3, pp. 752–753; C18L4.4, pp. 754–755; CR18, pp. 760–761; C19L1.1, pp. 772–773; C19L1.2, pp. 774–777; C19L1.3, p. 779; C19L1.4, pp. 780–783; C19L1.5, pp. 784–785; C19L1.6, pp. 786–787; C19L2.1, pp. 789–791; C19L2.2, pp. 792–793; C19L2.3, p. 795; C19L2.4, pp. 796–798; C19L3.1, pp. 802–805; C19L3.2, pp. 806–807; C19L3.3, pp. 808–809; C19L3.4, pp. 810–811; CR19, pp. 812–813; UW5, p. 815; EOC5, pp. 816, 817</p>	<p>FS, pp. FL8, FL20, FL22; C11L1.4, pp. 56–57; C10L1.1, pp. 418–419; C11L1.1, pp. 452–455; C13L1.2, pp. 534–537; C13L1.5, pp. 546; CR15, p. 637; UW4, pp. 638–639; UI5, pp. 644–647; SFD16, p. 647C–647D; C116, pp. 648–649; C16L1.2, pp. 654–655; C16L1.3, pp. 656–659; C16L1.4, pp. 660–661; C16L2.1, pp. 666–667; C16L2.2, pp. 668–669; C16L2.3, pp. 672–673; CR16, pp. 674–675; SFD17, pp. 675C–675D; C117, pp. 676–677; C17L1.1, pp. 678–679; C17L1.3, pp. 684–685; C17L2.1, pp. 686–689; C17L2.3, pp. 692–695; C17L3.1, pp. 696–699; C17L3.3, pp. 702–703; C17L3.4, pp. 704–707; CR17, pp. 708–709; SFD18, pp. 709C–709D; C118, pp. 710–711; AS18, pp. 712–719; C18L1.1, pp. 720–723; C18L1.2, pp. 724–725; C18L1.3, pp. 728–729; C18L3.1, pp. 740–741; C18L3.2, pp. 742–743; C18L3.3, pp. 744–745; C18L4.1, pp. 746–749; C18L4.2, pp. 750–751; C18L4.3, pp. 752–753; C18L4.4, pp. 754–755; CR18, pp. 760–761; SFD19, pp. 761C–761D; C119, pp. 762–763; C19L1.1, pp. 772–773; C19L1.2, pp. 774–777; C19L1.3, pp. 778–779; C19L1.4, pp. 782–783; C19L1.5, pp. 784–785; C19L1.6, pp. 786–787; C19L2.1, pp. 788–791; C19L2.2, pp. 792–793; C19L2.3, pp. 794–795; C19L2.4, pp. 796–799; C19L3.1, pp. 802–805; C19L3.2, pp. 806–807; C19L3.3, pp. 808–809; C19L3.4, pp. 810–811; CR19, pp. 812–813; UW5, pp. 814–815; EOC5, p. 816; CH, p. R30</p>
<p>SS.912.A.7.13 Analyze the attempts to extend New Deal legislation through the Great Society and the successes and failures of these programs to promote social and economic stability.</p> <p>Clarifications: Examples may include, but are not limited to, Civil Rights Act of 1964, Voting Rights Act of 1965, War on Poverty, Medicare, Medicaid, Head Start.</p> <p>* See Test Item Specifications page 49–50 and 57–59</p>	<p>C13L2.2, pp. 555–556; C13L2.3, p. 559; C13L2.4, p. 563; CR13, pp. 568–569; C16L1.2, p. 652; C17L1.2, pp. 682, 683; CR17, p. 708</p>	<p>C113, pp. 528–529; C13L2.2, pp. 554–557; C13L2.3, pp. 558–559; C13L2.4, pp. 562–563; CR13, pp. 568–569; C16L1.2, pp. 652–653; C17L1.2, pp. 680–683; CR17, pp. 708–709</p>
<p>SS.912.A.7.14 Review the role of the United States as a participant in the global economy (trade agreements, international competition, impact on American labor, environmental concerns).</p> <p>Clarifications: Examples may include, but are not limited to, NAFTA, World Trade Organization.</p> <p>* See Test Item Specifications page 57–59</p>	<p>C16L1.2, pp. 654–655; CR16, pp. 674–675; AS18, p. 713; C18L1.2, pp. 724–727; C18L4.2, pp. 750–751; CR18, pp. 760–761; C19L1.2, pp. 776, 777; EOC5, p. 817</p>	<p>C16L1.2, pp. 654–655; C16L2.2, pp. 670–671; CR16, p. 675; SFD18, pp. 709C–709D; AS18, p. 714; C18L1.2, pp. 724–727; C18L4.2, pp. 750–751; CR18, pp. 760–761; C19L1.2, pp. 776–777; C19L3.1, pp. 804–805; CR19, p. 812; EOC5, p. 817</p>

<p>SS.912.A.7.15 Analyze the effects of foreign and domestic terrorism on the American people.</p> <p>Clarifications: Examples may include, but are not limited to, Oklahoma City bombing, attack of September 11, 2001, Patriot Act, wars in Afghanistan and Iraq.</p> <p>* See Test Item Specifications page 57–59</p>	<p>C18L1.1, p. 722; C18L2.2, pp. 732–735; C18L2.3, pp. 736–737; C18L4.5, p. 757; CR18, p. 760; C19L1.4, p. 782; C19L1.5, pp. 784–785; C19L2.3, p. 795; EOC5, p. 817</p>	<p>CI18, pp. 710–711; C18L1.1, pp. 722–723; C18L2.2, pp. 732–735; C18L2.3, pp. 736–737; C18L4.5, pp. 756–757; CR18, pp. 760–761; C19L1.4, p. 782–783; C19L1.5, pp. 784–785; C19L2.2, pp. 792–793; C19L2.3, pp. 794–795; EOC5, p. 817</p>
<p>SS.912.A.7.16 Examine changes in immigration policy and attitudes toward immigration since 1950.</p> <p>* See Test Item Specifications page 57–59</p>	<p>C11L3.2, pp. 480–481; CR11, p. 482; C16L1.1, p. 610; C17L1.2, pp. 680, 682–683; C18L1.2, pp. 726–727; C18L4.1, pp. 748–749; C18L4.5, p. 757; CR18, p. 760; AS19, pp. 764–771; C19L1.2, pp. 774, 775, 777; C19L2.4, p. 796; CR19, p. 812; EOC5, p. 817</p>	<p>SFD11, pp. 441C–441D; C11L3.2, pp. 480–481; CR11, p. 483; C15L1.1, pp. 610–611; C17L1.2, pp. 680–683; C18L1.2, pp. 726–727; C18L4.1, pp. 748–749; C18L4.5, pp. 756–757; CR18, p. 761; AS19, pp. 764, 766, 768, 770; C19L1.2, pp. 774–775; C19L2.4, pp. 796–799; CR19, p. 813; EOC5, p. 817</p>
<p>SS.912.A.7.17 Examine key events and key people in Florida history as they relate to United States history.</p> <p>Clarifications: Examples may include, but are not limited to, selection of Central Florida as a location for Disney, growth of the citrus and cigar industries, construction of Interstates, Harry T. Moore, Pork Chop Gang, Claude Pepper, changes in the space program, use of DEET, Hurricane Andrew, the Election of 2000, migration and immigration, Sunbelt state.</p> <p>* See Test Item Specifications page 47–52 and 57–59</p>	<p>FS, pp. FL 3, FL6, FL8–FL11; C7L3.2, p. 329; C10L3.2, p. 439; C12L2.1, p. 513; C14L2.1, p. 580; C17L1.2, pp. 680–683; C18L2.1, pp. 730–731; C18L2.4, pp. 738–739; CR18, p. 760; C19L2.1, p. 791; C19L3.3, pp. 808–809; CR19, p. 812</p>	<p>FS, pp. FL8, FL10, FL22, FL24; C7L3.2, pp. 326–327; C10L3.2, pp. 438–439; C12L2.1, pp. 512–513; C14L2.1, pp. 580–581; C17L1.2, pp. 680–683; C18L2.1, pp. 730–731; C18L2.4, pp. 738–739; CR18, p. 761; C19L2.1, pp. 788–791; C19L3.3, pp. 808–809; CR19, p. 813</p>

GEOGRAPHY

STANDARD/BENCHMARK	STUDENT EDITION	TEACHER EDITION
SS.912.G.1 Understand how to use maps and other geographic representations, tools, and technology to report information.		
<p>SS.912.G.1.2 Use spatial perspective and appropriate geographic terms and tools, including the Six Essential Elements, as organizational schema to describe any given place.</p>	<p>FS, pp. FL12–FL15; UW1, p. 167; UW2, p. 339; C17L3.1, p. 699; AS18, p. 718; C18L2.3, p. 737; C18L2.4, pp. 738–739; C19L2.1, p. 791</p>	<p>C2L1.1, pp. 78–79; UW1, p. 167; UW2, p. 339; C11L1.1, pp. 452–453; SFD17, pp. 675C–675D; C17L3.1, pp. 698–699; AS18, p. 718; C18L2.3, pp. 736–737; C18L2.4, pp. 738–739; C19L2.1, pp. 790–791</p>
<p>SS.912.G.1.3 Employ applicable units of measurement and scale to solve simple locational problems using maps and globes.</p>	<p>C3L3.3, pp. 155, 157; UW3, p. 485</p>	<p>FS, p. FL9; C3L3.3, pp. 154–157; C4L1.1, pp. 182–183; C4L4.2, pp. 208–209; UW3, p. 485; C16L1.3, pp. 658–659</p>
SS.912.G.2 Understand physical and cultural characteristics of places.		
<p>SS.912.G.2.1 Identify the physical characteristics and the human characteristics that define and differentiate regions.</p> <p>Clarifications: Examples of physical characteristics are climate, terrain, resources. Examples of human characteristics are religion, government, economy, demography.</p>	<p>FS, pp. FL5–FL7, FL8–FL11, FL12–FL15, FL18–FL21; RCLR1, pp. 3, 4, 5; RCLR6, pp. 14–15; C1L1.4, pp. 56–57; C5L4.1, pp. 250–253; C8L2.2, pp. 359, 361; C10L1.3, p. 425; C16L1.1, p. 651; C17L3.1, pp. 696, 699; C17L3.4, p. 707; AS18, p. 718; C18L2.4, pp. 738–739; C18L4.4, p. 755</p>	<p>FS, pp. FL5, FL9, FL11–FL12, FL18, FL20; RCLR1, pp. 3–5; RCLR6, p. 14; CI1, pp. 38–39; C1L1.2, pp. 50–51; C1L1.4, pp. 56–57; UW1, p. 166; C5L4.1, pp. 250–253; C6L2.2, pp. 282–283; C6L2.3, pp. 284–285; C8L2.2, pp. 358–361; C10L1.3, pp. 424–425; UI5, pp. 644–645; C16L1.1, pp. 650–651; C17L3.1, pp. 696–699; C17L3.4, pp. 704–705; AS18, p. 718; C19L2.4, pp. 738–739; C18L4.4, pp. 754–755</p>
SS.912.G.4 Understand the characteristics, distribution, and migration of human populations.		
<p>SS.912.G.4.2 Use geographic terms and tools to analyze the push/pull factors contributing to human migration within and among places.</p>	<p>FS, pp. FL4–FL7, FL12–FL15; RCLR1, pp. 3, 4, 5; CRRC, pp. 28–29; C1L1.1, pp. 46, 48; C4L3.3, pp. 200–201; C5L4.1, pp. 250, 253; AS6, pp. 270–271; C6L2.3, p. 285; C8L1.2, p. 353; CR14, p. 601; C17L1.2, pp. 680–681; C18L1.2, pp. 726–727; AS19, pp. 764–771; C19L1.2, p. 774</p>	<p>FS, pp. FL4–FL7, FL12–FL15; RCLR1, pp. 3–5; CRRC, pp. 28–29; C1L1.1, pp. 46–49; C4L3.3, pp. 200–201; C5L4.1, pp. 250–253; AS6, pp. 266–273; C6L2.3, pp. 284–285; C8L1.2, pp. 352–353; C8L1.2, pp. 354–355; SFD11, pp. 441C–441D; C11L1.1, pp. 452–453; C11L1.3, pp. 462–463; C11L3.1, pp. 476–477; C14L4.2, pp. 598–599; CR14, p. 601; SFD17, pp. 675C–675D; C17L1.2, pp. 680–683; C17L1.2, pp. 680–681; C18L1.2, pp. 726–727; AS19, pp. 764–771; C19L1.2, p. 774–775</p>
<p>SS.912.G.4.3 Use geographic terms and tools to analyze the effects of migration both on the place of origin and destination, including border areas.</p>	<p>FS, pp. FL4–FL7, FL12–FL15; RCLR1, pp. 3–5; C5L4.1, pp. 250, 253; C18L1.2, pp. 726–727; C18L4.6, p. 758</p>	<p>FS, pp. FL4–FL7, FL12–FL15; RCLR1, pp. 3–5; C5L4.1, pp. 251–253; AS6, pp. 268–271; C11L1.1, pp. 452–453; C11L1.3, pp. 462–463; C17L1.2, pp. 680–683; C18L1.2, pp. 726–727; C18L4.6, p. 758</p>

HUMANITIES

STANDARD/BENCHMARK	STUDENT EDITION	TEACHER EDITION
SS.912.H.1 Identify and analyze the historical, social, and cultural contexts of the arts.		
<p>SS.912.H.1.1 Relate works in the arts (architecture, dance, music, theatre, and visual arts) of varying styles and genre according to the periods in which they were created.</p> <p>Clarifications: Examples are Bronze Age, Ming Dynasty, Classical, Renaissance, Modern, and Contemporary.</p>	<p>FS, pp. FL4–5; CR1, pp. 68–69; C5L2.1, pp. 240–241; C5L2.2, pp. 243, 244–245; CR5, p. 262; C6L2.2, p. 282; C8L1.1, p. 350; C10L2.2, p. 430; AS11, pp. 446–450; C15L1.2, pp. 612–613</p>	<p>FS, p. FL5; AS1, p. 43; CR1, pp. 68–69; UI2, pp. 170–171; C5L2.1, pp. 240–241; C5L2.2, pp. 242–245; CR5, p. 263; C6L2.2, pp. 282–283; C17, pp. 294–295; C8L1.1, pp. 348–351; C10L2.2, pp. 430–431; AS11, pp. 444, 446–450; C14L2.2, pp. 582–583; C15L1.2, pp. 612–613</p>
<p>SS.912.H.1.3 Relate works in the arts to various cultures.</p> <p>Clarifications: Examples are African, Asian, Oceanic, European, the Americas, Middle Eastern, Egyptian, Greek, Roman.</p>	<p>C1L2.3, pp. 64–65; UI2, pp. 170–171; C5L2.1, p. 241; AS6, p. 271; C9L1.1, p. 379</p>	<p>FS, p. FL11; C1L1.1, pp. 48–49; C1L2.3, pp. 64–65; UI2, pp. 170–171; C5L2.1, pp. 240–241; AS6, pp. 270, 272; C9L1.1, pp. 376–377; AS11, p. 448, 450; C11L2.3, pp. 468–469; C15L1.2, pp. 612–613; C17L3.2, pp. 700–701</p>
<p>SS.912.H.1.5 Examine artistic response to social issues and new ideas in various cultures.</p> <p>Clarifications: Examples are Victor Hugo’s <i>Les Misérables</i>, Langston Hughes’ poetry, Pete Seeger’s <i>Bring ‘Em Home</i>.</p>	<p>C2L4.3, pp. 114, 116; C3L1.3, p. 138; C3L3.3, p. 154; C4L1.1, p. 185; C5L1.2, p. 227; C5L4.3, p. 257; C5L4.4, pp. 260–261; C6L2.3, p. 285; C6L2.4, pp. 286–287; C8L1.1, p. 350; C9L1.4, p. 386; C9L1.6, pp. 390–391; C10L1.2, p. 420; C10L2.2, p. 430; C12L1.2, pp. 504–505; C15L1.2, pp. 612–613; C15L1.3, p. 615; UW4, p. 639; C17L2.3, pp. 694–695; C19L1.4, p. 781</p>	<p>C2L4.3, pp. 114–117; C3L1.3, pp. 138–139; C3L3.3, pp. 154–155; C4L1.1, pp. 184–185; C5L1.2, pp. 226–227; C5L2.2, pp. 244–245; C5L4.3, pp. 256–259; C5L4.4, pp. 260–261; SFD6, pp. 263C–263D; C6L2.3, pp. 284–285; C6L2.4, pp. 286–287; C8L1.1, pp. 348–351; C8L2.2, pp. 360–361; C9L1.1, pp. 376–377; C9L1.4, pp. 386–387; C9L1.6, pp. 390–391; CR9, p. 415; C10L1.2, pp. 420–421; C10L2.2, pp. 430–431; AS11, p. 448; C11L2.3, pp. 468–471; C12L1.2, pp. 504–505; C14L3.3, pp. 590–591; SFD15, pp. 601C–601D; C115, pp. 602–603; C15L1.1, pp. 610–611; C15L1.2, pp. 612–613; C15L1.3, pp. 614–615; UW4, p. 639; C17L2.3, pp. 694–695; C19L1.4, pp. 780–783; CH, pp. R32–R33</p>
SS.912.H.3 Understand how transportation, trade, communication, science, and technology influence the progression and regression of cultures.		
<p>SS.912.H.3.1 Analyze the effects of transportation, trade, communication, science, and technology on the preservation and diffusion of culture.</p>	<p>AS1, pp. 42, 44; C5L1.4, pp. 235–236; C5L2.1, pp. 240–241; C5L2.2, pp. 242–244; C6L2.4, p. 286; C11L2.1, p. 465; C11L2.2, pp. 466–467; C11L2.3, pp. 468–471; CR11, p. 482; UW4, p. 639; C17L2.3, pp. 693, 695; C18L4.3, pp. 752–753; C19L3.2, pp. 806–807; CR19, p. 812</p>	<p>AS1, pp. 41, 43, 45; C5L1.4, pp. 234–237; C5L2.1, pp. 240–241; C5L2.2, pp. 242–245; CR5, p. 263; C6L2.4, pp. 286–287; AS7, pp. 296, 298, 302; C111, pp. 442–443; C11L2.1, pp. 464–465; C11L2.2, pp. 466–467; C11L2.3, pp. 468–471; CR11, pp. 482–483; C13L1.4, pp. 542–543; UW4, p. 639; UI5, pp. 646–647; C170, pp. 676–677; C17L2.3, pp. 692–695; C18L4.3, pp. 752–753; C19L3.2, pp. 806–807; CR19, p. 813</p>

ENGLISH LANGUAGE DEVELOPMENT

STANDARD/BENCHMARK	STUDENT EDITION	TEACHER EDITION
ELD.K12.ELL.SI Language of Social and Instructional Purposes.		
<p>ELD.K12.ELL.SI.1 English language learners communicate for social and instructional purposes within the school setting.</p>	<p>This standard is addressed throughout the text. For example, see: CR7, p. 337; C19, pp. 368–369; CR9, p. 415; C110, pp. 416–417; CR11, p. 483; CR15, p. 637</p>	<p>This standard is addressed throughout the text. For example, see: SFD1, pp. 37C–37D; SFD2, pp. 69C–69D; C3L3.1, pp. 150–151; C4L3.1, pp. 194–195; SFD6, pp. 263C–263D; CR7, p. 337; SFD10, pp. 415C–415D; SFD11, pp. 441C–441D; C11L2.4, pp. 472–473; CR11, p. 483; SFD12, pp. 491C–491D; SFD13, pp. 527C–527D; SFD15, pp. 601C–601D; CR15, p. 637; C17L2.1, pp. 686–687; C17L3.1, pp. 696–697; TTL, pp. 818–819</p>

ELD.K12.ELL.SS Language of Social Studies

ELD.K12.ELL.SS.1 English language learners communicate information, ideas and concepts necessary for academic success in the content area of Social Studies.

This standard is addressed throughout the text. For example, see:
CI7, pp. 294–295; CR7, p. 337; CR9, p. 415; CR11, p. 483; CR15, p. 637

This standard is addressed throughout the text. For example, see:
FS, p. FL7, F15, SFDRC, p. C; SFD1, pp. 37C–37D; C1L1.4, pp. 56–57; C1L2.1, pp. 58–59; SFD2, pp. 69C–69D; C2L1.1, p. 78–79; C2L1.2, pp. 82–83; C2L2.1, pp. 88–89; C2L4.1, pp. 108–109; SFD3, pp. 121C–121D; AS3, p. 131; C3L1.2, pp. 134–135; C3L2.1, pp. 142–143; C3L3.5, pp. 160–161; C3L3.6, pp. 162–163; SFD4, pp. 173C–173D; C4L1.2, pp. 186–187; C4L3.3, pp. 200–201; SFD5, pp. 213C–213D; AS5, p. 223; C5L1.2, pp. 226–227; C5L2.2, pp. 242–243; C5L3.2, pp. 248–249; SFD6, pp. 263C–263D; C6L1.1, pp. 274–275; C6L2.1, pp. 278–279; SFD7, pp. 293C–293D; C7L1.3, pp. 310–311; C7L2.1, pp. 312–313; C7L3.2, pp. 326–327; C7L4.2, pp. 334–335; CR7, p. 337; SFD8, pp. 345C–345D; C8L2.2, pp. 358–359; C8L3.1, pp. 362–363; C8L3.2, pp. 364–365; SFD9, pp. 367C–367D; AS9, p. 374; C9L1.2, pp. 380–381; C9L1.4, pp. 386–387; C9L1.5, pp. 388–389; C9L3.1, pp. 398–399; C9L4.2, pp. 412–413; SFD10, pp. 415C–415D; C10L1.2, pp. 420–421; C10L1.4, pp. 426–427; C10L2.2, pp. 430–431; C10L3.1, pp. 436–437; SFD11, pp. 441C–441D; AS11, p. 451; C11L1.2, pp. 458–459; C11L2.1, pp. 464–465; C11L3.1, pp. 474–475; CR11, p. 483; SFD12, pp. 491C–491D; C12L1.2, pp. 504–505; C12L2.1, pp. 510–511; C12L2.2, pp. 516–517; C12L2.3, pp. 520–521; C12L2.5, pp. 524–525; SFD13, pp. 527C–527D; C13L1.1, pp. 530–531; C13L2.1, pp. 550–551; C13L2.3, pp. 558–559; C13L2.6, pp. 566–567; SFD14, pp. 569C–569D; C14L1.2, pp. 576–577; C14L4.2, pp. 596–597; SFD15, pp. 601C–601D; AS15, p. 608; C15L2.1, pp. 618–619; C15L2.3, pp. 622–623; C15L3.2, pp. 626–627; CR15, p. 637; SFD16, pp. 647C–647D; C16L1.2, pp. 652–653; C16L1.4, pp. 660–661; C16L1.5, pp. 662–663; C16L2.1, pp. 666–667; SFD17, pp. 675C–675D; C17L1.1, pp. 678–679; C17L2.1, pp. 686–687; C17L3.1, pp. 696–697; C17L3.4, pp. 704–705; SFD18, pp. 709C–709D; C18L1.2, pp. 724–725; C18L2.1, pp. 730–731; C18L3.2, pp. 742–743; C18L4.2, pp. 750–751; C18L4.5, pp. 756–757; SFD19, pp. 761C–761D; AS19, p. 771; C19L1.1, pp. 772–773; C19L1.4, pp. 780–781; C19L1.6, pp. 786–787; C19L2.4, pp. 796–797; C19L2.5, pp. 800–801; C19L3.1, pp. 802–803; C19L3.4, pp. 810–811; TTL, pp. 818–819

HEALTH EDUCATION

STANDARD/BENCHMARK

STUDENT EDITION

TEACHER EDITION

HE.912.C.2 Internal and External Influence - Analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors.

HE.912.C.2.4 Evaluate how public health policies and government regulations can influence health promotion and disease prevention.

Clarifications: Seat-belt enforcement, underage alcohol sales, reporting communicable diseases, child care, and AED availability.

CR13, pp. 568–569; CR17, pp. 708–709; C19L1.6, pp. 786–787; C19L2.4, p. 798; CR19, pp. 812–813, CH, p. R33

CR13, p. 569; CR17, p. 709; AS19, p. 766; C19L1.6, pp. 786–787; C19L2.4, pp. 798–799; CR19, p. 813, CH, p. R33

B.E.S.T. Standards Correlations

MATHEMATICS		
STANDARD/BENCHMARK	STUDENT EDITION	TEACHER EDITION
Mathematic Thinking and Reasoning		
MA.K12.MTR.1.1 Actively participate in effortful learning both individually and collectively.	This standard is addressed throughout the text. For example, see: C6L1.2, p. 277; C10L1.1, p. 419; C13L1.1, p. 533; C13L2.2, p. 557	This standard is addressed throughout the text. For example, see: C6L1.2, pp. 276–277; C10L1.1, pp. 418–419; C13L1.1, pp. 532–533; C13L2.2, pp. 556–557
MA.K12.MTR.2.1 Demonstrate understanding by representing problems in multiple ways.	This standard is addressed throughout the text. For example, see: CR3, p. 165; C6L2.1, p. 279; C13L1.1, p. 533	This standard is addressed throughout the text. For example, see: RCLR6, pp. 14–15; C3L3.6, pp. 162–163; CRC3, p. 165; C4L1.1, pp. 182–183; C6L2.1, pp. 278–279; C11L1.2, pp. 456–457; C13L2.3, pp. 558–559; C17L1.2, pp. 680–681
MA.K12.MTR.3.1 Complete tasks with mathematical fluency	This standard is addressed throughout the text. For example, see: C6L1.2, p. 277; C10L1.1, p. 419; UW3, p. 485; C13L1.1, p. 531–532	This standard is addressed throughout the text. For example, see: C1L1.2, pp. 50–51; AS4 p. 180; C6L1.1, pp. 276–277; C6L2.1, pp. 278–279; SFD10, pp. 415C–415D; C10L1.1, pp. 418–419; C13L1.1, pp. 530–533
MA.K12.MTR.4.1 Engage in discussions that reflect on the mathematical thinking of self and others.	This standard is addressed throughout the text. For example, see: C6L2.1, p. 279; C13L1.1, p. 533; CR18, p. 761	This standard is addressed throughout the text. For example, see: C6L2.1, pp. 278–279; C13L1.1, pp. 532–533; CR18, p. 761
MA.K12.MTR.5.1 Use patterns and structure to help understand and connect mathematical concepts.	This standard is addressed throughout the text. For example, see: C6L2.1, p. 279; CR13, p. 569	This standard is addressed throughout the text. For example, see: C6L2.1, pp. 278–279; CR13, p. 569
MA.K12.MTR.6.1 Assess the reasonableness of solutions.	This standard is addressed throughout the text. For example, see: CR14, p. 601; CR16, p. 675	This standard is addressed throughout the text. For example, see: FS, p. FL9; CR14, p. 601; CR14, p. 601; CR16, p. 675
MA.K12.MTR.7.1 Apply mathematics to real-world contexts.	This standard is addressed throughout the text. For example, see: CR13, p. 569; C16L1.1, p. 651; C18L1.3, pp. 728–729; C18L3.1, pp. 740–741; CR18, p. 761	This standard is addressed throughout the text. For example, see: C3L1.1, p. 182–183; C3L1.2, p. 186–187; UW3, p. 485; C13L2.2, pp. 556–557; CR13, p. 569; C16L1.1, pp. 650–651; C16L1.5, pp. 662–663; C18L1.2, pp. 726–727; C18L1.3, pp. 728–729; C18L3.1, pp. 740–741; CR18, p. 761; AS19, p. 767; C19L2.1, pp. 788–790
ENGLISH LANGUAGE ARTS		
STANDARD/BENCHMARK	STUDENT EDITION	TEACHER EDITION
Expectations		
ELA.K12.EE.1.1 Cite evidence to explain and justify reasoning.	This standard is addressed throughout the text. For example, see: CR1, pp. 68–69; CR2, pp. 120–121; CR3, pp. 164–165; UW1, p. 167; CR4, p. 213; CR6, p. 293; CR7, p. 337; UW2, p. 339; CR8, p. 367; CR10, 440–441; UW3, p. 485; C12L2.4, p. 523; C16L1.3, p. 659; CR16, p. 675; C17L3.3, p. 703; C18L4.5, p. 749; CR18, p. 761; C19L1.5, p. 785; CR19, p. 813	This standard is addressed throughout the text. For example, see: SFDRC, pp. C–D; RCLR8, pp. 18–19; RCLR11, pp. 24–25; SFD1, pp. 37C–37D; C3L1.3, pp.138–139; AS1, p. 43; C2L1.1, pp. 80–81; C2L2.1, pp. 88–89; C2L2.2, pp. 92–93; C2L3.2, pp. 100–101; C2L4.3, pp. 116–117; C3L1.2, pp.136–137; C3L1.3, pp. 138–139; C3L3.4, pp. 158–159; C3L3.6, pp. 162–163; CR3, p. 165; UW1, pp. 166–167; C4L4.2, pp. 408–409; CR4, p. 213; SFD5, pp. 213C–213D; C5L4.2, pp. 254–255; C5L4.4, pp. 260–261; C6L2.1, pp. 278–279; CR6, pp. 292–293; AS7, pp. 302–303; CR7, p. 337; UW2, p. 339; C8L1.1, pp. 348–349; CR8, p. 367; C10L3.2, pp. 438–439; CR10, p. 441; UW3, p. 485; C12L2.4, pp. 522–523; SFD14, pp. 569C–569D; C114, pp. 570–571; C14L1.1, pp. 574–575; C14L4.1, pp. 592–593; C15L2.2, pp. 620–621; C16L1.3, pp. 657–658; CR16, p. 675; SFD17, pp. 675C–675D; C17L1.3, pp. 684–685; C17L2.2, pp. 690–691; C17L3.3., pp. 702–703; CR17, p. 709; C18L4.5 pp. 756–757; C18L4.6, pp. 758–759; CR18, pp. 760–761; SFD19, pp. 761C–761D; C19L1.5, pp. 784–785; CR19, p. 813; CH, p. R21

<p>ELA.K12.EE.2.1 Read and comprehend grade-level complex texts proficiently.</p>	<p>This standard is addressed throughout the text. For example, see: UW1, p. 166; UW2, p. 338; UW3, p. 484; UW4, p. 638; UW5, p. 814</p>	<p>This standard is addressed throughout the text. For example, see: SFDRC, pp. C–D; RCLR5, pp. 12–13; RCLR11, pp. 24–27; SFD2, pp. 69C–69D; C3L3.2, pp.152–153; UW1, pp. 166–167; AS4, p. 181; SFD5 pp. 213C–213D; CI5, pp. 214–215; SFD6, pp. 263C–263D; SFD7, pp. 293C–293D; UW2, p. 338; SFD8, pp. 345C–345D; C10L2.3, pp. 434–435; SFD11, pp. 441C–441D; UW3, p. 484; SFD12, pp. 491C–491D; UW4, p. 638; SFD16, pp. 647C–647D; CR18, p. 761; SFD19, pp. 761C–761D; UW5, p. 814</p>
<p>ELA.K12.EE.3.1 Make inferences to support comprehension.</p>	<p>This standard is addressed throughout the text. For example, see: RCLR3, p. 9; RCLR6, p. 15; RCLR7, p. 17; RCLR8, p. 19; RCLR10, p. 23; RCLR11, p. 27; C1L1.1, p. 49; C1L1.3, p. 55; C1L2.2, p. 63; C1L2.4, p. 67; C3L2.2, p. 149; C3L2.3, p. 285; C4L1.1, p. 185; C4L1.2, p. 187; C4L4.1, p. 207; C4L4.2, p. 211; C5L3.2, p. 249; C5L4.4, p. 261; C7L1.1, p. 305; C8L1.2, p. 353; C9L1.2, p. 383; C9L1.3, p. 385; C9L1.4, p. 387; C9L1.5, p. 389; C9L2.2, p. 397; C9L3.1, p. 401; C10L3.1, p. 437; C11L2.1, p. 465; C12L1.4, p. 509; CR12, p. 526; C13L1.4, p. 544; C14L1.1, p. 575; C14L3.3, p. 591; C15L1.1, p. 611; CR15, p. 637; C16L2.2, p. 671; C17L1.1, p. 679; C17L3.1, p. 699; C18L1.3, p. 719; C18L3.2, p. 743; C18L3.3, p. 745</p>	<p>This standard is addressed throughout the text. For example, see: FS, p. FL16; FS, p. FL22; RCLR3, pp. 8–9; RCLR5, pp. 12–13; RCLR6, pp. 14–15; RCLR7, pp. 16–17; RCLR8, pp. 18–19; RCLR9, pp. 20–21; RCLR10, pp. 22–23; RCLR11, pp. 26–27; CI1, pp. 38–39; C1L1.1, pp. 48–49; C1L1.3, pp. 54–55; C1L2.2, pp. 62–63; C1L2.4, pp. 66–67; C2L1.3, pp. 84–87; C2L2.1, pp. 88–89; AS3, pp. 125–131; C3L1.1, pp. 132–133; C3L1.3, pp. 138–139; C3L2.2, pp. 146–147; C3L3.2, pp. 152–153; C4L1.1, pp. 182–185; C4L1.2, pp. 186–187; C4L2.1, pp. 188–189; C4L3.2, pp. 198–199; C4L3.3, pp. 200–201; C4L4.1, pp. 206–207; C4L4.2, pp. 210–211; AS5, pp. 216–217; C5L1.2, pp. 228–229; C5L3.2, pp. 248–249; C5L4.2, pp. 254–255; C5L4.3, pp. 256–257; C5L4.4, pp. 260–261; C6L1.1, pp. 274–275; C6L2.3, pp. 284–285; C6L2.4, pp. 286–287; C6L3.1, pp. 288–289; C7L1.1, pp. 304–305; C7L2.1, pp. 314–315; C7L2.2, pp. 316–317; p. C7L2.3, pp. 318–319; C7L3.1, pp. 324–325; C7L3.2, pp. 326–327; C7L3.3, pp. 330–331; C7L4.1, pp. 332–333; C8L1.2, pp. 352–353; C8L3.2, pp. 364–365; C9L1.2, pp. 382–383; C9L1.3, pp. 384–385; C9L1.4, pp. 386–387; C9L1.5, pp. 388–389; C9L1.6, pp. 390–391; C9L2.2, pp. 396–397; C9L3.1, pp. 398–401; C9L3.3, pp. 406–407; C9L4.1, pp. 410–411; C9L4.2, pp. 412–413; C10L2.3, pp. 432–433; C10L3.1, pp. 436–437; C10L3.2, pp. 438–439; CI11, pp. 442–443; C11L1.1, pp. 452–453; C11L1.2, pp. 458–461; C11L1.3, pp. 462–463; C11L2.1, pp. 464–465; C11L2.3, pp. 468–469; C11L3.1, pp. 474–475; C11L3.2, pp. 478–479; CI12, pp. 492–493; C12L1.1, pp. 502–503; C12L1.21, pp. 504–505; C12L2.1, pp. 512–513; C12L2.2, pp. 516–517; CR12, p. 526; C13L1.1, pp. 532–533; C13L1.4, pp. 544–545; C13L1.5, pp. 546–547; C13L2.1, pp. 550–551; C12L2.5, pp. 564–565; C14L1.1, pp. 574–575; C14L2.1, pp. 580–581; C14L2.2, pp. 585–585; C14L3.3, pp. 590–591; C14L4.1, pp. 592–595; C14L4.2, pp. 59–599; C15L1.1, pp. 610–611; C15L3.3, pp. 628–629; C15L4.1, pp. 632–633; CR15, p. 637; SFD16, pp. 647C–647D; C16L1.2, pp. 654–655; C16L1.4, pp. 660–661; C16L1.5, pp. 664–665; C16L2.2, pp. 670–671; C16L2.3, pp. 672–673; C17L1.1, pp. 678–679; C17L1.2, pp. 680–681; C17L2.2, pp. 690–691; C17L3.1, pp. 698–699; C17L3.2, pp. 700–701; AS18, p. 715; C18L1.3, pp. 728–729; C18L2.2, pp. 734–735; C18L3.2, pp. 742–743; C18L3.3, pp. 744–745; C18L4.1, pp. 748–749; AS19, p. 771; C19L1.2, pp. 774–777; C19L1.5, pp. 784–785; C19L1.6, pp. 786–787; C19L2.1, pp. 790–791; C19L2.2, pp. 792–793; C19L2.3, pp. 794–795; C19L2.4, pp. 796–797; C19L3.2, pp. 806–807; C19L3.3, pp. 808–809; C19L3.4, pp. 810–811; CH, p. R3; CH, p. R13; CH, p. R15; CH, p. R17; CH, p. R21; CH, p. R43</p>

ELA.K12.EE.4.1 Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations.

This standard is addressed throughout the text. For example, see: CR5, p. 263; UW2, p. 339; CR8, p. 367; CR11, p. 483; CR15, p. 637

This standard is addressed throughout the text. For example, see:
FS, p. FL1; FS, p. FL6; FS, p. FL11; FS, p. FL12; FS, p. FL24, SFDRC, pp. C–D; CIRC, p. 1; RCLR1, pp. 3–5; RCLR2, pp. 6–7; RCLR3, pp. 8–9; RCLR4, pp. 10–11; RCLR5, pp. 12–13; RCLR7, pp. 16–17; RCLR8, pp. 18–19; RCLR9, pp. 20–21; RCLR10, pp. 22–23; RCLR11, pp. 24–27; ARCH, pp. 32–33; C11, pp. 38–39; AS1, p. 41; C1L1.4, pp. 56–57; SFD2, pp. 69C–69D; AS2, pp. 75–76; C2L1.3, pp. 84–85; C2L2.2, pp. 92–93; C2L2.3, pp. 94–95; C2L4.3, pp. 114–115; SFD3, pp. 121C–121D; AS3, pp. 124–129; C3L3.6, pp. 162–163; UW1, p. 166; EOC1, pp. 168–169; SFD4, pp. 173C–173D; C14, pp. 174–175; AS4, pp.179–181; C4L1.1, pp. 182–185; C4L1.2, pp. 186–187; C4L2.1, pp. 188–189; C4L2.2, pp. 190–191; C4L3.1, pp. 194–197; C4L3.2, pp. 198–199; C4L3.3, pp. 200–203; C4L4.1, pp. 204–207; C4L4.2, pp. 208–211; C15, pp. 214–215; AS5, pp. 216, 220; C5L1.2, pp. 230–231; C5L2.2, pp. 244–245; C5L4.1, pp. 252–253; C5L4.4, pp. 260–261; CR5, p. 263; SFD6, pp. 264–265; AS6, pp. 268–271; C6L1.1, pp. 274–275; C6L1.2, pp. 276–277; C6L2.1, pp. 278–279; C6L2.2, pp. 282–283; C6L2.3, pp. 284–285; C6L2.4, pp. 286–287; C6L3.1, pp. 288–289; C6L3.2, pp. 290–291; UW2, p. 339; EOC2, p. 341; SFD8, pp. 345C–345D; C8L1.1, pp. 350–351; CR8, p. 367; SFD9, pp. 367C–C367D; C9L1.1, pp. 376–379; C9L1.2, pp. 382–383; C9L2.1, pp. 392–395; C9L2.2, pp. 396–397; C9L3.1, pp. 398–401; C9L3.2, pp. 402–405; C9L3.3, pp. 406–407; C10L1.1, pp. 418–419; C10L1.2, pp. 420–423; C10L1.3, pp. 424–425; C10L1.4, pp. 426–427; C10L2.1, pp. 428–429; C10L2.2, pp. 430–431; C10L2.3, pp. 432–435; C10L3.2, pp. 438–439; SFD11, pp. 441C–441D; C111, pp. 442–443; AS11, pp. 444–446, 449–451; C11L1.1, pp. 452–455; C11L1.2, pp. 456–461; C11L1.3, pp. 462–463; C11L2.1, pp. 464–465; C11L2.2, pp. 466–467; C11L2.3, pp. 468–471; C11L2.4, pp. 472–473; C11L3.1, pp. 474–477; C11L3.2, pp. 478–481; CR11, p. 483; UW3, p. 484; EOC3, pp. 486–487; UI4, pp. 488–491; SFD12, pp. 491C–491D; C112, pp. 491–493; AS12, pp. 498, 501; C12L1.2 pp. 504–505; C12L2.1, pp. 510–513; C12L2.2, pp. 514–519; SFD13, pp. 527C–527D; C113, pp. 528–529; C13L1.2, pp. 536–537; C13L1.3, pp. 540–541; C13L1.4, pp. 542–543; C13L1.5, pp. 546–547; C13L2.1, pp. 552–553; C13L2.2, pp. 556–557; C13L2.5, pp. 564–565; C13L2.6, pp. 566–567; C14L1.1, pp. 572–575; C14L1.2, pp. 576–577; C14L2.1, pp. 580–581; C14L2.2, pp. 582–583; C14L3.1, pp. 586–587; C14L3.2, pp. 588–589; C14L3.3, pp. 590–591; C14L4.1, pp. 592–595; C14L4.2, pp. 596–597; SFD15, pp. 601C–601D; C115, p. 602; AS15, p. 606; C15L1.1, pp. 610–611; C15L1.2, pp. 612–613; C15L1.3, pp. 614–617; C15L2.1, pp. 618–619; C15L2.2, pp.620–621; C15L2.3, pp. 622–623; C15L3.1, pp. 624–625; C15L3.2, pp. 626–627; C15L3.3, pp.628–629; C15L3.4, pp. 630–631; C15L4.1, pp. 632–633; C15L4.2, pp. 634–635; CR15, p. 637; UW4, p. 638; SFD16, pp. 647C–647D; C116, pp. 648–649; C16L1.3, pp. 656–657; C16L1.5, pp. 664–665; C16L2.3, pp. 672–673; SFD17, pp. 675C–675D; C117, pp. 676–677; C17L1.2, pp. 680–683; C17L1.3, pp. 684–685; C17L2.1, pp. 686–689; C17L2.2, pp. 690–691; C17L2.2, pp. 692–693; C17L3.1, pp. 696–697; C17L3.3, pp. 702–703; C17L3.4, pp. 304–305; SFD18, pp. 709C–709D; C118, pp. 710–711; AS18, pp. 715–716, 719; C18L1.1, pp. 720–723; C18L1.3, pp. 728–729; C18L2.1, pp. 730–731; C18L2.2, pp. 732–735; C18L2.4, pp. 738–739; C18L3.1, pp.740–741; C18L3.2, pp. 742–743; C18L3.3, pp. 744–745; C18L4.1, pp. 746–749; C18L4.2, pp. 750–751; C18L4.3, pp. 752–753; C18L4.5, pp. 756–757; C18L4.6, pp. 758–759; SFD19, pp. 761C–761D; C119, pp. 762–763; AS19, pp. 767–768, 771; C19L1.1, pp. 772–773; C19L1.2, pp. 774–777; C19L1.3, pp. 778–779; C19L1.4, pp. 782–783; C19L1.5, pp. 784–785; C19L1.6, pp. 786–787; C19L2.2, pp. 792–793; C19L2.3, pp. 794–795; C19L2.4, pp. 796–799; C19L2.5, pp. 800–801; C19L3.1, pp. 802–805; C19L3.2, pp. 806–807; C19L3.4, pp. 810–811; UW5, p. 814; EOC5, p. 817; TTL, p. 181; CH, p. R24

<p>ELA.K12.EE.5.1 Use the accepted rules governing a specific format to create quality work.</p>	<p>This standard is addressed throughout the text. For example, see: PBL, pp. PBL01–PBL04; RCCR, pp. 28–29; UW1, p. 167; CR12, p. 527; UW4, p. 639; PBL, pp. 642–643; UW5, p. 815</p>	<p>This standard is addressed throughout the text. For example, see: FS, p. FL11, p. FL15, PBL, pp. PBL01–PBL04B; SFDRC, pp. C–D; RCLR9, pp. 20–21; RCLR10, pp. 22–23; CRRC, pp. 28–29; ARCH, pp. 32–33; SFD2, pp. 69C–69D; SFD3, pp. 121C–121D; SFD4, pp. 173C–173D; AS4, p. 181; C4L1.1, pp. 182–185; C4L2.1, pp. 188–189; C4L3.1, pp. 196–197; SFD6, pp. 263C–263D; AS6, pp. 272–273; C6L1.1, pp. 274–275; C6L1.2, pp. 276–277; C6L2.1, pp. 278–279; C6L2.2, pp. 282–283; C6L2.4, pp. 286–287; C6L3.1, pp. 288–289; C6L3.2, pp. 290–291; SFD7, pp. 293C–293D; AS7, pp. 300–301; C7L2.1, pp. 312–313; SFD9, pp. 367C–367D; AS9, p. 374; C9L1.3, pp. 384–385; C9L4.1, pp. 408–409; SFD10, pp. 415C–415D; C10L1.1, pp. 418–419; C10L1.3, pp. 424–425; C10L1.4, pp. 426–427; C10L2.2, pp. 430–431; C10L2.3, pp. 434–435; C10L3.1, pp. 436–437; C10L3.2, pp. 438–439; SFD11, pp. 441C–441D; AS11, pp. 449–451; C10L1.2, pp. 458–461; C11L1.3, pp. 462–463; C11L2.4, pp. 464–465; C11L2.2, pp. 466–467; C11L2.3, pp. 468–471; C17L3.2, pp. 700–701; C11L3.1, pp. 474–477; C11L3.2, pp. 480–481; C12L2.2, pp. 514–515; C12L2.4, pp. 522–523; CR12, p. 527; C13L2.2, pp. 554–555; C12L2.6, pp. 566–567; C14L3.3, pp. 590–591; C14L4.2, pp. 598–599; SFD15, pp. 601C–601D; AS15, pp. 608–609; C15L1.2, pp. 612–613; C15L1.3, pp. 614–617; C15L2.1, pp. 618–619; C15L2.2, pp. 620–621; C15L2.3, pp. 622–623; C15L3.1, pp. 624–625; C15L3.2, pp. 626–627; C15L3.4, pp. 630–631; C15L4.1, pp. 632–633; C15L4.2, pp. 634–635; UW4, p. 639; SFD16, pp. 647C–647D; SFD17, pp. 675C–675D; CI17, pp. 676–677; C17L1.2, pp. 682–683; C17L1.3, pp. 684–685; C17L2.1, pp. 687–688; C17L2.2, pp. 690–691; C17L2.3, pp. 692–693; C17L3.1, pp. 696–697; C17L3.2, pp. 700–701; C17L3.3, pp. 702–703; SFD18, pp. 709C–709D; CI18, pp. 710–711; AS18, pp. 716, 719; C18L2.2, pp. 732–733; C18L2.4, pp. 738–739; C18L3.1, pp. 740–741; C18L3.2, pp. 742–743; C18L3.3, pp. 744–745; C18L4.3, pp. 752–753; C18L4.4, pp. 754–755; C18L4.5, pp. 756–757; C18L4.6, pp. 758–759; SFD19, pp. 761C–761D; AS19, p. 769, 771; C19L1.2, pp. 774–777; C19L1.3, pp. 778–779; C19L1.4, pp. 782–783; C19L2.2, pp. 792–793; C19L2.3, pp. 794–795; C19L2.4, pp. 798–799; C19L2.5, pp. 800–801; C19L3.2, pp. 806–807; C19L3.3, pp. 808–809; UW5, pp. 814–815; TTL, pp. 818–819</p>
<p>ELA.K12.EE.6.1 Use appropriate voice and tone when speaking or writing.</p>	<p>This standard is addressed throughout the text. For example, see: CR4, p. 213; CR9, pp. 414–415; UW3, p. 485; CR17, pp. 708–709</p>	<p>This standard is addressed throughout the text. For example, see: FS, p. FL7, FL11, FL15; SFDRC, pp. C–D; RCR2, pp. 6–7; RCR3, pp. 8–9; SFD2, pp. 69C–69D; AS2, pp. 76–77; C2L3.3, pp. 104–105; AS3, p. 131, C3L1.3, pp. 138–139; CR4, p. 213; SFD5, pp. 213C–213D; AS5, p. 220; C5L1.5, pp. 238–239; C5L2.1, pp. 240–241; C5L3.1, pp. 246–247; AS7, pp. 298–303; C7L1.2, pp. 306–309; CR9, p. 415; UW3, p. 485; SFD12, pp. 491C–491D; C13L1.4, pp. 544–545; AS15, p. 607; SFD16, pp. 647C–647D; CR17, p. 709; SFD18, pp. 709C–709D; SFD19, pp. 761C–761D</p>