

# Florida Interim Assessment Item Bank and Test Platform

## Item Specifications

**Social Studies  
Grades 6–8**



FLORIDA DEPARTMENT OF EDUCATION  
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# I. Introduction

The U.S. Department of Education awarded a Race to the Top grant to Florida in August 2010. An important component of this grant focused on the development of high-quality assessment items and balanced assessments for use by districts, schools, and teachers. The assessment items will be stored in the Florida Interim Assessment Item Bank and Test Platform (IBTP), a statewide secure system which allows Florida educators to search the item bank, export test items, and generate customized high-quality assessments for computer-based delivery or paper-and-pencil delivery. The IBTP allows Florida educators to determine what students know and are able to do relative to instruction on Florida’s Next Generation Sunshine State Standards and the Common Core State Standards (CCSS).

## A. Purpose of the Item Specifications

The *Item Specifications* define the expectations for content, standards alignment, and format of assessment items for the Item Bank and Test Platform. The *Item Specifications* are intended for use by item writers and reviewers in the development of high-quality assessment items.

## B. Scope

The *Item Specifications* provide general and grade-specific guidelines for the development of all Grades 6–8 Social Studies Assessment items available in the Florida Interim Assessment Item Bank.

## C. Standards Alignment

Items developed for the Florida Interim Assessment Item Bank and Test Platform will align to the Next Generation Sunshine State Standards for Social Studies and, where appropriate and applicable, the Common Core State Standards for Mathematics and Literacy in History/Social Studies.

### 1. Next Generation Sunshine State Standards

Florida’s Next Generation Sunshine State Standards (NGSSS) for Social Studies provide the basis for social studies teaching and learning in Florida’s public schools. For Grades K–8, the NGSSS are divided into benchmarks that identify what a student should know and be able to do at each grade level. The NGSSS are available at <http://www.floridastandards.org/homepagelindex.aspx>.

### 2. Common Core State Standards

Appendix B of this document provides a list of the CCSS Mathematics and Literacy Standards associated with the Grades 6–8 social studies courses. Assessment items for social studies should be aligned to one or more of the associated CCSS, whenever appropriate, in addition to the targeted social studies benchmark.

## II. Criteria for Item Development

Social studies item writers for the Florida Interim Assessment Item Bank must have a comprehensive knowledge of social studies curriculum based on the Next Generation Sunshine State Standards and an understanding of the range of cognitive abilities of the target student population. Item writers should understand and consistently apply the guidelines established in this document. Item writers are expected to use their best judgment in writing items that measure the social studies benchmarks of the NGSSS and the CCSS, where appropriate, without introducing extraneous elements that reflect bias for or against a group of students.

### A. Overall Considerations for Item Development

These guidelines are provided to ensure the development of high-quality assessment items for the Florida Interim Assessment Item Bank.

1. Each item should be written to measure primarily one NGSSS benchmark; however, other benchmarks may also be addressed for some item types.
2. Whenever possible, each item will also be aligned to a secondary CCSS Mathematics and/or Literacy standard applicable to a particular grade.
3. Items should be appropriate for students in terms of grade-level instruction, experience and difficulty, cognitive development, and reading level. The reading level of the test items should be on grade level (refer to the glossaries in CPALMS for each course), except for specifically assessed social studies terms or concepts. Some words used in the social studies benchmarks are above grade level.
4. Of the assessment items associated with a given benchmark, 50% or more should meet or exceed the cognitive level (DOK) of the benchmark.
5. Each item should be written clearly and unambiguously to elicit the desired response.
6. Items should not disadvantage or exhibit disrespect to anyone in regard to age, gender, race, ethnicity, language, religion, socioeconomic status, disability, occupation, or geographic region.

### B. Item Contexts

The context in which an item is presented is called the item context or scenario. These guidelines are provided to assist item writers with development of items within an appropriate context.

1. The item context should be designed to interest students at the targeted level. Scenarios should be appropriate for students in terms of grade-level experience and difficulty, cognitive development, and reading level.
2. The context should be directly related to the question asked. The context should lead the student cognitively to the question. Every effort should be made to keep items as concise as possible without losing cognitive flow or missing the overall idea or concept.

3. Information and/or data in items must be accurate and verifiable using reliable sources. Source documentation should accompany items as needed.
4. All item scenarios, graphics, diagrams, and illustrations must be age-, grade-, and experience-appropriate.
5. The item content should be timely but not likely to become dated.

### C. Use of Media

Media can be used to provide either necessary or supplemental information—that is, some media contain information that is necessary for answering the question, while other media support the context of the question. Items may include diagrams, illustrations, charts, tables, audio files, or video files unless otherwise noted in the Individual Benchmark Specifications.

1. Items should not begin with media. Media in items is always preceded by text.
2. All visual media (tables, charts, graphs, photographs, maps, illustrations, etc.) should be titled. Titles should be in all caps, boldfaced, and centered, and may be placed above or below the visual media.

### D. Item Style and Format

This section presents stylistic guidelines and formatting directions that should be followed while developing items.

1. Items should be clear and concise and should use vocabulary and sentence structure appropriate for the assessed grade level. Writers should refer to the resources provided during item writer training and to the glossaries in CPALMS.
2. The words *most likely* or *best* should be used only when appropriate to the question.
3. Items requiring art should be to scale whenever possible. If not possible, a not-to-scale text box should be included at the bottom left of the art.
4. Graphics in items should be clearly labeled and contain all necessary information.
5. Items using the word *not* should emphasize the word *not* using all uppercase letters (e.g., Which of the following is NOT an example of . . . ). The word *not* should be used sparingly.
6. As appropriate, boldface type should be used to emphasize key words in the item (e.g., **least**, **most**, **greatest**, **percent**, **best**).
7. Masculine pronouns should NOT be used to refer to both sexes. Name(s) should be used whenever possible to avoid gender-specific pronouns (e.g., instead of “The student will make changes so that he . . .”, use “John and Maria will make changes so that they . . .”).

## E. Item Types

This section presents guidelines for development of the following types of items:

- Selected Response (SR) — 1 point
- Gridded Response (GR) — 1 point
- Short Response (SHR) — 1 point
- Constructed Response (CR) — 2 points
- Extended Response (ER) — 4 points
- Essay Response (ESR) — 6 points
- Performance Task (PT) — 1–10 points

### 1. Selected Response (SR) Items (1 point)

Selected response items require students to choose an answer from the choices given. Each item consists of a stem and either three or four answer options, depending on the grade level (see #3 below). One of the answer options is the correct answer, and the remaining options are called distractors. Selected response items may also include a stimulus and/or passage.

1. SR items should take approximately one minute per item to answer.
2. SR items are worth one point each.
3. SR items for grades K, 1, and 2 should have three answer options (A, B, and C). SR items for all other grades and courses should have four answer options (A, B, C, and D).
4. SR items must have only one correct answer option.
5. During item development and review, the correct response should be indicated.
6. During item development and review, the rationale for distractors (incorrect answer choices) should be indicated. The rationale should include information explaining why a student would select that distractor.
7. Distractor rationales should represent social studies misconceptions commonly made by students who have not mastered the assessed concepts.
8. Each distractor should be a believable answer (i.e., plausible, but incorrect).
9. All answer options should be written in a style appropriate to the question asked. For example, a “how” question should have answer options that explain how.
10. Options should have parallel structure whenever possible. Test item options should not have an outlier (e.g., an answer option that is significantly longer than or different from the other options).
11. Items should not be clued or answered by information in the stem or other options.



12. Options such as *none of the above*, *all of the above*, *not here*, *not enough information*, or *cannot be determined* should not be used as answer options.
13. If an option is a single word or a phrase, the option should start with a lowercase letter. If an option is a sentence, the sentence should be conventionally capitalized and punctuated. Options that are imperatives should be treated as sentences.
14. Answer options that are single words should be arranged in alphabetical or reverse alphabetical order.
15. Answer options that are phrases or sentences should be arranged from shortest to longest or longest to shortest.
16. Numerical answer options should be arranged in ascending or descending order.
17. Numerical answer options that represent relative magnitude or size should be arranged as they are shown in the stem or in some other logical order.
18. When the item requires the identification of a choice from the item stem, table, chart, or illustration, the options should be arranged as they are presented in the item stem, table, chart, or illustration.
19. If the answer options for an item are neither strictly numerical nor denominate numbers, the options should be arranged by the logic presented in the item, by alphabetical order, or by length.

## **2. Gridded Response (GR) Items (1 point)**

Gridded response questions are worth 1 point each. The questions require students to solve problems or interpret charts or graphs and mark their answers by filling in the appropriate bubbles for the numbers on answer grids. Students must accurately complete the grid to receive credit for their answers.

## **3. Short Response (SHR) Items (1 point)**

Short response items usually include a scenario and instructions on how to respond. The recommended time allotment for a student to respond is 3 minutes. A complete answer is worth 1 point. There are no partial points for this item type.

## **4. Constructed Response (CR) Items (2 points)**

Constructed response items usually include a scenario and instructions on how to respond. The recommended time allotment for a student to respond is 5 minutes. A complete answer is worth 2 points and a partial answer is worth

1 point. The constructed response holistic rubric and exemplar specific to each item are used for scoring as follows:

SCORING RUBRIC	
2	A score of two indicates that the student has demonstrated a thorough understanding of the social studies concepts applicable to the prompt. The student has provided a complete and correct response to all parts of the prompt. When required, student explanations are clear and complete. The response may contain minor flaws that do not detract from the demonstration of a thorough understanding.
1	A score of one indicates that the student has demonstrated an incomplete understanding of the social studies concepts applicable to the prompt or has provided a response that is only partially correct. The student may have arrived at an acceptable conclusion, but with a flawed or weak application of social studies concepts. The student may also have applied the social studies concepts, but failed to fully arrive at the conclusion. The response may contain flaws that detract slightly from the demonstration of understanding.
0	A score of zero indicates that the student has not provided a response or has provided a response that does not demonstrate an understanding of the social studies concepts applicable to the prompt. The student's explanation may be uninterpretable, lack sufficient information to determine the student's understanding, or contain clear misunderstandings of the underlying social studies concepts. The response may contain major flaws that detract from the demonstration of understanding.

**Exemplars:** A specific exemplar should be developed for each constructed response item. Exemplars will be used as scoring guides and should be specific to the item, but not so specific as to discount multiple correct answers. Exemplars should include a clear and defensible description of the top score point, and contain straightforward language that is accurate, complete, and easy to interpret.

#### 5. Extended Response (ER) Items (4 points)

Extended response items include a scenario and instructions on how to respond and are worth 4 score points. However, ER items are usually more complex than SHR items and 2-point CR items. The recommended time

allotment for a student to respond is 10–15 minutes. The extended response holistic rubric and exemplar specific to each item are used for scoring as follows:

SCORING RUBRIC	
<b>4</b>	A score of four indicates that the student has demonstrated a thorough understanding of the social studies concepts applicable to the prompt. The student has provided a complete and correct response to all parts of the prompt. The appropriate social studies terminology is used correctly. The response may contain minor flaws that do not detract from a demonstration of a thorough understanding.
<b>3</b>	A score of three indicates that the student has demonstrated an understanding of the social studies concepts applicable to the prompt. The student’s response to the prompt is essentially correct, but the social studies explanations and/or interpretations provided are not thorough. The response may contain minor flaws that reflect inattentiveness or indicate some misunderstanding of the underlying social studies concepts.
<b>2</b>	A score of two indicates that the student has demonstrated only a partial understanding of the social studies concepts applicable to the prompt. Although the student may have arrived at an acceptable conclusion, the student’s work lacks an essential understanding of the underlying social studies concepts. The response may contain errors related to misunderstanding important aspects of the prompt and misuse of social studies terms.
<b>1</b>	A score of one indicates that the student has demonstrated a very limited understanding of the social studies concepts applicable to the prompt. The student’s response is incomplete and exhibits many flaws. Although the student’s response has addressed some of the conditions of the prompt, the student has reached an inadequate conclusion. The response exhibits many flaws or may be incomplete.
<b>0</b>	A score of zero indicates that the student has not provided a response or has provided a response that does not demonstrate an understanding of the social studies concepts applicable to the prompt. The student’s explanation may be uninterpretable, lack sufficient information to determine the student’s understanding, contain clear misunderstandings of the underlying social studies concepts, or be incorrect.

**Exemplars:** A specific exemplar should be developed for each extended response item. Exemplars will be used as scoring guides and should be specific to the item, but not so specific as to discount multiple correct answers. Exemplars should include a clear and defensible description of the top score point, and contain straightforward language that is accurate, complete, and easy to interpret.

## 6. Essay Response (ESR) Items (6 points)

Essay response items consist of asking a general question or providing a stimulus (such as an article or research paper on a relevant topic), and asking the student to express their thoughts or provide facts about the topic using logic and reason. Essay response items encompass a higher level of thinking and a broader range of skills that includes CCSS literacy standards, both of which are critical to future success in higher education and the workforce.

In most cases, essay responses will go beyond a single paragraph in length, with a distinct introduction, body, and conclusion. An essay response will be worth a total of 6 points, with a rubric structure similar to that of the 4-point extended response. Students should be given about 20 to 30 minutes to complete each item.

**Exemplars:** A specific exemplar should be developed for each essay response item. Exemplars will be used as scoring guides and should be specific to the item, but not so specific as to discount multiple correct answers. Exemplars should include a clear and defensible description of the top score point, and contain straightforward language that is accurate, complete, and easy to interpret.

## 7. Performance Task (PT) Items (1–10 points)

Performance tasks are used to measure students' ability to *demonstrate* knowledge and skills from one or more benchmarks of the NGSSS and the CCSS. Specifically, performance tasks may require students to create a product, demonstrate a process, or perform an activity that demonstrates proficiency in social studies. They are evaluated using customized scoring rubrics, and each task may be worth 1–10 points. Performance tasks may have the following characteristics:

1. Performance tasks may cover a short time period or may cover an extended period of time.
2. Performance tasks must contain clear and explicit directions for understanding and completing the required component tasks and producing the objective output.
3. All tasks, skills, and/or behaviors required by the performance tasks must be objective, observable, and measurable.
4. All necessary equipment, materials, and resources should be referenced within the text of the performance task.
5. Performance tasks should elicit a range of score points.
6. Performance tasks generally require students to organize, apply, analyze, synthesize, and/or evaluate concepts.

7. Performance tasks may measure performance in authentic situations and outside the classroom, where appropriate and practical.
8. Typical response formats include demonstrations, oral presentations, exhibits, or other products.
9. Every performance task requires companion rubrics to be used for scoring purposes. Rubrics should meet the following criteria:
  - a. The rubrics and performance tasks should be developed in tandem to ensure compatibility.
  - b. Rubrics must be specific to the individual requirements of each performance task; generic rubrics are not acceptable.
  - c. The rubric must allow for efficient and consistent scoring.
  - d. The customized rubric will also serve as an exemplar and should include a clear and defensible description of the top score point, and contain straightforward language that is accurate, complete, and easy to interpret.
  - e. The highest score descriptor should allow for all foreseeable methods of correctly and thoroughly completing all requirements of the performance task.

A performance task may address one or more benchmarks or standards and may be composed of multiple items. The expectation is the performance tasks will include a demonstration of the student's mastery of the benchmark or standard. Items are expected to have rubrics.

## **F. Complex Stimuli and Reading Passages**

The cross-curricular focus on aligning Florida IBTP items with the Common Core State Standards for mathematics and literacy make complex reading passages important components of the item bank. A passage is a segment of written work, followed by a series of questions that assess the student's comprehension of reading and the content presented. Some social studies items will be associated with a reading passage, while others will be standalone items.

## **G. Readability**

Items must be written with readability in mind. In addition, vocabulary must be appropriate for the grade level being tested. The following sources provide information about the reading level of individual words:

Taylor, Stanford E. *EDL Core Vocabularies: Reading, Mathematics, Science, and Social Studies*. Austin, TX: Steck-Vaughn-EDL, 1989.

Mogilner, Alijandra. *Children's Writer's Word Book*. Cincinnati, OH: Writer's Digest Books, 1992.

## **H. Cognitive Complexity**

### **1. Overview**

Florida's adoption of the Common Core State Standards (CCSS) for Mathematics and English Language Arts & Literacy in History/Social Studies, Science, and Technical Subjects presents Florida with an opportunity

to revise its current Depth of Knowledge (DOK) Model of Cognitive Complexity. More information about Florida’s Depth of Knowledge levels is available online at <http://www.cpalms.org/cpalms/dok.aspx>.

## 2. Levels of Depth of Knowledge for Social Studies

**Level 1 (Recall)** standards and assessment items require students to recall facts, terms, concepts, trends, generalizations and theories or to recognize or identify specific information contained in graphics. This level generally requires students to identify, list, or define. Standards or tasks at this level usually ask the student to recall who, what, when and where. Items that require students to “describe” and “explain” could be classified at Level 1 or 2 depending on what is to be described and explained. A Level 1 “describe or explain” would recall, recite or reproduce information. Items that require students to recognize or identify specific information contained in maps, charts, tables, graphs or drawings are generally Level 1.

Some examples that represent but do not constitute all of Level 1 performance are:

- Recognize the importance of U.S. symbols.
- List characteristics of good citizenship.
- Describe different types of jobs in an economic system and the types of tools used.
- Identify significant individuals responsible for the development of the New England, Middle, and Southern colonies.
- Use latitude and longitude to locate places.
- Describe the role of the three branches of government in the United States

**Level 2 (Basic Application of Concepts & Skills)** includes the engagement of some mental processing beyond recalling or reproducing a response. This level generally requires students to contrast or compare people, places, events and concepts; convert information from one form to another; give an example; classify or sort items into meaningful categories; describe, interpret or explain issues and problems, patterns, reasons, cause and effect, significance or impact, relationships, points of view or processes. A Level 2 “describe or explain” would require students to go beyond a description or explanation of recalled information to describe or explain a result or “how” or “why.”

Some examples that represent but do not constitute all of Level 2 performance are:

- Distinguish between primary and secondary sources.
- Describe technological developments that shaped European exploration.
- Identify and explain significant events leading up to the American Revolution.
- Discuss the concept of Manifest Destiny.

- Explain how the three branches of government in the United States were designed to set up a system of checks and balances.

**Level 3 (Strategic Thinking & Complex Reasoning)** requires reasoning, planning, using evidence, and a higher level of thinking than the previous two levels. Students would go beyond explaining or describing “how and why” to justifying the “how and why” through application and evidence. The cognitive demands at Level 3 are more complex and more abstract than Levels 1 or 2. Items at Level 3 include drawing conclusions; citing evidence; applying concepts to analyze new situations; using concepts to solve problems; analyzing similarities and differences in issues and problems; proposing and evaluating solutions to problems; recognizing and explaining misconceptions or making connections across time and place to explain a concept or big idea.

Some examples that represent but do not constitute all of Level 3 performance are:

- Describe the introduction, impact, and role of slavery in the colonies.
- Examine and explain the changing roles and impact of significant women during the American Revolution.
- Compare and contrast Federalist and Anti-Federalist views of government.
- Trace the development of technology and the impact of major inventions on business productivity during the early development of the United States.
- Differentiate fact from opinion, utilizing appropriate historical research and fiction/nonfiction support materials.
- Discuss the impact of westward expansion on cultural practices and migration patterns of Native American and African slave populations.

**Level 4 (Extended Thinking & Complex Reasoning)** standards and assessment items combine the strategic thinking of Level 3 with the addition of planning, investigating, or developing that will require an extended period of time. The extended time period is not a distinguishing factor if the required work is only repetitive and does not require applying significant conceptual understanding and higher-order thinking. At this level the cognitive demands should be high and the work should require in-depth analysis using multiple sources. Students should connect and relate ideas and concepts within the content area or among content areas through research in order to be at this highest level. The distinguishing factor for Level 4 would be evidence through a task or product that the cognitive demands have been met. A Level 4 standard or assessment item will require students to analyze and synthesize information from multiple sources, examine and explain alternative perspectives across a variety of sources, and/or describe and illustrate how common themes and concepts are found across time and place. In some Level 4 performances students will make predictions with evidence as support, develop a logical argument, or plan and develop solutions to problems.

Standards, goals, and objectives can be stated so as to expect students to perform thinking at this level. On-demand assessments that do include tasks, products, or extended responses would be classified as Level 4.

Some examples that represent but do not constitute all of Level 4 performance are:

- Using primary sources, write an analysis of the historical development of significant sociocultural and/or socioeconomic trends and developments (e.g., women’s/worker’s rights, race relations, religious influences).
- Produce a presentation that compares and contrasts various political systems (e.g., democracy, communism, democratic socialism, anarchy, etc.).
- Write an essay linking the significance of geological location and resources on the economic and social development of a country or region.
- Design a study of regional natural resources and assess the impact of human development and use.

#### **I. Item Difficulty**

Item writers will not be expected to make a prediction of difficulty for each item created. However, item writers should develop items that reflect a range of difficulty levels.

#### **J. Universal Design**

The application of universal design principles helps develop assessments that are usable to the greatest number of students, including students with disabilities and nonnative speakers of English. To support the goal of providing access to all students, the items in the Florida Interim Assessment Item Bank maximize readability, legibility, and compatibility with accommodations, and item development includes a review for potential bias and sensitivity issues.

Items must allow for the widest possible range of student participation. Item writers must attend to the best practices suggested by universal design, including, but not limited to,

- reduction in wordiness;
- avoidance of ambiguity;
- selection of reader-friendly construction and terminology; and
- consistently applied concept names and graphic conventions.

Universal design principles also inform decisions about item layout and design, including, but not limited to, type size, line length, spacing, and graphics.

#### **K. Sample Items**

Appendix A of this document contains a selection of sample items. The sample items represent a range of cognitive complexities and item types.

### **III. Review Procedures for Florida Interim Assessment Item Bank Items**

Prior to being included in the Florida Interim Assessment Item Bank, items must pass several levels of review as part of the item development process.



## A. Review for Item Quality

Assessment items developed for the Florida Interim Assessment Item Bank are reviewed by Florida educators, the FDOE, and the Item Bank contractors to ensure the quality of the items, including grade-level appropriateness, standards alignment, accuracy, and other criteria for overall item quality.

## B. Review for Bias and Sensitivity

Items are reviewed by groups of Florida educators generally representative of Florida's geographic regions and culturally diverse population. Items are reviewed for the following kinds of bias: gender, racial, ethnic, linguistic, religious, geographic, and socioeconomic. Item reviews also include consideration of issues related to individuals with disabilities.

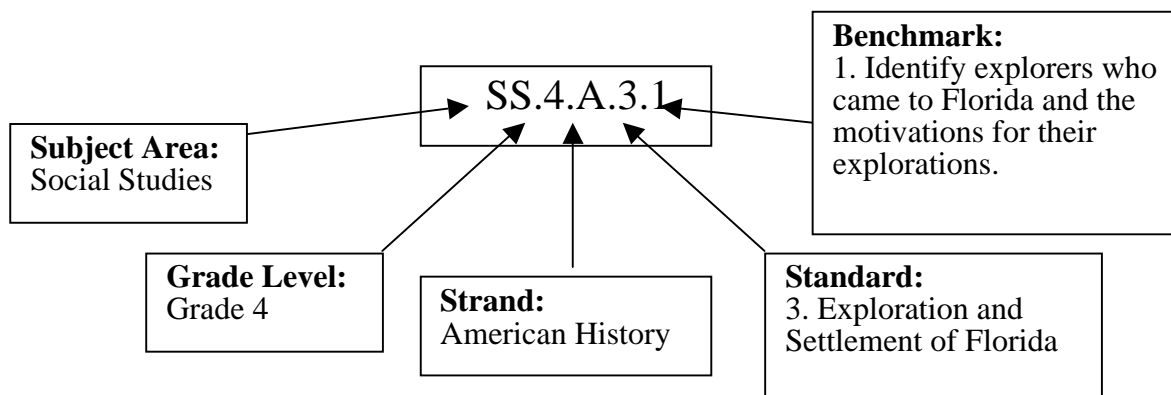
This review is to ensure that the primary purpose of assessing student achievement is not undermined by inadvertently including in the item bank any material that students, parents, or other stakeholders may deem inappropriate. Reviewers are asked to consider the variety of cultural, regional, philosophical, political, and religious backgrounds throughout Florida and to determine whether the subject matter will be acceptable to Florida students, their parents, and other members of Florida communities.

# IV. Guide to the Individual Benchmark Specifications

## A. Benchmark Classification System

Each benchmark in the NGSSS is labeled with a system of numbers and letters.

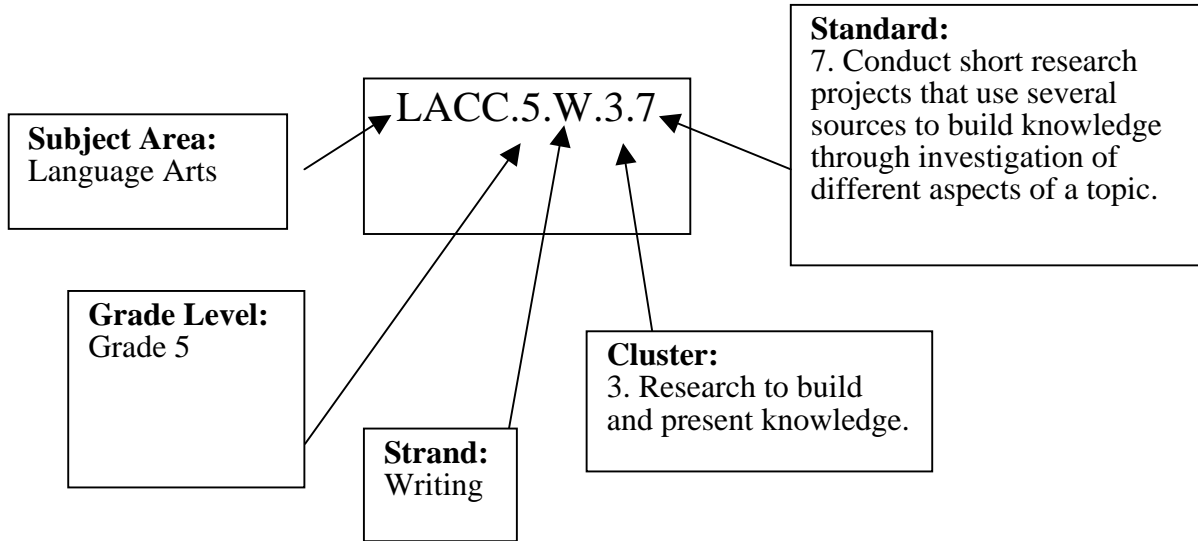
- The two letters in the *first position* of the code identify the **Subject Area**.
- The number(s) in the *second position* represent the **Grade Level**.
- The letter in the *third position* represents the **Strand** to which the benchmark belongs (e.g., *A* represents American History, *G* represents Geography, *E* represents Economics, *W* represents World History, *C* represents Civics and Government, and *H* represents Humanities).
- The number in the *fourth position* represents the **Standard**.
- The number in the *last position* identifies the specific **Benchmark**.



## B. Common Core State Standard Classification System

Each standard in the CCSS is also labeled with a system of numbers and letters.

- The four letters in the *first position* of the code identify the **Subject Area**.
- The number(s) in the *second position* represent the **Grade Level**.
- The letter in the *third position* represents the **Strand**.
- The number in the *fourth position* represents the **Cluster**.
- The number in the *last position* identifies the specific **Standard**.



## V. Definitions of Benchmark Specifications

The *Item Specifications* identify how the benchmarks in Florida’s NGSSS and the CCSS are assessed by items in the Florida Interim Assessment Item Bank. For each assessed benchmark, the following information is provided in the Individual Benchmark Specifications section.

<b>Strand</b>	refers to the general category of knowledge. The strands for Social Studies are American History, Geography, Economics, World History, Civics and Government, and Humanities.
<b>Standard</b>	refers to a main idea or description statement of general expectations regarding knowledge and skill development.
<b>Benchmark</b>	refers to specific statements of expected student achievement.
<b>Common Core State Standard Connections</b>	refers to the Common Core Literacy and Mathematics Standards that are closely related to the benchmark. (See Appendix B for a list of CCSS standards associated with this course/grade band.)
<b>Benchmark Clarifications</b>	explain how achievement of the benchmark will be demonstrated by students. The clarification statements explain what students are expected to do when responding to the question.
<b>Content Limits</b>	define the range of content knowledge and degree of difficulty that should be assessed in the items for the benchmark. Content limits may be used to identify content beyond the scope of a targeted benchmark if the content is more appropriately assessed by another benchmark. These statements help to provide validity by ensuring the test items are clearly aligned to the targeted benchmark.

## VI. Individual Benchmark Specifications

### A. Grade 6 Item Specifications

**Course Number:** 2109010 - **M/J World History** - The primary content for this course pertains to the world's earliest civilizations to the ancient and classical civilizations of Africa, Asia, and Europe. Students will be exposed to the multiple dynamics of world history including economics, geography, politics, and religion/philosophy. Students will study methods of historical inquiry and primary and secondary historical documents.

Benchmark SS.6.C.1.1	
Strand	C: Civics and Government
Standard	<b>1: Demonstrate an understanding of the origins and purposes of government, law, and the American political system.</b>
Benchmark	<b>SS.6.C.1.1: Identify democratic concepts developed in ancient Greece that served as a foundation for American constitutional democracy.</b>
Common Core State Standard Connections	Indicate appropriate alignments to the CCSS Literacy Standards for Social Studies whenever applicable. (See Appendix B.)
Benchmark Clarifications	Students will describe the democratic principles of government in ancient Greece. Students will compare and contrast the democracies of ancient Greece and modern-day United States. Examples may include, but are not limited to, polis, civic participation and voting rights, legislative bodies, written constitutions, and the rule of law.
Content Limits	Item content is limited to the scope and intent of the instructional benchmark as related to the M/J World History course.

Benchmark SS.6.C.1.2	
<b>Strand</b>	<b>C: Civics and Government</b>
<b>Standard</b>	<b>1: Demonstrate an understanding of the origins and purposes of government, law, and the American political system.</b>
<b>Benchmark</b>	<b>SS.6.C.1.2: Identify how the government of the Roman Republic contributed to the development of democratic principles (separation of powers, rule of law, representative government, civic duty).</b>
<b>Common Core State Standard Connections</b>	Indicate appropriate alignments to the CCSS Literacy Standards for Social Studies whenever applicable. (See Appendix B.)
<b>Benchmark Clarifications</b>	Students will compare and contrast the democratic ideas of ancient Rome to the principles of the United States government.
<b>Content Limits</b>	Item content is limited to the scope and intent of the instructional benchmark as related to the M/J World History course.

Benchmark SS.6.C.2.1	
<b>Strand</b>	<b>C: Civics and Government</b>
<b>Standard</b>	<b>2: Evaluate the roles, rights, and responsibilities of United States citizens, and determine methods of active participation in society, government, and the political system.</b>
<b>Benchmark</b>	<b>SS.6.C.2.1: Identify principles (civic participation, role of government) from ancient Greek and Roman civilizations which are reflected in the American political process today, and discuss their effect on the American political process.</b>
<b>Common Core State Standard Connections</b>	Indicate appropriate alignments to the CCSS Literacy Standards for Social Studies whenever applicable. (See Appendix B.)
<b>Benchmark Clarifications</b>	Students will identify the ancient Greek and Roman principles, including voting rights and representative government, that are reflected in modern times.
<b>Content Limits</b>	Item content is limited to the scope and intent of the instructional benchmark as related to the M/J World History course.

Benchmark SS.6.E.1.1	
<b>Strand</b>	E: Economics
<b>Standard</b>	<b>1: Understand the fundamental concepts relevant to the development of a market economy.</b>
<b>Benchmark</b>	<b>SS.6.E.1.1: Identify the factors (new resources, increased productivity, education, technology, slave economy, territorial expansion) that increase economic growth.</b>
<b>Common Core State Standard Connections</b>	Indicate appropriate alignments to the CCSS Literacy Standards for Social Studies whenever applicable. (See Appendix B.)
<b>Benchmark Clarifications</b>	Students will compare and contrast how the presence of these factors varied among early and classical civilizations. Students will explain how these factors affected economic growth in these civilizations.
<b>Content Limits</b>	Item content is limited to the scope and intent of the instructional benchmark as related to the M/J World History course.

Benchmark SS.6.E.1.2	
<b>Strand</b>	E: Economics
<b>Standard</b>	<b>1: Understand the fundamental concepts relevant to the development of a market economy.</b>
<b>Benchmark</b>	<b>SS.6.E.1.2: Describe and identify traditional and command economies as they appear in different civilizations.</b>
<b>Common Core State Standard Connections</b>	Indicate appropriate alignments to the CCSS Literacy Standards for Social Studies whenever applicable. (See Appendix B.)
<b>Benchmark Clarifications</b>	Students will also compare and contrast benefits and drawbacks of traditional and command economies.
<b>Content Limits</b>	Items will not require students to list examples of economy types throughout history.

Benchmark SS.6.E.1.3	
<b>Strand</b>	<b>E: Economics</b>
<b>Standard</b>	<b>1: Understand the fundamental concepts relevant to the development of a market economy.</b>
<b>Benchmark</b>	<b>SS.6.E.1.3: Describe the following economic concepts as they relate to early civilization: scarcity, opportunity cost, supply and demand, barter, trade, productive resources (land, labor, capital, entrepreneurship).</b>
<b>Common Core State Standard Connections</b>	Indicate appropriate alignments to the CCSS Literacy Standards for Social Studies whenever applicable. (See Appendix B.)
<b>Benchmark Clarifications</b>	Students will describe phenomena that caused scarcity. Students will examine how specialization of trade was influenced by supply and demand and how it led to bartering. Students will analyze opportunity costs in the ancient marketplace.
<b>Content Limits</b>	Items will not require students to know specific items and their costs.

Benchmark SS.6.E.2.1	
<b>Strand</b>	<b>E: Economics</b>
<b>Standard</b>	<b>2: Understand the fundamental concepts relevant to the institutions, structure, and functions of a national economy.</b>
<b>Benchmark</b>	<b>SS.6.E.2.1: Evaluate how civilizations through clans, leaders, and family groups make economic decisions for that civilization providing a framework for future city-state or nation development.</b>
<b>Common Core State Standard Connections</b>	Indicate appropriate alignments to the CCSS Literacy Standards for Social Studies whenever applicable. (See Appendix B.)
<b>Benchmark Clarifications</b>	Students will understand that power in ancient societies was often passed through family generations. Students will evaluate the extent to which societal institutions affected the lives of common people in ancient societies. Students will evaluate societal institutions as a factor in the success of early societies.
<b>Content Limits</b>	Items will not require students to know specific economic decisions made by ancient leaders.

Benchmark SS.6.E.3.1	
Strand	E: Economics
<b>Standard</b>	<b>3: Understand the fundamental concepts and interrelationships of the United States economy in the international marketplace.</b>
<b>Benchmark</b>	<b>SS.6.E.3.1: Identify examples of mediums of exchange (currencies) used for trade (barter) for each civilization, and explain why international trade requires a system for a medium of exchange between trading both inside and among various regions.</b>
<b>Common Core State Standard Connections</b>	Indicate appropriate alignments to the CCSS Literacy Standards for Social Studies whenever applicable. (See Appendix B.)
<b>Benchmark Clarifications</b>	Students will, in addition to identifying mediums of exchange, analyze why currency replaced the barter system.
<b>Content Limits</b>	Items will not require students to know specific international currencies or their exchange rates.

Benchmark SS.6.E.3.2	
Strand	E: Economics
<b>Standard</b>	<b>3: Understand the fundamental concepts and interrelationships of the United States economy in the international marketplace.</b>
<b>Benchmark</b>	<b>SS.6.E.3.2: Categorize products that were traded among civilizations, and give examples of barriers to trade of those products.</b>
<b>Common Core State Standard Connections</b>	Indicate appropriate alignments to the CCSS Literacy Standards for Social Studies whenever applicable. (See Appendix B.)
<b>Benchmark Clarifications</b>	Students will understand the extensive trade route of the Silk Road and identify the products traded along that trade route. Students will identify natural barriers to trade between civilizations. Students will analyze charts of goods created by ancient civilizations to infer trading partners within the ancient world.
<b>Content Limits</b>	Item content is limited to the scope and intent of the instructional benchmark as related to the M/J World History course.



Benchmark SS.6.E.3.3	
<b>Strand</b>	E: Economics
<b>Standard</b>	<b>3: Understand the fundamental concepts and interrelationships of the United States economy in the international marketplace.</b>
<b>Benchmark</b>	<b>SS.6.E.3.3: Describe traditional economies (Egypt, Greece, Rome, Kush) and elements of those economies that led to the rise of a merchant class and trading partners.</b>
<b>Common Core State Standard Connections</b>	Indicate appropriate alignments to the CCSS Literacy Standards for Social Studies whenever applicable. (See Appendix B.)
<b>Benchmark Clarifications</b>	<p>Students will analyze how scarcity led to the rise of a merchant class and trading partners.</p> <p>Students will analyze the importance of the merchant class to economic growth.</p> <p>Students will analyze a chart or map of civilizations and their trading partners to determine which civilizations traded with whom.</p>
<b>Content Limits</b>	Item content is limited to the scope and intent of the instructional benchmark as related to the M/J World History course.

Benchmark SS.6.E.3.4	
<b>Strand</b>	E: Economics
<b>Standard</b>	<b>3: Understand the fundamental concepts and interrelationships of the United States economy in the international marketplace.</b>
<b>Benchmark</b>	<b>SS.6.E.3.4: Describe the relationship among civilizations that engage in trade, including the benefits and drawbacks of voluntary trade.</b>
<b>Common Core State Standard Connections</b>	Indicate appropriate alignments to the CCSS Literacy Standards for Social Studies whenever applicable. (See Appendix B.)
<b>Benchmark Clarifications</b>	<p>Students will understand that civilizations in the past and today form trading partnerships where each specializes in products and trades them.</p> <p>Students will analyze the benefits and drawbacks of trading partnerships among civilizations both in the past and today. Examples may include trade partnerships between Egypt and Kush, Greece and Rome, and China and Persia.</p>
<b>Content Limits</b>	Items will not require students to know specific items traded among civilizations.

Benchmark SS.6.G.1.1	
<b>Strand</b>	<b>G: Geography</b>
<b>Standard</b>	<b>1: Understand how to use maps and other geographic representations, tools and technology to report information.</b>
<b>Benchmark</b>	<b>SS.6.G.1.1: Use latitude and longitude coordinates to understand the relationship between people and places on the Earth.</b>
<b>Common Core State Standard Connections</b>	Indicate appropriate alignments to the CCSS Literacy Standards for Social Studies whenever applicable. (See Appendix B.)
<b>Benchmark Clarifications</b>	<p>Students will identify lines of latitude and lines of longitude on a map.</p> <p>Students will understand the terms <i>degrees</i> and <i>coordinates</i> and that latitude and longitude are measured in degrees, minutes, and seconds.</p> <p>Students will locate and identify the equator, prime meridian, tropic of Cancer, and tropic of Capricorn, as well as their latitude or longitude.</p> <p>Students will locate world capitals and identify the latitude and longitude coordinates of those places.</p> <p>Students will compare the relationship between latitude and climate zones around the world.</p>
<b>Content Limits</b>	Items will not require students to memorize world capital cities.

Benchmark SS.6.G.1.2	
<b>Strand</b>	<b>G: Geography</b>
<b>Standard</b>	<b>2: Understand how to use maps and other geographic representations, tools and technology to report information.</b>
<b>Benchmark</b>	<b>SS.6.G.1.2: Analyze the purposes of map projections (political, physical, special purpose) and explain the applications of various types of maps.</b>
<b>Common Core State Standard Connections</b>	Indicate appropriate alignments to the CCSS Literacy Standards for Social Studies whenever applicable. (See Appendix B.)
<b>Benchmark Clarifications</b>	<p>Students will understand that map projections are used to display a spherical globe on a flat surface.</p> <p>Students will identify the various map projections</p> <p>Students will recognize that map titles and keys are used to identify the type of map being used.</p> <p>Students will compare and contrast differences and similarities between different types of maps.</p>
<b>Content Limits</b>	Item content is limited to the scope and intent of the instructional benchmark as related to the M/J World History course.

Benchmark SS.6.G.1.3	
<b>Strand</b>	<b>G: Geography</b>
<b>Standard</b>	<b>3: Understand how to use maps and other geographic representations, tools and technology to report information.</b>
<b>Benchmark</b>	<b>SS.6.G.1.3: Identify natural wonders of the ancient world.</b>
<b>Common Core State Standard Connections</b>	Indicate appropriate alignments to the CCSS Literacy Standards for Social Studies whenever applicable. (See Appendix B.)
<b>Benchmark Clarifications</b>	Examples may include, but are not limited to, the Seven Natural Wonders of Africa, Himalayas, and the Gobi Desert.
<b>Content Limits</b>	Items will not require students to identify country names for each natural wonder.

Benchmark SS.6.G.1.4	
<b>Strand</b>	<b>G: Geography</b>
<b>Standard</b>	<b>4: Understand how to use maps and other geographic representations, tools and technology to report information.</b>
<b>Benchmark</b>	<b>SS.6.G.1.4: Utilize tools geographers use to study the world.</b>
<b>Common Core State Standard Connections</b>	Indicate appropriate alignments to the CCSS Literacy Standards for Social Studies whenever applicable. (See Appendix B.)
<b>Benchmark Clarifications</b>	Students will analyze charts and graphs for geographical data including, but not limited to, population, climate, and environmental issues.  Examples may include, but are not limited to, maps, globes, graphs, charts and geo-spatial tools such as GPS (global positioning system), GIS (Geographic Information Systems), satellite imagery, aerial photography, online mapping resources.
<b>Content Limits</b>	Item content is limited to the scope and intent of the instructional benchmark as related to the M/J World History course.

Benchmark SS.6.G.1.5	
Strand	G: Geography
<b>Standard</b>	<b>5: Understand how to use maps and other geographic representations, tools and technology to report information.</b>
<b>Benchmark</b>	<b>SS.6.G.1.5: Use scale, cardinal, and intermediate directions, and estimation of distances between places on current and ancient maps of the world.</b>
<b>Common Core State Standard Connections</b>	Indicate appropriate alignments to the CCSS Literacy Standards for Social Studies whenever applicable. (See Appendix B.)
<b>Benchmark Clarifications</b>	Students will use a map scale to measure distances of the world on a map and to estimate distances from one location to another. Students will give directions from one place in the ancient world to another, identifying distance traveled using map scale and cardinal and intermediate directions.
<b>Content Limits</b>	Item content is limited to the scope and intent of the instructional benchmark as related to the M/J World History course.

Benchmark SS.6.G.1.6	
Strand	G: Geography
<b>Standard</b>	<b>1: Understand how to use maps and other geographic representations, tools and technology to report information.</b>
<b>Benchmark</b>	<b>SS.6.G.1.6: Use a map to identify major bodies of water of the world, and explain ways they have impacted the development of civilizations.</b>
<b>Common Core State Standard Connections</b>	Indicate appropriate alignments to the CCSS Literacy Standards for Social Studies whenever applicable. (See Appendix B.)
<b>Benchmark Clarifications</b>	Students will identify the locations of major civilizations and explain how the major bodies of water impacted their development. Examples may include, but are not limited to, major rivers, seas, and oceans.
<b>Content Limits</b>	Item content is limited to the scope and intent of the instructional benchmark as related to the M/J World History course.

Benchmark SS.6.G.1.7	
<b>Strand</b>	<b>G: Geography</b>
<b>Standard</b>	<b>1: Understand how to use maps and other geographic representations, tools and technology to report information.</b>
<b>Benchmark</b>	<b>SS.6.G.1.7: Use maps to identify characteristics and boundaries of ancient civilizations that have shaped the world today.</b>
<b>Common Core State Standard Connections</b>	Indicate appropriate alignments to the CCSS Literacy Standards for Social Studies whenever applicable. (See Appendix B.)
<b>Benchmark Clarifications</b>	Students will compare and contrast size and geographic characteristics of each ancient civilization labeled. Examples may include, but are not limited to, Phoenicia, Carthage, Crete, Egypt, Greece, Rome, and Kush.
<b>Content Limits</b>	Item content is limited to the scope and intent of the instructional benchmark as related to the M/J World History course.

Benchmark SS.6.G.2.1	
<b>Strand</b>	<b>G: Geography</b>
<b>Standard</b>	<b>2: Understand physical and cultural characteristics of places.</b>
<b>Benchmark</b>	<b>SS.6.G.2.1: Explain how major physical characteristics, natural resources, climate, and absolute and relative locations have influenced settlement, interactions, and the economies of ancient civilizations of the world.</b>
<b>Common Core State Standard Connections</b>	Indicate appropriate alignments to the CCSS Literacy Standards for Social Studies whenever applicable. (See Appendix B.)
<b>Benchmark Clarifications</b>	Students will analyze how the locations of ancient civilizations determined what natural resources were available to them, and how these resources and other physical characteristics influenced their settlement and trading patterns.
<b>Content Limits</b>	Item content is limited to the scope and intent of the instructional benchmark as related to the M/J World History course.

Benchmark SS.6.G.2.2	
Strand	G: Geography
Standard	<b>2: Understand physical and cultural characteristics of places.</b>
Benchmark	<b>SS.6.G.2.2: Differentiate between continents, regions, countries, and cities in order to understand the complexities of regions created by civilizations.</b>
Common Core State Standard Connections	Indicate appropriate alignments to the CCSS Literacy Standards for Social Studies whenever applicable. (See Appendix B.)
Benchmark Clarifications	Students will relate their own town or city, county, state, country, and continent to how where we live is broken down into smaller and larger places. Students will examine how world civilizations are organized. Examples may include, but are not limited to city-states, provinces, kingdoms, and empires.
Content Limits	Items will not require students to memorize cities, states, countries, and continents.

Benchmark SS.6.G.2.3	
Strand	G: Geography
Standard	<b>2: Understand physical and cultural characteristics of places.</b>
Benchmark	<b>SS.6.G.2.3: Analyze the relationship of physical geography to the development of ancient river valley civilizations.</b>
Common Core State Standard Connections	Indicate appropriate alignments to the CCSS Literacy Standards for Social Studies whenever applicable. (See Appendix B.)
Benchmark Clarifications	Students will identify ancient river valley civilizations, the river system in each, and these rivers' importance to the development and success of these civilizations. Students will hypothesize why civilization flourished near rivers. Examples may include, but are not limited to, Tigris and Euphrates (Mesopotamia), Nile (Egypt), Indus and Ganges (Ancient India), and Huang He (Ancient China).
Content Limits	Item content is limited to the scope and intent of the instructional benchmark as related to the M/J World History course.

Benchmark SS.6.G.2.4	
<b>Strand</b>	<b>G: Geography</b>
<b>Standard</b>	<b>2: Understand physical and cultural characteristics of places.</b>
<b>Benchmark</b>	<b>SS.6.G.2.4: Explain how the geographical location of ancient civilizations contributed to the culture and politics of those societies.</b>
<b>Common Core State Standard Connections</b>	Indicate appropriate alignments to the CCSS Literacy Standards for Social Studies whenever applicable. (See Appendix B.)
<b>Benchmark Clarifications</b>	Students will determine how civilizations' location affected cultural and political interaction with others. Students will determine how the presence or lack of natural boundaries affected the safety of various ancient civilizations. Examples may include, but are not limited to, Egypt, Rome, Greece, China, and Kush.
<b>Content Limits</b>	Items will not require students to identify cities and specific locations within civilizations studied.

Benchmark SS.6.G.2.5	
<b>Strand</b>	<b>G: Geography</b>
<b>Standard</b>	<b>2: Understand physical and cultural characteristics of places.</b>
<b>Benchmark</b>	<b>SS.6.G.2.5: Interpret how geographic boundaries invite or limit interaction with other regions and cultures.</b>
<b>Common Core State Standard Connections</b>	Indicate appropriate alignments to the CCSS Literacy Standards for Social Studies whenever applicable. (See Appendix B.)
<b>Benchmark Clarifications</b>	Students will recognize borders between countries and understand that countries control these borders. Items may use primary documents of immigration rules and political maps. Examples may include, but are not limited to, China and Greece.
<b>Content Limits</b>	Items will not require students to identify specific immigration laws and treaties.

Benchmark SS.6.G.2.6	
<b>Strand</b>	<b>G: Geography</b>
<b>Standard</b>	<b>2: Understand physical and cultural characteristics of places.</b>
<b>Benchmark</b>	<b>SS.6.G.2.6: Explain the concept of cultural diffusion, and identify the influences of different ancient cultures on one another.</b>
<b>Common Core State Standard Connections</b>	Indicate appropriate alignments to the CCSS Literacy Standards for Social Studies whenever applicable. (See Appendix B.)
<b>Benchmark Clarifications</b>	Students will list ways that the concept of cultural diffusion is evident through the language, food, clothing, and art of ancient societies. Examples may include, but are not limited to, Phoenicia on Greece and Greece on Rome.
<b>Content Limits</b>	Item content is limited to the scope and intent of the instructional benchmark as related to the M/J World History course.

Benchmark SS.6.G.2.7	
<b>Strand</b>	<b>G: Geography</b>
<b>Standard</b>	<b>2: Understand physical and cultural characteristics of places.</b>
<b>Benchmark</b>	<b>SS.6.G.2.7: Interpret choropleths or dot-density maps to explain the distribution of population in the ancient world.</b>
<b>Common Core State Standard Connections</b>	Indicate appropriate alignments to the CCSS Literacy Standards for Social Studies whenever applicable. (See Appendix B.)
<b>Benchmark Clarifications</b>	Students will analyze population distribution in the ancient world.
<b>Content Limits</b>	Item content is limited to the scope and intent of the instructional benchmark as related to the M/J World History course.



Benchmark SS.6.G.3.1	
<b>Strand</b>	G: Geography
<b>Standard</b>	<b>3: Understand the relationships between the Earth’s ecosystems and the populations that dwell within them.</b>
<b>Benchmark</b>	<b>SS.6.G.3.1: Explain how the physical landscape has affected the development of agriculture and industry in the ancient world.</b>
<b>Common Core State Standard Connections</b>	Indicate appropriate alignments to the CCSS Literacy Standards for Social Studies whenever applicable. (See Appendix B.)
<b>Benchmark Clarifications</b>	Students will understand that societies adapt to their physical environment in order to be successful. Examples may include, but are not limited to, terracing, seasonal crop rotations, and resource development.
<b>Content Limits</b>	Item content is limited to the scope and intent of the instructional benchmark as related to the M/J World History course.

Benchmark SS.6.G.3.2	
<b>Strand</b>	G: Geography
<b>Standard</b>	<b>3: Understand the relationships between the Earth’s ecosystems and the populations that dwell within them.</b>
<b>Benchmark</b>	<b>SS.6.G.3.2: Analyze the impact of human populations on the ancient world’s ecosystems.</b>
<b>Common Core State Standard Connections</b>	Indicate appropriate alignments to the CCSS Literacy Standards for Social Studies whenever applicable. (See Appendix B.)
<b>Benchmark Clarifications</b>	Students will understand that logging, overgrazing, and overproduction of agriculture harmed ancient ecosystems. Examples may include, but are not limited to, desertification, deforestation, depletion of resources, and soil erosion.
<b>Content Limits</b>	Item content is limited to the scope and intent of the instructional benchmark as related to the M/J World History course.

Benchmark SS.6.G.4.1	
Strand	G: Geography
<b>Standard</b>	<b>4: Understand the characteristics, distribution, and migration of human populations.</b>
<b>Benchmark</b>	<b>SS.6.G.4.1: Explain how family and ethnic relationships influenced ancient cultures.</b>
<b>Common Core State Standard Connections</b>	Indicate appropriate alignments to the CCSS Literacy Standards for Social Studies whenever applicable. (See Appendix B.)
<b>Benchmark Clarifications</b>	Students will understand aspects of culture including, but not limited to, family roles, family values, and ceremonies for the dead.
<b>Content Limits</b>	Item content is limited to the scope and intent of the instructional benchmark and the M/J World History course.

Benchmark SS.6.G.4.2	
Strand	G: Geography
<b>Standard</b>	<b>4: Understand the characteristics, distribution, and migration of human populations.</b>
<b>Benchmark</b>	<b>SS.6.G.4.2: Use maps to trace significant migrations, and analyze their results.</b>
<b>Common Core State Standard Connections</b>	Indicate appropriate alignments to the CCSS Literacy Standards for Social Studies whenever applicable. (See Appendix B.)
<b>Benchmark Clarifications</b>	Examples may include, but are not limited to, prehistoric Asians to the Americas, Aryans in Asia, and Germanic tribes throughout Europe.
<b>Content Limits</b>	Items will not require students to memorize specific dates of migration patterns, especially those of the earliest humans, as there is no definitive evidence of time span.

Benchmark SS.6.G.4.3	
Strand	G: Geography
<b>Standard</b>	<b>4: Understand the characteristics, distribution, and migration of human populations.</b>
<b>Benchmark</b>	<b>SS.6.G.4.3: Locate sites in Africa and Asia where archaeologists have found evidence of early human societies, and trace their migration patterns to other parts of the world.</b>
<b>Common Core State Standard Connections</b>	Indicate appropriate alignments to the CCSS Literacy Standards for Social Studies whenever applicable. (See Appendix B.)
<b>Benchmark Clarifications</b>	Students will explain how archaeological evidence, such as the use of DNA testing and carbon dating, have allowed scientists to trace early humans and their migration patterns.
<b>Content Limits</b>	Items will not require students to cite specific archaeological dig sites, but to recognize important items discovered from each civilization.

Benchmark SS.6.G.4.4	
Strand	G: Geography
<b>Standard</b>	<b>4: Understand the characteristics, distribution, and migration of human populations.</b>
<b>Benchmark</b>	<b>SS.6.G.4.4: Map and analyze the impact of the spread of various belief systems in the ancient world.</b>
<b>Common Core State Standard Connections</b>	Indicate appropriate alignments to the CCSS Literacy Standards for Social Studies whenever applicable. (See Appendix B.)
<b>Benchmark Clarifications</b>	Examples may include, but are not limited to, Buddhism, Christianity, Judaism, and Hinduism.
<b>Content Limits</b>	Item content is limited to the scope and intent of the instructional benchmark and the M/J World History course.

Benchmark SS.6.G.5.1	
Strand	G: Geography
Standard	<b>5: Understand how human actions can impact the environment.</b>
Benchmark	<b>SS.6.G.5.1: Identify the methods used to compensate for the scarcity of resources in the ancient world.</b>
Common Core State Standard Connections	Indicate appropriate alignments to the CCSS Literacy Standards for Social Studies whenever applicable. (See Appendix B.)
Benchmark Clarifications	<p>Students will identify resources available to river civilizations and conditions that might have led to their scarcity.</p> <p>Students will trace trade routes of ancient cultures to explain why trade might have occurred between societies.</p> <p>Examples may include, but are not limited to, water in the Middle East, fertile soil, and fuel.</p>
Content Limits	Items will not require students to know specific mineral resources available to each society.

Benchmark SS.6.G.5.2	
Strand	G: Geography
Standard	<b>5: Understand how human actions can impact the environment.</b>
Benchmark	<b>SS.6.G.5.2: Use geographic terms and tools to explain why ancient civilizations developed networks of highways, waterways, and other transportation linkages.</b>
Common Core State Standard Connections	Indicate appropriate alignments to the CCSS Literacy Standards for Social Studies whenever applicable. (See Appendix B.)
Benchmark Clarifications	Students will explain that early civilizations created trade routes within their city-states and other adjacent societies in order to extend the availability of resources.
Content Limits	Items will not require students to identify specific items traded by early societies.

Benchmark SS.6.G.5.3	
Strand	G: Geography
<b>Standard</b>	<b>5: Understand how human actions can impact the environment.</b>
<b>Benchmark</b>	<b>SS.6.G.5.3: Use geographic tools and terms to analyze how famine, drought, and natural disasters plagued many ancient civilizations.</b>
<b>Common Core State Standard Connections</b>	Indicate appropriate alignments to the CCSS Literacy Standards for Social Studies whenever applicable. (See Appendix B.)
<b>Benchmark Clarifications</b>	Examples may include, but are not limited to, flooding of the Nile, drought in Africa, volcanoes in the Mediterranean region, and famine in Asia.
<b>Content Limits</b>	Item content is limited to the scope and intent of the instructional benchmark and the M/J World History course.

Benchmark SS.6.G.6.1	
Strand	G: Geography
<b>Standard</b>	<b>6: Understand how to apply geography to interpret the past and present and plan for the future.</b>
<b>Benchmark</b>	<b>SS.6.G.6.1: Describe the Six Essential Elements of Geography (The World in Spatial Terms, Places and Regions, Physical Systems, Human Systems, Environment, The Uses of Geography) as the organizing framework for understanding the world and its people.</b>
<b>Common Core State Standard Connections</b>	Indicate appropriate alignments to the CCSS Literacy Standards for Social Studies whenever applicable. (See Appendix B.)
<b>Benchmark Clarifications</b>	None
<b>Content Limits</b>	Item content is limited to the scope and intent of the instructional benchmark and the M/J World History course.

<b>Benchmark SS.6.G.6.2</b>	
<b>Strand</b>	<b>G: Geography</b>
<b>Standard</b>	<b>6: Understand how to apply geography to interpret the past and present and plan for the future.</b>
<b>Benchmark</b>	<b>SS.6.G.6.2: Compare maps of the world in ancient times with current political maps.</b>
<b>Common Core State Standard Connections</b>	Indicate appropriate alignments to the CCSS Literacy Standards for Social Studies whenever applicable. (See Appendix B.)
<b>Benchmark Clarifications</b>	Students will compare maps of ancient empires with modern political maps to interpret the existence of empires today and in the past.
<b>Content Limits</b>	Items will not require students to memorize cities and routes from the ancient world.

<b>Benchmark SS.6.W.1.1</b>	
<b>Strand</b>	<b>W: World History</b>
<b>Standard</b>	<b>1: Utilize historical inquiry skills and analytical processes.</b>
<b>Benchmark</b>	<b>SS.6.W.1.1: Use timelines to identify chronological order of historical events.</b>
<b>Common Core State Standard Connections</b>	Indicate appropriate alignments to the CCSS Literacy Standards for Social Studies whenever applicable. (See Appendix B.)
<b>Benchmark Clarifications</b>	Students will analyze a timeline and measure time spans between events in both B.C.E and C.E.
<b>Content Limits</b>	Item content is limited to the scope and intent of the instructional benchmark as related to the M/J World History course.

Benchmark SS.6.W.1.2	
<b>Strand</b>	W: World History
<b>Standard</b>	<b>1: Utilize historical inquiry skills and analytical processes.</b>
<b>Benchmark</b>	<b>SS.6.W.1.2: Identify terms (decade, century, epoch, era, millennium, BC/BCE, AD/CE) and designations of time periods.</b>
<b>Common Core State Standard Connections</b>	Indicate appropriate alignments to the CCSS Literacy Standards for Social Studies whenever applicable. (See Appendix B.)
<b>Benchmark Clarifications</b>	Students will understand that time can be broken down into identifiable time spans. Students will identify eras as a time period marked by a specific event and identify examples, such as the Neolithic Age, the Bronze Age, and the Iron Age. Students will identify the point at which the timeline changes from B.C.E. to C.E. or from BC to AD.
<b>Content Limits</b>	Item content is limited to the scope and intent of the instructional benchmark as related to the M/J World History course.

Benchmark SS.6.W.1.3	
<b>Strand</b>	W: World History
<b>Standard</b>	<b>1: Utilize historical inquiry skills and analytical processes.</b>
<b>Benchmark</b>	<b>SS.6.W.1.3: Interpret primary and secondary sources.</b>
<b>Common Core State Standard Connections</b>	Indicate appropriate alignments to the CCSS Literacy Standards for Social Studies whenever applicable. (See Appendix B.)
<b>Benchmark Clarifications</b>	Students will examine primary and secondary sources on the same event or time period in history and compare and contrast details. Examples may include, but are not limited to, artifacts, images, auditory sources, and written sources.
<b>Content Limits</b>	Items will not require students to memorize details from primary sources.

Benchmark SS.6.W.1.4	
Strand	W: World History
<b>Standard</b>	<b>1: Utilize historical inquiry skills and analytical processes.</b>
<b>Benchmark</b>	<b>SS.6.W.1.4: Describe the methods of historical inquiry and how history relates to the other social sciences.</b>
<b>Common Core State Standard Connections</b>	Indicate appropriate alignments to the CCSS Literacy Standards for Social Studies whenever applicable. (See Appendix B.)
<b>Benchmark Clarifications</b>	<p>Students will describe the importance of using both primary and secondary sources to answer questions about an event or time period.</p> <p>Students will understand the importance of credibility of sources.</p> <p>Students will describe how to deal with conflicting historical accounts.</p> <p>Students will analyze how cause and effect relationships can be established.</p>
<b>Content Limits</b>	Item content is limited to the scope and intent of the instructional benchmark as related to the M/J World History course.

Benchmark SS.6.W.1.5	
Strand	W: World History
<b>Standard</b>	<b>1: Utilize historical inquiry skills and analytical processes.</b>
<b>Benchmark</b>	<b>SS.6.W.1.5: Describe the roles of historians and recognize varying historical interpretations (historiography).</b>
<b>Common Core State Standard Connections</b>	Indicate appropriate alignments to the CCSS Literacy Standards for Social Studies whenever applicable. (See Appendix B.)
<b>Benchmark Clarifications</b>	<p>Students will define historiography as the study of the ways in which history is written and the changes of interpretations of events over time or through point of view.</p> <p>Students will identify a historical event in history and its varying interpretations of the events by historians.</p>
<b>Content Limits</b>	Items will not require students to have first-hand knowledge of an event from varying points of view.



Benchmark SS.6.W.1.6	
<b>Strand</b>	W: World History
<b>Standard</b>	<b>1: Utilize historical inquiry skills and analytical processes.</b>
<b>Benchmark</b>	<b>SS.6.W.1.6: Describe how history transmits culture and heritage and provides models of human character.</b>
<b>Common Core State Standard Connections</b>	Indicate appropriate alignments to the CCSS Literacy Standards for Social Studies whenever applicable. (See Appendix B.)
<b>Benchmark Clarifications</b>	Students will demonstrate that major events have a cause-and-effect relationship on history. Students will trace the evolution of a cultural practice or cultural norm from its beginnings to modern times.
<b>Content Limits</b>	Items will not require students to recall a specific idea or norm to trace over time.

Benchmark SS.6.W.2.1	
<b>Strand</b>	W: World History
<b>Standard</b>	<b>2: Describe the emergence of early civilizations (Nile, Tigris-Euphrates, Indus, and Yellow Rivers, Meso and South American).</b>
<b>Benchmark</b>	<b>SS.6.W.2.1: Compare the lifestyles of hunter-gatherers with those of settlers of early agricultural communities.</b>
<b>Common Core State Standard Connections</b>	Indicate appropriate alignments to the CCSS Literacy Standards for Social Studies whenever applicable. (See Appendix B.)
<b>Benchmark Clarifications</b>	Students will identify the time period and culture of the Paleolithic people as hunter-gatherers who discovered fire, painted cave walls, and made simple tools. Students will explain the emergence of agriculture and its effect on Paleolithic societies.
<b>Content Limits</b>	Items will not require students to know specific tools and methods of creating tools.

<b>Benchmark SS.6.W.2.2</b>	
<b>Strand</b>	<b>W: World History</b>
<b>Standard</b>	<b>2: Describe the emergence of early civilizations (Nile, Tigris-Euphrates, Indus, and Yellow Rivers, Meso and South American).</b>
<b>Benchmark</b>	<b>SS.6.W.2.2: Describe how the developments of agriculture and metallurgy related to settlement, population growth, and the emergence of civilization.</b>
<b>Common Core State Standard Connections</b>	Indicate appropriate alignments to the CCSS Literacy Standards for Social Studies whenever applicable. (See Appendix B.)
<b>Benchmark Clarifications</b>	Students will identify the relationship between the domestication of plants and animals and the development of early settlements. Students will analyze how the development of metallurgy helped early civilizations to grow. Students will interpret the effect of a surplus of food as a cause for population growth in successful Neolithic settlements. Students will compare behaviors of Neolithic people who started in Europe, India, Egypt, China and Mexico.
<b>Content Limits</b>	Items will not require students to identify specific technology created by each Neolithic settlement.

<b>Benchmark SS.6.W.2.3</b>	
<b>Strand</b>	<b>W: World History</b>
<b>Standard</b>	<b>2: Describe the emergence of early civilizations (Nile, Tigris-Euphrates, Indus, and Yellow Rivers, Meso and South American).</b>
<b>Benchmark</b>	<b>SS.6.W.2.3: Identify the characteristics of civilization.</b>
<b>Common Core State Standard Connections</b>	Indicate appropriate alignments to the CCSS Literacy Standards for Social Studies whenever applicable. (See Appendix B.)
<b>Benchmark Clarifications</b>	Examples may include, but are not limited to, public works, urbanization, specialized labor, advanced technology, organized government, religious institutions, social classes, writing, and art and architecture.
<b>Content Limits</b>	Item content is limited to the scope and intent of the instructional benchmark as related to the M/J World History course.

Benchmark SS.6.W.2.4	
<b>Strand</b>	W: World History
<b>Standard</b>	<b>2: Describe the emergence of early civilizations (Nile, Tigris-Euphrates, Indus, and Yellow Rivers, Meso and South American).</b>
<b>Benchmark</b>	<b>SS.6.W.2.4: Compare the economic, political, social, and religious institutions of ancient river civilizations.</b>
<b>Common Core State Standard Connections</b>	Indicate appropriate alignments to the CCSS Literacy Standards for Social Studies whenever applicable. (See Appendix B.)
<b>Benchmark Clarifications</b>	Examples may include, but are not limited to, Nile, Tigris-Euphrates, Indus, and Huang He.
<b>Content Limits</b>	Item content is limited to the scope and intent of the instructional benchmark as related to the M/J World History course.

Benchmark SS.6.W.2.5	
<b>Strand</b>	W: World History
<b>Standard</b>	<b>2: Describe the emergence of early civilizations (Nile, Tigris-Euphrates, Indus, and Yellow Rivers, Meso and South American).</b>
<b>Benchmark</b>	<b>SS.6.W.2.5: Summarize important achievements of Egyptian civilization.</b>
<b>Common Core State Standard Connections</b>	Indicate appropriate alignments to the CCSS Literacy Standards for Social Studies whenever applicable. (See Appendix B.)
<b>Benchmark Clarifications</b>	Examples may include, but are not limited to, agriculture, calendar, pyramids, art and architecture, hieroglyphic writing and record-keeping, literature such as the Book of the Dead, mummification.
<b>Content Limits</b>	Item content is limited to the scope and intent of the instructional benchmark as related to the M/J World History course.

Benchmark SS.6.W.2.6	
Strand	W: World History
Standard	<b>2: Describe the emergence of early civilizations (Nile, Tigris-Euphrates, Indus, and Yellow Rivers, Meso and South American).</b>
Benchmark	<b>SS.6.W.2.6: Determine the contributions of key figures from ancient Egypt.</b>
Common Core State Standard Connections	Indicate appropriate alignments to the CCSS Literacy Standards for Social Studies whenever applicable. (See Appendix B.)
Benchmark Clarifications	Examples may include, but are not limited to, Narmer, Imhotep, Hatshepsut, Ramses the Great, Akhenaten, Tutankhamun.
Content Limits	Item content is limited to the scope and intent of the instructional benchmark as related to the M/J World History course.

Benchmark SS.6.W.2.7	
Strand	W: World History
Standard	<b>2: Describe the emergence of early civilizations (Nile, Tigris-Euphrates, Indus, and Yellow Rivers, Meso and South American).</b>
Benchmark	<b>SS.6.W.2.7: Summarize the important achievements of Mesopotamian civilization.</b>
Common Core State Standard Connections	Indicate appropriate alignments to the CCSS Literacy Standards for Social Studies whenever applicable. (See Appendix B.)
Benchmark Clarifications	Examples may include, but are not limited to, cuneiform writing, epic literature such as Gilgamesh, art and architecture, technology such as the wheel, sail, and plow.
Content Limits	Item content is limited to the scope and intent of the instructional benchmark as related to the M/J World History course.

Benchmark SS.6.W.2.8	
Strand	W: World History
Standard	<b>2: Describe the emergence of early civilizations (Nile, Tigris-Euphrates, Indus, and Yellow Rivers, Meso and South American).</b>
Benchmark	<b>SS.6.W.2.8: Determine the impact of key figures from ancient Mesopotamian civilizations.</b>
Common Core State Standard Connections	Indicate appropriate alignments to the CCSS Literacy Standards for Social Studies whenever applicable. (See Appendix B.)
Benchmark Clarifications	Examples may include, but are not limited to, Abraham, Hammurabi, Nebuchadnezzar, Cyrus, and Zoroaster.
Content Limits	Item content is limited to the scope and intent of the instructional benchmark as related to the M/J World History course.

Benchmark SS.6.W.2.9	
<b>Strand</b>	W: World History
<b>Standard</b>	<b>2: Describe the emergence of early civilizations (Nile, Tigris-Euphrates, Indus, and Yellow Rivers, Meso and South American).</b>
<b>Benchmark</b>	<b>SS.6.W.2.9: Identify key figures and basic beliefs of the Israelites and determine how these beliefs compared with those of others in the geographic area.</b>
<b>Common Core State Standard Connections</b>	Indicate appropriate alignments to the CCSS Literacy Standards for Social Studies whenever applicable. (See Appendix B.)
<b>Benchmark Clarifications</b>	Examples may include, but are not limited to, Abraham, Moses, monotheism, law, emphasis on individual worth and responsibility.
<b>Content Limits</b>	Item content is limited to the scope and intent of the instructional benchmark as related to the M/J World History course.

Benchmark SS.6.W.2.10	
<b>Strand</b>	W: World History
<b>Standard</b>	<b>2: Describe the emergence of early civilizations (Nile, Tigris-Euphrates, Indus, and Yellow Rivers, Meso and South American).</b>
<b>Benchmark</b>	<b>SS.6.W.2.10: Compare the emergence of advanced civilizations in Meso and South America with the four early river valley civilizations.</b>
<b>Common Core State Standard Connections</b>	Indicate appropriate alignments to the CCSS Literacy Standards for Social Studies whenever applicable. (See Appendix B.)
<b>Benchmark Clarifications</b>	Examples may include, but are not limited to, Olmec, Zapotec, and Chavin.
<b>Content Limits</b>	Item content is limited to the scope and intent of the instructional benchmark as related to the M/J World History course.

Benchmark SS.6.W.3.1	
<b>Strand</b>	W: World History
<b>Standard</b>	<b>3: Recognize significant events, figures, and contributions of classical civilizations (Phoenicia, Greece, Rome, Axum).</b>
<b>Benchmark</b>	<b>Analyze the cultural impact the ancient Phoenicians had on the Mediterranean world with regard to colonization (Carthage), exploration, maritime commerce (purple dye, tin), and written communication (alphabet).</b>
<b>Common Core State Standard Connections</b>	Indicate appropriate alignments to the CCSS Literacy Standards for Social Studies whenever applicable. (See Appendix B.)
<b>Benchmark Clarifications</b>	None
<b>Content Limits</b>	Items will not require students to know the process of creating purple dye or to recognize the Phoenician alphabet in its original form.

Benchmark SS.6.W.3.2	
<b>Strand</b>	W: World History
<b>Standard</b>	<b>3: Recognize significant events, figures, and contributions of classical civilizations (Phoenicia, Greece, Rome, Axum).</b>
<b>Benchmark</b>	<b>SS.6.W.3.2: Explain the democratic concepts (polis, civic participation and voting rights, legislative bodies, written constitutions, rule of law) developed in ancient Greece.</b>
<b>Common Core State Standard Connections</b>	Indicate appropriate alignments to the CCSS Literacy Standards for Social Studies whenever applicable. (See Appendix B.)
<b>Benchmark Clarifications</b>	None
<b>Content Limits</b>	Items will not require students to discuss any practices outside of those developed in ancient Greece.

Benchmark SS.6.W.3.3	
<b>Strand</b>	W: World History
<b>Standard</b>	<b>3: Recognize significant events, figures, and contributions of classical civilizations (Phoenicia, Greece, Rome, Axum).</b>
<b>Benchmark</b>	<b>SS.6.W.3.3: Compare life in Athens and Sparta (government and the status of citizens, women and children, foreigners, helots).</b>
<b>Common Core State Standard Connections</b>	Indicate appropriate alignments to the CCSS Literacy Standards for Social Studies whenever applicable. (See Appendix B.)
<b>Benchmark Clarifications</b>	Students will describe the social structures of both Athens and Sparta. Students will apply their knowledge of Athens and Sparta to discuss how the differences between the two cities impacted residents' lives.
<b>Content Limits</b>	Item content is limited to the scope and intent of the instructional benchmark as related to the M/J World History course.

Benchmark SS.6.W.3.4	
<b>Strand</b>	W: World History
<b>Standard</b>	<b>3: Recognize significant events, figures, and contributions of classical civilizations (Phoenicia, Greece, Rome, Axum).</b>
<b>Benchmark</b>	<b>SS.6.W.3.4: Explain the causes and effects of the Persian and Peloponnesian Wars.</b>
<b>Common Core State Standard Connections</b>	Indicate appropriate alignments to the CCSS Literacy Standards for Social Studies whenever applicable. (See Appendix B.)
<b>Benchmark Clarifications</b>	Students will describe the relationship between Greek city-states and how the Persian War united them. Students will discuss the effects of the Peloponnesian Wars on the city-state system, Athens' power, and the conquest of the Macedonians.
<b>Content Limits</b>	Items will not require students to recall specific battles.

Benchmark SS.6.W.3.5	
<b>Strand</b>	W: World History
<b>Standard</b>	<b>3: Recognize significant events, figures, and contributions of classical civilizations (Phoenicia, Greece, Rome, Axum).</b>
<b>Benchmark</b>	<b>SS.6.W.3.5: Summarize the important achievements and contributions of ancient Greek civilization.</b>
<b>Common Core State Standard Connections</b>	Indicate appropriate alignments to the CCSS Literacy Standards for Social Studies whenever applicable. (See Appendix B.)
<b>Benchmark Clarifications</b>	Examples may include, but are not limited to, art and architecture, athletic competitions, the birth of democracy and civic responsibility, drama, history, literature, mathematics, medicine, philosophy, science, and warfare.
<b>Content Limits</b>	Items will not require students to memorize dates.

Benchmark SS.6.W.3.6	
<b>Strand</b>	W: World History
<b>Standard</b>	<b>3: Recognize significant events, figures, and contributions of classical civilizations (Phoenicia, Greece, Rome, Axum).</b>
<b>Benchmark</b>	<b>SS.6.W.3.6: Determine the impact of key figures from ancient Greece.</b>
<b>Common Core State Standard Connections</b>	Indicate appropriate alignments to the CCSS Literacy Standards for Social Studies whenever applicable. (See Appendix B.)
<b>Benchmark Clarifications</b>	Examples may include, but are not limited to, Aristophanes, Aristotle, Hippocrates, Herodotus, Homer, Pericles, Plato, Pythagoras, Socrates, Solon, Sophocles, Thales, Themistocles, and Thucydides.
<b>Content Limits</b>	Item content is limited to the scope and intent of the instructional benchmark as related to the M/J World History course.



Benchmark SS.6.W.3.7	
<b>Strand</b>	W: World History
<b>Standard</b>	<b>3: Recognize significant events, figures, and contributions of classical civilizations (Phoenicia, Greece, Rome, Axum).</b>
<b>Benchmark</b>	<b>SS.6.W.3.7: Summarize the key achievements, contributions, and figures associated with The Hellenistic Period.</b>
<b>Common Core State Standard Connections</b>	Indicate appropriate alignments to the CCSS Literacy Standards for Social Studies whenever applicable. (See Appendix B.)
<b>Benchmark Clarifications</b>	Students will differentiate between the Hellenistic Age and classical Greece. Examples may include, but are not limited to, Alexander the Great, Library of Alexandria, Archimedes, Euclid, Plutarch, The Septuagint, Stoicism, and Ptolemy I.
<b>Content Limits</b>	Item content is limited to the scope and intent of the instructional benchmark as related to the M/J World History course.

Benchmark SS.6.W.3.8	
<b>Strand</b>	W: World History
<b>Standard</b>	<b>3: Recognize significant events, figures, and contributions of classical civilizations (Phoenicia, Greece, Rome, Axum).</b>
<b>Benchmark</b>	<b>SS.6.W.3.8: Determine the impact of significant figures associated with ancient Rome.</b>
<b>Common Core State Standard Connections</b>	Indicate appropriate alignments to the CCSS Literacy Standards for Social Studies whenever applicable. (See Appendix B.)
<b>Benchmark Clarifications</b>	Examples may include, but are not limited to, Augustus, Cicero, Cincinnatus, Cleopatra, Constantine the Great, Diocletian, Tiberius and Gaius Gracchus, Hadrian, Hannibal, Horace, Julius Caesar, Ovid, Romulus and Remus, Marcus Aurelius, Scipio Africanus, Virgil, Theodosius, and Attila the Hun.
<b>Content Limits</b>	Item content is limited to the scope and intent of the instructional benchmark as related to the M/J World History course.

Benchmark SS.6.W.3.9	
<b>Strand</b>	W: World History
<b>Standard</b>	<b>3: Recognize significant events, figures, and contributions of classical civilizations (Phoenicia, Greece, Rome, Axum).</b>
<b>Benchmark</b>	<b>SS.6.W.3.9: Explain the impact of the Punic Wars on the development of the Roman Empire.</b>
<b>Common Core State Standard Connections</b>	Indicate appropriate alignments to the CCSS Literacy Standards for Social Studies whenever applicable. (See Appendix B.)
<b>Benchmark Clarifications</b>	Students will apply their knowledge to discuss how the territorial expansion from the Punic Wars led Rome to be one the most powerful nations in the western world.  Examples may include, but are not be limited to, the First Punic War securing control of Sicily, Sardinia, and Corsica; the Second Punic War giving Rome control over Spain and areas in the eastern Mediterranean; and the Third Punic War giving Rome control over North Africa and the western Mediterranean.
<b>Content Limit</b>	Items will not address any wars or Roman conflicts other than the Punic Wars.

Benchmark SS.6.W.3.10	
<b>Strand</b>	W: World History
<b>Standard</b>	<b>3: Recognize significant events, figures, and contributions of classical civilizations (Phoenicia, Greece, Rome, Axum).</b>
<b>Benchmark</b>	<b>SS.6.W.3.10: Describe the government of the Roman Republic and its contribution to the development of democratic principles (separation of powers, rule of law, representative government, civic duty).</b>
<b>Common Core State Standard Connections</b>	Indicate appropriate alignments to the CCSS Literacy Standards for Social Studies whenever applicable. (See Appendix B.)
<b>Benchmark Clarifications</b>	Students will discuss how the government of the Roman Republic influenced the development of democracy in the modern United States.
<b>Content Limits</b>	Item content is limited to the scope and intent of the instructional benchmark as related to the M/J World History course.

Benchmark SS.6.W.3.11	
Strand	W: World History
<b>Standard</b>	<b>3: Recognize significant events, figures, and contributions of classical civilizations (Phoenicia, Greece, Rome, Axum).</b>
<b>Benchmark</b>	<b>SS.6.W.3.11: Explain the transition from Roman Republic to empire and Imperial Rome, and compare Roman life and culture under each one.</b>
<b>Common Core State Standard Connections</b>	Indicate appropriate alignments to the CCSS Literacy Standards for Social Studies whenever applicable. (See Appendix B.)
<b>Benchmark Clarifications</b>	Students will describe the conditions that led to the transition from a republic to an imperial form of government. Students will compare and contrast Roman life and culture under the Roman Republic and the Roman Empire.
<b>Content Limits</b>	Item content is limited to the scope and intent of the instructional benchmark as related to the M/J World History course.

Benchmark SS.6.W.3.12	
Strand	W: World History
<b>Standard</b>	<b>3: Recognize significant events, figures, and contributions of classical civilizations (Phoenicia, Greece, Rome, Axum).</b>
<b>Benchmark</b>	<b>SS.6.W.3.12: Explain the causes for the growth and longevity of the Roman Empire.</b>
<b>Common Core State Standard Connections</b>	Indicate appropriate alignments to the CCSS Literacy Standards for Social Studies whenever applicable. (See Appendix B.)
<b>Benchmark Clarifications</b>	Examples may include, but are not limited to, centralized and efficient government, religious toleration, expansion of citizenship, the legion, the extension of road networks.
<b>Content Limits</b>	Item content is limited to the scope and intent of the instructional benchmark as related to the M/J World History course.

Benchmark SS.6.W.3.13	
<b>Strand</b>	W: World History
<b>Standard</b>	<b>3: Recognize significant events, figures, and contributions of classical civilizations (Phoenicia, Greece, Rome, Axum).</b>
<b>Benchmark</b>	<b>SS.6.W.3.13: Identify key figures and the basic beliefs of early Christianity and how these beliefs impacted the Roman Empire.</b>
<b>Common Core State Standard Connections</b>	Indicate appropriate alignments to the CCSS Literacy Standards for Social Studies whenever applicable. (See Appendix B.)
<b>Benchmark Clarifications</b>	Examples may include, but are not limited to, Christian monotheism, Jesus as the son of God, Peter, and Paul.
<b>Content Limits</b>	Item content is limited to the scope and intent of the instructional benchmark as related to the M/J World History course.

Benchmark SS.6.W.3.14	
<b>Strand</b>	W: World History
<b>Standard</b>	<b>3: Recognize significant events, figures, and contributions of classical civilizations (Phoenicia, Greece, Rome, Axum).</b>
<b>Benchmark</b>	<b>SS.6.W.3.14: Describe the key achievements and contributions of Roman civilization.</b>
<b>Common Core State Standard Connections</b>	Indicate appropriate alignments to the CCSS Literacy Standards for Social Studies whenever applicable. (See Appendix B.)
<b>Benchmark Clarifications</b>	Examples may include, but are not limited to, government, art and architecture, engineering, law, literature, and technology.
<b>Content Limits</b>	Item content is limited to the scope and intent of the instructional benchmark as related to the M/J World History course.

<b>Benchmark SS.6.W.3.15</b>	
<b>Strand</b>	<b>W: World History</b>
<b>Standard</b>	<b>3: Recognize significant events, figures, and contributions of classical civilizations (Phoenicia, Greece, Rome, Axum).</b>
<b>Benchmark</b>	<b>SS.6.W.3.15: Explain the reasons for the gradual decline of the Western Roman Empire after the Pax Romana.</b>
<b>Common Core State Standard Connections</b>	Indicate appropriate alignments to the CCSS Literacy Standards for Social Studies whenever applicable. (See Appendix B.)
<b>Benchmark Clarifications</b>	Examples may include, but are not limited to, internal power struggles, constant Germanic pressure on the frontiers, economic policies, overdependence on slavery, and mercenary soldiers.
<b>Content Limits</b>	Items will not require students to address factors leading to the growth and rise of the Roman Empire.

<b>BENCHMARK SS.6.W.3.16</b>	
<b>Strand</b>	<b>W: World History</b>
<b>Standard</b>	<b>3: Recognize significant events, figures, and contributions of classical civilizations (Phoenicia, Greece, Rome, Axum).</b>
<b>Benchmark</b>	<b>SS.6.W.3.16: Compare life in the Roman Republic for patricians, plebeians, women, children, and slaves.</b>
<b>Common Core State Standard Connections</b>	Indicate appropriate alignments to the CCSS Literacy Standards for Social Studies whenever applicable. (See Appendix B.)
<b>Benchmark Clarifications</b>	None
<b>Content Limits</b>	Items will not require students to address contributions or achievements of the Roman civilization.

Benchmark SS.6.W.3.17	
Strand	W: World History
<b>Standard</b>	<b>3: Recognize significant events, figures, and contributions of classical civilizations (Phoenicia, Greece, Rome, Axum).</b>
<b>Benchmark</b>	<b>SS.6.W.3.17: Explain the spread and influence of the Latin language on Western Civilization.</b>
<b>Common Core State Standard Connections</b>	Indicate appropriate alignments to the CCSS Literacy Standards for Social Studies whenever applicable. (See Appendix B.)
<b>Benchmark Clarifications</b>	<p>Students will explain how Rome’s conquests helped spread the Latin language.</p> <p>Students will discuss the widespread use of Latin in law, medicine, government, religion, and education due to Roman expansion into neighboring areas.</p> <p>Students will discuss the Latin language influence in the development of modern-day languages because of its widespread use.</p> <p>Examples may include, but are not limited to, education, law, medicine, religion, and science.</p>
<b>Content Limits</b>	Items will not require students to recognize any Latin language or terms.

Benchmark SS.6.W.3.18	
Strand	W: World History
<b>Standard</b>	<b>3: Recognize significant events, figures, and contributions of classical civilizations (Phoenicia, Greece, Rome, Axum).</b>
<b>Benchmark</b>	<b>SS.6.W.3.18: Describe the rise and fall of the ancient east African kingdoms of Kush and Axum and Christianity’s development in Ethiopia.</b>
<b>Common Core State Standard Connections</b>	Indicate appropriate alignments to the CCSS Literacy Standards for Social Studies whenever applicable. (See Appendix B.)
<b>Benchmark Clarifications</b>	<p>Students will discuss the fall of Kush due to the conquest by Axum.</p> <p>Students will identify King Ezana as declaring Christianity as the official religion of Axum.</p> <p>Students will discuss the lasting impact of Christianity on Ethiopia throughout history.</p>
<b>Content Limits</b>	Item content is limited to the scope and intent of the instructional benchmark as related to the M/J World History course.

Benchmark SS.6.W.4.1	
<b>Strand</b>	<b>W: World History</b>
<b>Standard</b>	<b>4: Recognize significant events, figures, and contributions of classical Asian civilizations (China, India).</b>
<b>Benchmark</b>	<b>SS.6.W.4.1: Discuss the significance of Aryan and other tribal migrations on Indian civilization.</b>
<b>Common Core State Standard Connections</b>	Indicate appropriate alignments to the CCSS Literacy Standards for Social Studies whenever applicable. (See Appendix B.)
<b>Benchmark Clarifications</b>	Students will discuss how the migration of the Aryan and other tribes contributed to the development of the culture of India by introducing new customs and traditions, including the caste system, new languages, and livestock.
<b>Content Limits</b>	Item content is limited to the scope and intent of the instructional benchmark as related to the M/J World History course.

Benchmark SS.6.W.4.2	
<b>Strand</b>	<b>W: World History</b>
<b>Standard</b>	<b>4: Recognize significant events, figures, and contributions of classical Asian civilizations (China, India).</b>
<b>Benchmark</b>	<b>SS.6.W.4.2: Explain the major beliefs and practices associated with Hinduism and the social structure of the caste system in ancient India.</b>
<b>Common Core State Standard Connections</b>	Indicate appropriate alignments to the CCSS Literacy Standards for Social Studies whenever applicable. (See Appendix B.)
<b>Benchmark Clarifications</b>	Students will explain the social structure and levels of the caste system and its relationship with Hinduism. Examples may include, but are not limited to, Brahman, reincarnation, dharma, karma, ahimsa, and moksha.
<b>Content Limits</b>	Item content is limited to the scope and intent of the instructional benchmark as related to the M/J World History course.

Benchmark SS.6.W.4.3	
Strand	W: World History
<b>Standard</b>	<b>4: Recognize significant events, figures, and contributions of classical Asian civilizations (China, India).</b>
<b>Benchmark</b>	<b>SS.6.W.4.3: Recognize the political and cultural achievements of the Mauryan and Gupta empires.</b>
<b>Common Core State Standard Connections</b>	Indicate appropriate alignments to the CCSS Literacy Standards for Social Studies whenever applicable. (See Appendix B.)
<b>Benchmark Clarifications</b>	Students will discuss the influence of Hinduism and Buddhism on the Mauryan and Gupta civilizations. Students will examine how the Mauryan and Gupta empires collected taxes on agricultural products, controlled iron deposits, and created state monopolies.
<b>Content Limits</b>	Items will not discuss details of the fall of the Mauryan and Gupta empires.

Benchmark SS.6.W.4.4	
Strand	W: World History
<b>Standard</b>	<b>4: Recognize significant events, figures, and contributions of classical Asian civilizations (China, India).</b>
<b>Benchmark</b>	<b>SS.6.W.4.4: Explain the teachings of Buddha, the importance of Asoka, and how Buddhism spread in India, Ceylon, and other parts of Asia.</b>
<b>Common Core State Standard Connections</b>	Indicate appropriate alignments to the CCSS Literacy Standards for Social Studies whenever applicable. (See Appendix B.)
<b>Benchmark Clarifications</b>	Students will describe Asoka’s conversion to ruling through Buddhism. Students will discuss how Asoka contributed to spreading Buddhism through Asia by sending out missionaries. Examples may include, but are not limited to, the Four Noble Truths, Three Qualities, and Eightfold Path.
<b>Content Limits</b>	Items will not discuss the different branches of Buddhism that developed over time.



Benchmark SS.6.W.4.5	
<b>Strand</b>	<b>W: World History</b>
<b>Standard</b>	<b>4: Recognize significant events, figures, and contributions of classical Asian civilizations (China, India).</b>
<b>Benchmark</b>	<b>SS.6.W.4.5: Summarize the important achievements and contributions of ancient Indian civilization.</b>
<b>Common Core State Standard Connections</b>	Indicate appropriate alignments to the CCSS Literacy Standards for Social Studies whenever applicable. (See Appendix B.)
<b>Benchmark Clarifications</b>	Examples may include, but are not limited to, Sanskrit, the Bhagavad Gita, medicine (including performing surgery), metallurgy, and mathematics (including Hindu-Arabic numerals and the concept of zero).
<b>Content Limits</b>	Item content is limited to the scope and intent of the instructional benchmark as related to the M/J World History course.

Benchmark SS.6.W.4.6	
<b>Strand</b>	<b>W: World History</b>
<b>Standard</b>	<b>4: Recognize significant events, figures, and contributions of classical Asian civilizations (China, India).</b>
<b>Benchmark</b>	<b>SS.6.W.4.6: Describe the concept of the Mandate of Heaven and its connection to the Zhou and later dynasties.</b>
<b>Common Core State Standard Connections</b>	Indicate appropriate alignments to the CCSS Literacy Standards for Social Studies whenever applicable. (See Appendix B.)
<b>Benchmark Clarifications</b>	Students will describe the four principles of the Mandate of Heaven. Students will apply their knowledge to discuss the Mandate of Heaven's impact on the actions, responsibilities, and success of various dynasties' rulers.
<b>Content Limits</b>	Item content is limited to the scope and intent of the instructional benchmark as related to the M/J World History course.

Benchmark SS.6.W.4.7	
<b>Strand</b>	W: World History
<b>Standard</b>	<b>4: Recognize significant events, figures, and contributions of classical Asian civilizations (China, India).</b>
<b>Benchmark</b>	<b>SS.6.W.4.7: Explain the basic teachings of Laozi, Confucius, and Han Fei Zi.</b>
<b>Common Core State Standard Connections</b>	Indicate appropriate alignments to the CCSS Literacy Standards for Social Studies whenever applicable. (See Appendix B.)
<b>Benchmark Clarifications</b>	Examples may include, but are not limited to, filial piety, the role of kinship in maintaining order, and hierarchy in Chinese society.
<b>Content Limits</b>	Item content is limited to the scope and intent of the instructional benchmark as related to the M/J World History course.

Benchmark SS.6.W.4.8	
<b>Strand</b>	W: World History
<b>Standard</b>	<b>4: Recognize significant events, figures, and contributions of classical Asian civilizations (China, India).</b>
<b>Benchmark</b>	<b>SS.6.W.4.8: Describe the contributions of classical and post classical China.</b>
<b>Common Core State Standard Connections</b>	Indicate appropriate alignments to the CCSS Literacy Standards for Social Studies whenever applicable. (See Appendix B.)
<b>Benchmark Clarifications</b>	Examples may include, but are not limited to, Great Wall, Silk Road, bronze casting, silk-making, movable type, gunpowder, paper-making, magnetic compass, horse collar, stirrup, civil service system, and the Analects.
<b>Content Limits</b>	Item content is limited to the scope and intent of the instructional benchmark as related to the M/J World History course.

Benchmark SS.6.W.4.9	
<b>Strand</b>	W: World History
<b>Standard</b>	<b>4: Recognize significant events, figures, and contributions of classical Asian civilizations (China, India).</b>
<b>Benchmark</b>	<b>SS.6.W.4.9: Identify key figures from classical and post classical China.</b>
<b>Common Core State Standard Connections</b>	Indicate appropriate alignments to the CCSS Literacy Standards for Social Studies whenever applicable. (See Appendix B.)
<b>Benchmark Clarifications</b>	Examples may include, but are not limited to, the contributions of Shi Huangdi, Wu-ti, Empress Wu, and Chengho.
<b>Content Limits</b>	Items will not require students to identify specific dates.

Benchmark SS.6.W.4.10	
<b>Strand</b>	W: World History
<b>Standard</b>	<b>4: Recognize significant events, figures, and contributions of classical Asian civilizations (China, India).</b>
<b>Benchmark</b>	<b>SS.6.W.4.10: Explain the significance of the silk roads and maritime routes across the Indian Ocean to the movement of goods and ideas among Asia, East Africa, and the Mediterranean Basin.</b>
<b>Common Core State Standard Connections</b>	Indicate appropriate alignments to the CCSS Literacy Standards for Social Studies whenever applicable. (See Appendix B.)
<b>Benchmark Clarifications</b>	None
<b>Content Limits</b>	Item content is limited to the scope and intent of the instructional benchmark as related to the M/J World History course.

Benchmark SS.6.W.4.11	
<b>Strand</b>	W: World History
<b>Standard</b>	<b>4: Recognize significant events, figures, and contributions of classical Asian civilizations (China, India).</b>
<b>Benchmark</b>	<b>SS.6.W.4.11: Explain the rise and expansion of the Mongol empire and its effects on peoples of Asia and Europe including the achievements of Ghengis and Kublai Khan.</b>
<b>Common Core State Standard Connections</b>	Indicate appropriate alignments to the CCSS Literacy Standards for Social Studies whenever applicable. (See Appendix B.)
<b>Benchmark Clarification</b>	Students will discuss both the positive and negative effects that Mongolian rule had on the peoples of Asia and Europe.
<b>Content Limits</b>	Item content is limited to the scope and intent of the instructional benchmark as related to the M/J World History course.

Benchmark SS.6.W.4.12	
<b>Strand</b>	W: World History
<b>Standard</b>	<b>4: Recognize significant events, figures, and contributions of classical Asian civilizations (China, India).</b>
<b>Benchmark</b>	<b>SS.6.W.4.12: Identify the causes and effects of Chinese isolation and the decision to limit foreign trade in the 15th century.</b>
<b>Common Core State Standard Connections</b>	Indicate appropriate alignments to the CCSS Literacy Standards for Social Studies whenever applicable. (See Appendix B.)
<b>Benchmark Clarifications</b>	Students will identify the political developments which led to Chinese isolation. Students will examine China’s limits on trade and the decline of the Chinese economy. Students will examine the long-term effects of Chinese isolation.
<b>Content Limits</b>	Item content is limited to the scope and intent of the instructional benchmark as related to the M/J World History course.

## B. Grade 7 Item Specifications

**Course Number:** 2106010 - **M/J Civics** - The primary content for the course pertains to the principles, functions, and organization of government; the origins of the American political system; the roles, rights, and responsibilities of United States citizens; and methods of active participation in our political system. The course is embedded with strong geographic and economic components to support civic education instruction.

Benchmark SS.7.C.1.1	
Strand	C: Civics and Government
Standard	<b>1: Demonstrate an understanding of the origins and purposes of government, law, and the American political system.</b>
Benchmark	<b>SS.7.C.1.1: Recognize how Enlightenment ideas including Montesquieu’s view of separation of power and John Locke’s theories related to natural law and how Locke’s social contract influenced the Founding Fathers.</b>
Common Core State Standard Connections	Indicate appropriate alignments to the CCSS Literacy Standards for Social Studies whenever applicable. (See Appendix B.)
Benchmark Clarifications	Students will examine how the Enlightenment ideas of separation of power, natural law, and the social contract influenced the beliefs of the Founding Fathers on government.
Content Limits	Item content is limited to the scope and intent of the instructional benchmark as related to the M/J Civics course.

Benchmark SS.7.C.1.2	
Strand	C: Civics and Government
Standard	<b>1: Demonstrate an understanding of the origins and purposes of government, law, and the American political system.</b>
Benchmark	<b>SS.7.C1.2: Trace the impact that the Magna Carta, English Bill of Rights, Mayflower Compact, and Thomas Paine’s “Common Sense” had on colonists’ views of government.</b>
Common Core State Standard Connections	Indicate appropriate alignments to the CCSS Literacy Standards for Social Studies whenever applicable. (See Appendix B.)
Benchmark Clarifications	Students will identify and explain the ideas contained in the Magna Carta, English Bill of Rights, Mayflower Compact, and Thomas Paine’s <i>Common Sense</i> .
Content Limits	Items will not require students to have an in-depth understanding of the historic origins of the ideas contained in the Magna Carta, English Bill of Rights, Mayflower Compact, and Thomas Paine’s <i>Common Sense</i> .

Benchmark SS.7.C.1.3	
<b>Strand</b>	C: Civics and Government
<b>Standard</b>	<b>1: Demonstrate an understanding of the origins and purposes of government, law, and the American political system.</b>
<b>Benchmark</b>	<b>SS.7. C.1.3: Describe how English policies and responses to colonial concerns led to the writing of the Declaration of Independence.</b>
<b>Common Core State Standard Connections</b>	Indicate appropriate alignments to the CCSS Literacy Standards for Social Studies whenever applicable. (See Appendix B.)
<b>Benchmark Clarifications</b>	Students will describe the conflict between British policies and the colonists' position on government, representation, taxation, and individual liberty. Students will trace the events that led to the drafting of the Declaration of Independence.
<b>Content Limits</b>	Item content is limited to the scope and intent of the instructional benchmark as related to the M/J Civics course.

Benchmark SS.7.C.1.4	
<b>Strand</b>	C: Civics and Government
<b>Standard</b>	<b>1: Demonstrate an understanding of the origins and purposes of government, law, and the American political system.</b>
<b>Benchmark</b>	<b>SS.7.C.1.4: Analyze the ideas (natural rights, role of the government) and complaints set forth in the Declaration of Independence.</b>
<b>Common Core State Standard Connections</b>	Indicate appropriate alignments to the CCSS Literacy Standards for Social Studies whenever applicable. (See Appendix B.)
<b>Benchmark Clarifications</b>	None
<b>Content Limit</b>	Item content is limited to the scope and intent of the instructional benchmark as related to the M/J Civics course.

Benchmark SS.7.C.1.5	
<b>Strand</b>	<b>C: Civics and Government</b>
<b>Standard</b>	<b>1: Demonstrate an understanding of the origins and purposes of government, law, and the American political system.</b>
<b>Benchmark</b>	<b>SS.7.C.1.5: Identify how the weaknesses of the Articles of Confederation led to the writing of the Constitution.</b>
<b>Common Core State Standard Connections</b>	Indicate appropriate alignments to the CCSS Literacy Standards for Social Studies whenever applicable. (See Appendix B.)
<b>Benchmark Clarifications</b>	<p>Students will identify key weaknesses of the Articles of Confederation, such as the inability to collect taxes, the lack of an executive branch, and the difficulty of adding amendments.</p> <p>Students will explain how Shays' Rebellion pointed to weaknesses of the Articles of Confederation and became an impetus for the Constitutional Convention.</p> <p>Students will recognize the colonists' distrust of powerful central government as a reason for the Articles' weakness.</p>
<b>Content Limits</b>	Items will not require students to recall passages from the Articles of Confederation.

Benchmark SS.7.C.1.6	
<b>Strand</b>	<b>C: Civics and Government</b>
<b>Standard</b>	<b>1: Demonstrate an understanding of the origins and purposes of government, law, and the American political system.</b>
<b>Benchmark</b>	<b>SS.7.C.1.6: Interpret the intentions of the Preamble of the Constitution.</b>
<b>Common Core State Standard Connections</b>	Indicate appropriate alignments to the CCSS Literacy Standards for Social Studies whenever applicable. (See Appendix B.)
<b>Benchmark Clarifications</b>	Students will understand that the Preamble of the Constitution serves to explain the origin, purpose, and scope of the Constitution.
<b>Content Limits</b>	Item content is limited to the scope and intent of the instructional benchmark as related to the M/J Civics course.

Benchmark SS.7.C.1.7	
<b>Strand</b>	C: Civics and Government
<b>Standard</b>	<b>1: Demonstrate an understanding of the origins and purposes of government, law, and the American political system.</b>
<b>Benchmark</b>	<b>SS.7.C.1.7: Describe how the Constitution limits the powers of government through separation of powers and checks and balances.</b>
<b>Common Core State Standard Connections</b>	Indicate appropriate alignments to the CCSS Literacy Standards for Social Studies whenever applicable. (See Appendix B.)
<b>Benchmark Clarifications</b>	Student will describe and distinguish between the concepts of separation of powers and checks and balances. Students will explain how each branch can check the power of the other two.
<b>Content Limits</b>	Item content is limited to the scope and intent of the instructional benchmark as related to the M/J Civics course.

Benchmark SS.7.C.1.8	
<b>Strand</b>	C: Civics and Government
<b>Standard</b>	<b>1: Demonstrate an understanding of the origins and purposes of government, law, and the American political system.</b>
<b>Benchmark</b>	<b>SS.7.C.1.8: Explain the viewpoints of the Federalists and the Anti-Federalists regarding the ratification of the Constitution and inclusion of a bill of rights.</b>
<b>Common Core State Standard Connections</b>	Indicate appropriate alignments to the CCSS Literacy Standards for Social Studies whenever applicable. (See Appendix B.)
<b>Benchmark Clarifications</b>	None
<b>Content Limits</b>	Item content is limited to the scope and intent of the instructional benchmark as related to the M/J Civics course.



Benchmark SS.7.C.1.9	
<b>Strand</b>	<b>C: Civics and Government</b>
<b>Standard</b>	<b>1: Demonstrate an understanding of the origins and purposes of government, law, and the American political system.</b>
<b>Benchmark</b>	<b>SS.7.C.1.9: Define the rule of law and recognize its influence on the development of the American legal, political, and governmental systems.</b>
<b>Common Core State Standard Connections</b>	Indicate appropriate alignments to the CCSS Literacy Standards for Social Studies whenever applicable. (See Appendix B.)
<b>Benchmark Clarification</b>	Students will explain the functions of the rule of law and evaluate how it affects the actions of government.
<b>Content Limits</b>	Item content is limited to the scope and intent of the instructional benchmark as related to the M/J Civics course.

Benchmark SS.7.C.2.1	
<b>Strand</b>	<b>C: Civics and Government</b>
<b>Standard</b>	<b>2: Evaluate the roles, rights, and responsibilities of United States citizens, and determine methods of active participation in society, government, and the political system.</b>
<b>Benchmark</b>	<b>SS.7.C.2.1: Define the term “citizen,” and identify legal means of becoming a United States citizen.</b>
<b>Common Core State Standard Connections</b>	Indicate appropriate alignments to the CCSS Literacy Standards for Social Studies whenever applicable. (See Appendix B.)
<b>Benchmark Clarifications</b>	Students will describe the naturalization process, including, but not limited to, required tests for English, U.S. history, and government.
<b>Content Limits</b>	Items will not require students to have detailed knowledge about specific legal matters in the citizenship process.

Benchmark SS.7.C.2.2	
Strand	C: Civics and Government
Standard	<b>2: Evaluate the roles, rights, and responsibilities of United States citizens, and determine methods of active participation in society, government, and the political system.</b>
Benchmark	<b>SS.7.C.2.2: Evaluate the obligations citizens have to obey laws, pay taxes, defend the nation, and serve on juries.</b>
Common Core State Standard Connections	Indicate appropriate alignments to the CCSS Literacy Standards for Social Studies whenever applicable. (See Appendix B.)
Benchmark Clarifications	Students will evaluate these obligations based on the concept of the common good, as implied in the Preamble to the Constitution. Students will distinguish between civil duty (e.g., obeying laws, paying taxes) and civic responsibility (e.g., volunteering, staying informed on public issues, voting).
Content Limits	Item content is limited to the scope and intent of the instructional benchmark as related to the M/J Civics course.

Benchmark SS.7.C.2.3	
Strand	C: Civics and Government
Standard	<b>2: Evaluate the roles, rights, and responsibilities of United States citizens, and determine methods of active participation in society, government, and the political system.</b>
Benchmark	<b>SS.7.C.2.3: Experience the responsibilities of citizens at the local, state, or federal levels.</b>
Common Core State Standard Connections	Indicate appropriate alignments to the CCSS Literacy Standards for Social Studies whenever applicable. (See Appendix B.)
Benchmark Clarifications	Students will evaluate the responsibility of citizenship when they participate in society or the political process. Examples may include, but are not limited to, voting, volunteering, communicating with government officials, participating in a political campaign/mock election.
Content Limits	Item content is limited to the scope and intent of the instructional benchmark as related to the M/J Civics course.

Benchmark SS.7.C.2.4	
<b>Strand</b>	<b>C: Civics and Government</b>
<b>Standard</b>	<b>2: Evaluate the roles, rights, and responsibilities of United States citizens, and determine methods of active participation in society, government, and the political system.</b>
<b>Benchmark</b>	<b>SS.7. C.2.4: Evaluate rights contained in the Bill of Rights and other amendments to the Constitution.</b>
<b>Common Core State Standard Connections</b>	Indicate appropriate alignments to the CCSS Literacy Standards for Social Studies whenever applicable. (See Appendix B.)
<b>Benchmark Clarifications</b>	None
<b>Content Limits</b>	Items will not require students identify rights by amendment number alone.

Benchmark SS.7.C.2.5	
<b>Strand</b>	<b>C: Civics and Government</b>
<b>Standard</b>	<b>2: Evaluate the roles, rights, and responsibilities of United States citizens, and determine methods of active participation in society, government, and the political system.</b>
<b>Benchmark</b>	<b>SS.7.C.2.5: Distinguish how the Constitution safeguards and limits individual rights.</b>
<b>Common Core State Standard Connections</b>	Indicate appropriate alignments to the CCSS Literacy Standards for Social Studies whenever applicable. (See Appendix B.)
<b>Benchmark Clarifications</b>	Students will examine why individual rights are sacrificed for the sake of common interest (e.g., rations during World War II, the Patriot Act following the 9/11 attacks). Students will use scenarios to evaluate the need for expanding constitutional rights and limiting those rights.
<b>Content Limits</b>	Item content is limited to the scope and intent of the instructional benchmark as related to the M/J Civics course.

Benchmark SS.7.C.2.6	
<b>Strand</b>	<b>C: Civics and Government</b>
<b>Standard</b>	<b>2: Evaluate the roles, rights, and responsibilities of United States citizens, and determine methods of active participation in society, government, and the political system.</b>
<b>Benchmark</b>	<b>SS.7.C.2.6: Simulate the trial process and the role of juries in the administration of justice.</b>
<b>Common Core State Standard Connections</b>	Indicate appropriate alignments to the CCSS Literacy Standards for Social Studies whenever applicable. (See Appendix B.)
<b>Benchmark Clarifications</b>	Students will evaluate the trial process and key roles within legal proceedings as part of the administration of justice.
<b>Content Limits</b>	Item content is limited to the scope and intent of the instructional benchmark as related to the M/J Civics course.

Benchmark SS.7.C.2.7	
<b>Strand</b>	<b>C: Civics and Government</b>
<b>Standard</b>	<b>2: Evaluate the roles, rights, and responsibilities of United States citizens, and determine methods of active participation in society, government, and the political system.</b>
<b>Benchmark</b>	<b>SS.7.C.2.7: Conduct a mock election to demonstrate the voting process and its impact on a school, community, or local level.</b>
<b>Common Core State Standard Connections</b>	Indicate appropriate alignments to the CCSS Literacy Standards for Social Studies whenever applicable. (See Appendix B.)
<b>Benchmark Clarifications</b>	Students will evaluate the election process and importance of each of the given roles in the democratic process.
<b>Content Limits</b>	Item content is limited to the scope and intent of the instructional benchmark as related to the M/J Civics course.

Benchmark SS.7.C.2.8	
<b>Strand</b>	<b>C: Civics and Government</b>
<b>Standard</b>	<b>2: Evaluate the roles, rights, and responsibilities of United States citizens, and determine methods of active participation in society, government, and the political system.</b>
<b>Benchmark</b>	<b>SS.7.C.2.8: Identify America’s current political parties, and illustrate their ideas about government.</b>
<b>Common Core State Standard Connections</b>	Indicate appropriate alignments to the CCSS Literacy Standards for Social Studies whenever applicable. (See Appendix B.)
<b>Benchmark Clarifications</b>	Students will illustrate Democrats’ and Republicans’ ideas about government by examining selected politicians’ platforms and stands on certain national and state issues. Students will identify minor political parties in the United States (e.g., Green, Libertarian) and examine their ideas about government and their effects on the political process.
<b>Content Limits</b>	Items will not require students to recall the names of all of the current political parties or particular political figures within the United States.

Benchmark SS.7.C.2.9	
<b>Strand</b>	<b>C: Civics and Government</b>
<b>Standard</b>	<b>2: Evaluate the roles, rights, and responsibilities of United States citizens, and determine methods of active participation in society, government, and the political system.</b>
<b>Benchmark</b>	<b>SS.7.C.2.9: Evaluate candidates for political office by analyzing their qualifications, experience, issue-based platforms, debates, and political ads.</b>
<b>Common Core State Standard Connections</b>	Indicate appropriate alignments to the CCSS Literacy Standards for Social Studies whenever applicable. (See Appendix B.)
<b>Benchmark Clarifications</b>	Students will examine and evaluate political candidates’ advertisements based on persuasiveness and perceived integrity.
<b>Content Limits</b>	Items will not require students to recall qualifications of specific candidates.

Benchmark SS.7.C.2.10	
<b>Strand</b>	<b>C: Civics and Government</b>
<b>Standard</b>	<b>2: Evaluate the roles, rights, and responsibilities of United States citizens, and determine methods of active participation in society, government, and the political system.</b>
<b>Benchmark</b>	<b>SS.7.C.2.10: Examine the impact of media, individuals, and interest groups on monitoring and influencing government.</b>
<b>Common Core State Standard Connections</b>	Indicate appropriate alignments to the CCSS Literacy Standards for Social Studies whenever applicable. (See Appendix B.)
<b>Benchmark Clarifications</b>	Students will examine the impact individuals have through letter-writing campaigns and phone calls to political representatives. Students will identify the influence of the media via the internet, social media, newspapers, television, radio, etc. Students will examine the impact various types of interest groups (e.g., corporations, charitable organizations, civil rights groups, neighborhood associations, professional and trade associations) have through campaigning, raising money, and lobbying for their interests in Congress.
<b>Content Limits</b>	Item content is limited to the scope and intent of the instructional benchmark as related to the M/J Civics course.

Benchmark SS.7.C.2.11	
<b>Strand</b>	<b>C: Civics and Government</b>
<b>Standard</b>	<b>2: Evaluate the roles, rights, and responsibilities of United States citizens, and determine methods of active participation in society, government, and the political system.</b>
<b>Benchmark</b>	<b>SS.7.C.2.11: Analyze media and political communications (bias, symbolism, propaganda).</b>
<b>Common Core State Standard Connections</b>	Indicate appropriate alignments to the CCSS Literacy Standards for Social Studies whenever applicable. (See Appendix B.)
<b>Benchmark Clarifications</b>	Student will evaluate the ways in which bias, symbolism, and propaganda are used and the impact of these on public opinion. Items will feature a wide range of arguments from across the political spectrum.
<b>Content Limits</b>	Item content is limited to the scope and intent of the instructional benchmark as related to the M/J Civics course.

Benchmark SS.7.C.2.12	
<b>Strand</b>	<b>C: Civics and Government</b>
<b>Standard</b>	<b>2: Evaluate the roles, rights, and responsibilities of United States citizens, and determine methods of active participation in society, government, and the political system.</b>
<b>Benchmark</b>	<b>SS.7.C.2.12: Develop a plan to resolve a state or local problem by researching public policy alternatives, identifying appropriate government agencies to address the issue, and determining a course of action.</b>
<b>Common Core State Standard Connections</b>	Indicate appropriate alignments to the CCSS Literacy Standards for Social Studies whenever applicable. (See Appendix B.)
<b>Benchmark Clarifications</b>	None
<b>Content Limits</b>	Items will not require students to perform detailed budgeting.

Benchmark SS.7.C.2.13	
<b>Strand</b>	<b>C: Civics and Government</b>
<b>Standard</b>	<b>2: Evaluate the roles, rights, and responsibilities of United States citizens, and determine methods of active participation in society, government, and the political system.</b>
<b>Benchmark</b>	<b>SS.7.C.2.13: Examine multiple perspectives on public and current issues.</b>
<b>Common Core State Standard Connections</b>	Indicate appropriate alignments to the CCSS Literacy Standards for Social Studies whenever applicable. (See Appendix B.)
<b>Benchmark Clarifications</b>	Students evaluate how different news networks reporting the same story reveal their perspective through word choice, images used, etc. Students will examine how multiple perspectives shape public discourse and participation in the political process.
<b>Content Limits</b>	Item content is limited to the scope and intent of the instructional benchmark as related to the M/J Civics course.

Benchmark SS.7.C.2.14	
<b>Strand</b>	<b>C: Civics and Government</b>
<b>Standard</b>	<b>2: Evaluate the roles, rights, and responsibilities of United States citizens, and determine methods of active participation in society, government, and the political system.</b>
<b>Benchmark</b>	<b>SS.7. C.2.14: Conduct a service project to further the public good.</b>
<b>Common Core State Standard Connections</b>	Indicate appropriate alignments to the CCSS Literacy Standards for Social Studies whenever applicable. (See Appendix B.)
<b>Benchmark Clarifications</b>	Students will examine various local issues and areas of need. Students will plan, advertise, organize, and conduct a service project (e.g., canned food drive, recycling initiative, jobs performed for the elderly) in their local community. Students will reflect on their service projects and evaluate the success of them, and they will consider ways to improve future projects.
<b>Content Limits</b>	Items will not require students to conduct service projects without the guidance or supervision of teachers, parents, or other appropriate adults.

Benchmark SS.7.C.3.1	
<b>Strand</b>	<b>C: Civics and Government</b>
<b>Standard</b>	<b>3: Demonstrate an understanding of the principles, functions, and organization of government.</b>
<b>Benchmark</b>	<b>SS.7.C.3.1: Compare different forms of government (direct democracy, representative democracy, socialism, communism, monarchy, oligarchy, autocracy).</b>
<b>Common Core State Standard Connections</b>	Indicate appropriate alignments to the CCSS Literacy Standards for Social Studies whenever applicable. (See Appendix B.)
<b>Benchmark Clarifications</b>	Students will evaluate the advantages/disadvantages of different types of governments and draw conclusions about the type of government they would like to live under, and why. Students will determine which government a hypothetical country uses based on a description of its political organization.
<b>Content Limits</b>	Item content is limited to the scope and intent of the instructional benchmark as related to the M/J Civics course.



Benchmark SS.7.C.3.2	
<b>Strand</b>	<b>C: Civics and Government</b>
<b>Standard</b>	<b>3: Demonstrate an understanding of the principles, functions, and organization of government.</b>
<b>Benchmark</b>	<b>SS.7.C.3.2: Compare parliamentary, federal, confederal, and unitary systems of government.</b>
<b>Common Core State Standard Connections</b>	Indicate appropriate alignments to the CCSS Literacy Standards for Social Studies whenever applicable. (See Appendix B.)
<b>Benchmark Clarifications</b>	Students will evaluate the advantages/disadvantages of different systems of government, drawing conclusions about the type of system they would prefer to live under, and why. Students will determine which system a hypothetical country uses based on a description of its political organization.
<b>Content Limits</b>	Item content is limited to the scope and intent of the instructional benchmark as related to the M/J Civics course.

Benchmark SS.7.C.3.3	
<b>Strand</b>	<b>C: Civics and Government</b>
<b>Standard</b>	<b>3: Demonstrate an understanding of the principles, functions, and organization of government.</b>
<b>Benchmark</b>	<b>SS.7.C.3.3: Illustrate the structure and function (three branches of government established in Articles I, II, and III with corresponding powers) of government in the United States as established in the Constitution.</b>
<b>Common Core State Standard Connections</b>	Indicate appropriate alignments to the CCSS Literacy Standards for Social Studies whenever applicable. (See Appendix B.)
<b>Benchmark Clarifications</b>	Students will analyze the ways in which the three branches of government interact with one another.
<b>Content Limits</b>	Item content is limited to the scope and intent of the instructional benchmark as related to the M/J Civics course.

<b>Benchmark SS.7.C.3.4</b>	
<b>Strand</b>	<b>C: Civics and Government</b>
<b>Standard</b>	<b>3: Demonstrate an understanding of the principles, functions, and organization of government.</b>
<b>Benchmark</b>	<b>SS.7.C.3.4: Identify the relationship and division of powers between the federal government and state governments.</b>
<b>Common Core State Standard Connections</b>	Indicate appropriate alignments to the CCSS Literacy Standards for Social Studies whenever applicable. (See Appendix B.)
<b>Benchmark Clarifications</b>	Students will identify and differentiate among delegated, concurrent, implied, and reserved powers. The students will analyze historical and/or current issues related to the Tenth Amendment and how it has been interpreted.
<b>Content Limits</b>	Items will not require students to argue the effectiveness of the balance of powers as set forth in the Constitution.

<b>Benchmark SS.7.C.3.5</b>	
<b>Strand</b>	<b>C: Civics and Government</b>
<b>Standard</b>	<b>3: Demonstrate an understanding of the principles, functions, and organization of government.</b>
<b>Benchmark</b>	<b>SS.7.C.3.5: Explain the Constitutional amendment process.</b>
<b>Common Core State Standard Connections</b>	Indicate appropriate alignments to the CCSS Literacy Standards for Social Studies whenever applicable. (See Appendix B.)
<b>Benchmark Clarifications</b>	Students will describe the steps needed to amend the Constitution. Students will understand the rationale for the difficulty of the process.
<b>Content Limits</b>	Items will not require students to recall the content of specific amendments.

Benchmark SS.7.C.3.6	
<b>Strand</b>	<b>C: Civics and Government</b>
<b>Standard</b>	<b>3: Demonstrate an understanding of the principles, functions, and organization of government.</b>
<b>Benchmark</b>	<b>SS.7.C.3.6: Evaluate Constitutional rights and their impact on individuals and society.</b>
<b>Common Core State Standard Connections</b>	Indicate appropriate alignments to the CCSS Literacy Standards for Social Studies whenever applicable. (See Appendix B.)
<b>Benchmark Clarifications</b>	Students will evaluate the impact of judicial decisions expanding, upholding, or limiting constitutional rights.
<b>Content Limits</b>	Item content is limited to the scope and intent of the instructional benchmark as related to the M/J Civics course.

Benchmark SS.7.C.3.7	
<b>Strand</b>	<b>C: Civics and Government</b>
<b>Standard</b>	<b>3: Demonstrate an understanding of the principles, functions, and organization of government.</b>
<b>Benchmark</b>	<b>SS.7.C.3.7: Analyze the impact of the 13th, 14th, 15th, 19th, 24th, and 26th amendments on participation of minority groups in the American political process.</b>
<b>Common Core State Standard Connections</b>	Indicate appropriate alignments to the CCSS Literacy Standards for Social Studies whenever applicable. (See Appendix B.)
<b>Benchmark Clarifications</b>	Students will evaluate the effectiveness of the amendments in expanding minority group participation in the political process.
<b>Content Limits</b>	Item content is limited to the scope and intent of the instructional benchmark as related to the M/J Civics course.

Benchmark SS.7.C.3.8	
<b>Strand</b>	<b>C: Civics and Government</b>
<b>Standard</b>	<b>3: Demonstrate an understanding of the principles, functions, and organization of government.</b>
<b>Benchmark</b>	<b>SS.7.C.3.8: Analyze the structure, functions, and processes of the legislative, executive, and judicial branches.</b>
<b>Common Core State Standard Connections</b>	Indicate appropriate alignments to the CCSS Literacy Standards for Social Studies whenever applicable. (See Appendix B.)
<b>Benchmark Clarifications</b>	Students will identify the roles each branch of government plays in order to form a national government. Students will compare and contrast the powers of the legislative, executive, and judicial branches of government at the federal, state, and local levels.
<b>Content Limits</b>	Items will not require students to recall specific legislative acts, executive policies, or judicial decisions.

Benchmark SS.7.C.3.9	
<b>Strand</b>	<b>C: Civics and Government</b>
<b>Standard</b>	<b>3: Demonstrate an understanding of the principles, functions, and organization of government.</b>
<b>Benchmark</b>	<b>SS.7.C.3.9: Illustrate the law making process at the local, state, and federal levels.</b>
<b>Common Core State Standard Connections</b>	Indicate appropriate alignments to the CCSS Literacy Standards for Social Studies whenever applicable. (See Appendix B.)
<b>Benchmark Clarifications</b>	Students will compare and contrast the law making process at the local, state, and federal levels.
<b>Content Limits</b>	Items will not require students to recall the content of legislative acts or local ordinances.

<b>Benchmark SS.7.C.3.10</b>	
<b>Strand</b>	<b>C: Civics and Government</b>
<b>Standard</b>	<b>3: Demonstrate an understanding of the principles, functions, and organization of government.</b>
<b>Benchmark</b>	<b>SS.7.C.3.10: Identify sources and types (civil, criminal, constitutional, military) of law.</b>
<b>Common Core State Standard Connections</b>	Indicate appropriate alignments to the CCSS Literacy Standards for Social Studies whenever applicable. (See Appendix B.)
<b>Benchmark Clarifications</b>	Students will distinguish the differences and similarities between civil, criminal, constitutional, and military law in terms of their purposes and jurisdictions.
<b>Content Limits</b>	Items will not use complex or highly specific legal terminology.

<b>Benchmark SS.7.C.3.11</b>	
<b>Strand</b>	<b>C: Civics and Government</b>
<b>Standard</b>	<b>3: Demonstrate an understanding of the principles, functions, and organization of government.</b>
<b>Benchmark</b>	<b>SS.7.C.3.11: Diagram the levels, functions, and powers of courts at the state and federal levels.</b>
<b>Common Core State Standard Connections</b>	Indicate appropriate alignments to the CCSS Literacy Standards for Social Studies whenever applicable. (See Appendix B.)
<b>Benchmark Clarifications</b>	Students will compare and contrast trial and appellate courts. Students will compare and contrast the different functions of the state and federal court systems. Students will investigate differences between federal power of law and state power of law. Students will evaluate the role of the jury system in the trial process.
<b>Content Limits</b>	Items regarding organization and power of state courts will apply specifically to the state of Florida.

Benchmark SS.7.C.3.12	
<b>Strand</b>	<b>C: Civics and Government</b>
<b>Standard</b>	<b>3: Demonstrate an understanding of the principles, functions, and organization of government.</b>
<b>Benchmark</b>	<b>SS.7.C.3.12: Analyze the significance and outcomes of landmark Supreme Court cases including, but not limited to, Marbury v. Madison, Plessy v. Ferguson, Brown v. Board of Education, Gideon v. Wainwright, Miranda v. Arizona, in re Gault, Tinker v. Des Moines, Hazelwood v. Kuhlmeier, United States v. Nixon, and Bush v. Gore.</b>
<b>Common Core State Standard Connections</b>	Indicate appropriate alignments to the CCSS Literacy Standards for Social Studies whenever applicable. (See Appendix B.)
<b>Benchmark Clarifications</b>	Students will evaluate the impact of landmark cases on American society and on public policy on national, state, and local level.
<b>Content Limits</b>	Item content is limited to the scope and intent of the instructional benchmark as related to the M/J Civics course.

Benchmark SS.7.C.3.13	
<b>Strand</b>	<b>C: Civics and Government</b>
<b>Standard</b>	<b>3: Demonstrate an understanding of the principles, functions, and organization of government.</b>
<b>Benchmark</b>	<b>SS.7.C.3.13: Compare the constitutions of the United States and Florida.</b>
<b>Common Core State Standard Connections</b>	Indicate appropriate alignments to the CCSS Literacy Standards for Social Studies whenever applicable. (See Appendix B.)
<b>Benchmark Clarifications</b>	Students will compare and contrast the Constitution of the United States and the constitution of the state of Florida. Students will compare the amendment process of the U.S. Constitution and the Florida Constitution. Students will recognize that the United States Constitution is the supreme law of the land.
<b>Content Limits</b>	Items will not require students to cite specific sections of the constitutions.

Benchmark SS.7.C.3.14	
Strand	C: Civics and Government
Standard	<b>3: Demonstrate an understanding of the principles, functions, and organization of government.</b>
Benchmark	<b>SS.7.C.3.14: Differentiate between local, state, and federal governments' obligations and services.</b>
Common Core State Standard Connections	Indicate appropriate alignments to the CCSS Literacy Standards for Social Studies whenever applicable. (See Appendix B.)
Benchmark Clarifications	Students will compare and contrast the terms <i>obligation</i> and <i>service</i> . Students will assess which services and obligations should be provided by local, state, and federal governmental agencies.
Content Limits	Items will not require students to recall information regarding specific local, state, and federal government agencies.

Benchmark SS.7.C.4.1	
Strand	C: Civics and Government
Standard	<b>4: Demonstrate an understanding of contemporary issues in world affairs, and evaluate the role and impact of United States foreign policy.</b>
Benchmark	<b>SS.7.C.4.1: Differentiate concepts related to United States domestic and foreign policy.</b>
Common Core State Standard Connections	Indicate appropriate alignments to the CCSS Literacy Standards for Social Studies whenever applicable. (See Appendix B.)
Benchmark Clarifications	Students will investigate the factors that motivate the United States to make particular foreign and domestic policy decisions. Students will analyze the impact of United States domestic and/or foreign policies.
Content Limits	Item content is limited to the scope and intent of the instructional benchmark as related to the M/J Civics course.

Benchmark SS.7.C.4.2	
Strand	C: Civics and Government
Standard	<b>4: Demonstrate an understanding of contemporary issues in world affairs, and evaluate the role and impact of United States foreign policy.</b>
Benchmark	<b>SS.7.C.4.2: Recognize government and citizen participation in international organizations.</b>
Common Core State Standard Connections	Indicate appropriate alignments to the CCSS Literacy Standards for Social Studies whenever applicable. (See Appendix B.)
Benchmark Clarifications	Examples may include, but are not limited to, the United Nations, NATO, Peace Corps, World Health Organization, World Trade Organization, and the International Court of Justice.
Content Limits	Items will not require the recall of specific policies of international agencies.

Benchmark SS.7.C.4.3	
Strand	C: Civics and Government
Standard	<b>4: Demonstrate an understanding of contemporary issues in world affairs, and evaluate the role and impact of United States foreign policy.</b>
Benchmark	<b>SS.7.C.4.3: Describe examples of how the United States has dealt with international conflicts.</b>
Common Core State Standard Connections	Indicate appropriate alignments to the CCSS Literacy Standards for Social Studies whenever applicable. (See Appendix B.)
Benchmark Clarifications	<p>Students will provide examples of contemporary events that qualify as international conflicts (e.g., World War II, Korean War, Cuban Missile Crisis, Vietnam War, Iran hostage crisis, Persian Gulf War, Global War on Terror, Iraq War, War in Afghanistan).</p> <p>Students will analyze reasons that may compel the United States to take action in dealing with an international conflict.</p> <p>Students will distinguish different types of actions the United States has taken when facing international conflicts of the past.</p>
Content Limits	Items are not limited to armed conflicts but can include humanitarian relief efforts, peacekeeping operations, trade negotiations, etc.



Benchmark SS.7.E.1.1	
<b>Strand</b>	E: Economics
<b>Standard</b>	<b>1: Understand the fundamental concepts relevant to the development of a market economy.</b>
<b>Benchmark</b>	<b>SS.7.E.1.1: Explain how the principles of a market and mixed economy helped to develop the United States into a democratic nation.</b>
<b>Common Core State Standard Connections</b>	Indicate appropriate alignments to the CCSS Literacy Standards for Social Studies whenever applicable. (See Appendix B.)
<b>Benchmark Clarifications</b>	<p>Students will analyze the relationship between economic and political freedom.</p> <p>Students will identify the ways in which U.S. market capitalism promotes competition while providing safeguards.</p> <p>Students will explain how the mixed economy within the U.S. economic system (e.g., agricultural subsidies, protective tariffs for industry, social security) is reflective of democratic institutions.</p>
<b>Content Limits</b>	Item content is limited to the scope and intent of the instructional benchmark as related to the M/J Civics course.

Benchmark SS.7.E.1.2	
<b>Strand</b>	E: Economics
<b>Standard</b>	<b>1: Understand the fundamental concepts relevant to the development of a market economy.</b>
<b>Benchmark</b>	<b>SS.7.E.1.2: Discuss the importance of borrowing and lending in the United States, the government’s role in controlling financial institutions, and list the advantages and disadvantages of using credit.</b>
<b>Common Core State Standard Connections</b>	Indicate appropriate alignments to the CCSS Literacy Standards for Social Studies whenever applicable. (See Appendix B.)
<b>Benchmark Clarifications</b>	<p>Students will describe the role that interest plays in the lending process.</p> <p>Students will explain governmental involvement within financial institutions, such as the development of the FDIC and the role that the Federal Reserve plays in setting interest rates.</p> <p>Students will explain the advantages (e.g., establishment of a credit rating for future borrowing) and disadvantages (e.g., high finance charges, impulsive purchasing) in using credit as a consumer.</p>
<b>Content Limits</b>	Item content is limited to the scope and intent of the instructional benchmark as related to the M/J Civics course.

Benchmark SS.7.E.1.3	
<b>Strand</b>	E: Economics
<b>Standard</b>	<b>1: Understand the fundamental concepts relevant to the development of a market economy.</b>
<b>Benchmark</b>	<b>SS.7.G.E.1.3: Review the concepts of supply and demand, choice, scarcity, and opportunity cost as they relate to the development of the mixed market economy in the United States.</b>
<b>Common Core State Standard Connections</b>	Indicate appropriate alignments to the CCSS Literacy Standards for Social Studies whenever applicable. (See Appendix B.)
<b>Benchmark Clarifications</b>	<p>Students will explain how the system of supply and demand affects the cost of an item.</p> <p>Students will explain how scarcity and opportunity cost result in the most efficient use of resources available.</p> <p>Students will describe how governmental regulation within a mixed economy safeguards against risks inherent in a system based on supply and demand.</p>
<b>Content Limits</b>	Item content is limited to the scope and intent of the instructional benchmark as related to the M/J Civics course.

Benchmark SS.7.E.1.4	
<b>Strand</b>	E: Economics
<b>Standard</b>	<b>1: Understand the fundamental concepts relevant to the development of a market economy.</b>
<b>Benchmark</b>	<b>SS.7.E.1.4: Discuss the function of financial institutions in the development of a market economy.</b>
<b>Common Core State Standard Connections</b>	Indicate appropriate alignments to the CCSS Literacy Standards for Social Studies whenever applicable. (See Appendix B.)
<b>Benchmark Clarifications</b>	<p>Students will explain how banks lend money to individuals in order to make large purchases, such as automobile or homes.</p> <p>Students will explain how banks lend money to businesses for development and expansion.</p>
<b>Content Limits</b>	Item content is limited to the scope and intent of the instructional benchmark as related to the M/J Civics course.

Benchmark SS.7.E.1.5	
<b>Strand</b>	E: Economics
<b>Standard</b>	<b>1: Understand the fundamental concepts relevant to the development of a market economy.</b>
<b>Benchmark</b>	<b>SS.7.E.1.5: Assess how profits, incentives, and competition motivate individuals, households, and businesses in a free market economy.</b>
<b>Common Core State Standard Connections</b>	Indicate appropriate alignments to the CCSS Literacy Standards for Social Studies whenever applicable. (See Appendix B.)
<b>Benchmark Clarifications</b>	Students will evaluate the role competition plays as a motivation factor for workers and businesses in a free market economy. Students will assess the dangers that are inherent in monopolies.
<b>Content Limits</b>	Item content is limited to the scope and intent of the instructional benchmark as related to the M/J Civics course.

Benchmark SS.7.E.1.6	
<b>Strand</b>	E: Economics
<b>Standard</b>	<b>1: Understand the fundamental concepts relevant to the development of a market economy.</b>
<b>Benchmark</b>	<b>SS.7.E.1.6: Compare the national budget process to the personal budget process.</b>
<b>Common Core State Standard Connections</b>	Indicate appropriate alignments to the CCSS Literacy Standards for Social Studies whenever applicable. (See Appendix B.)
<b>Benchmark Clarifications</b>	Students will be able to prepare a personal budget that includes housing, food, leisure, communication, and miscellaneous categories and explain how individuals manage income and expenses in order to maintain a budget. Students will explain how governments plan expenses and raise income through taxes in order to meet federal spending.
<b>Content Limits</b>	Students will not be required to understand how the government uses treasury bills to borrow money towards reducing the deficit.

Benchmark SS.7.E.2.1	
<b>Strand</b>	E: Economics
<b>Standard</b>	<b>2: Understand the fundamental concepts relevant to the institutions, structure, and functions of a national economy.</b>
<b>Benchmark</b>	<b>SS.7.G.E.2.1: Explain how federal, state, and local taxes support the economy as a function of the United States government.</b>
<b>Common Core State Standard Connections</b>	Indicate appropriate alignments to the CCSS Literacy Standards for Social Studies whenever applicable. (See Appendix B.)
<b>Benchmark Clarifications</b>	<p>Students will explain how different taxes (e.g., income, corporate, social security) serve as primary sources of revenues for the federal government.</p> <p>Students will describe how various taxes and user fees (e.g., income, sales, property) serve as primary sources of revenue for state governments and local municipalities.</p> <p>Students will explain the flow of money from taxpayers to various governments in order to fund government programs and services.</p>
<b>Content Limits</b>	Item content is limited to the scope and intent of the instructional benchmark as related to the M/J Civics course.

Benchmark SS.7.E.2.2	
<b>Strand</b>	E: Economics
<b>Standard</b>	<b>2: Understand the fundamental concepts relevant to the institutions, structure, and functions of a national economy.</b>
<b>Benchmark</b>	<b>SS.7.E.2.2: Describe the banking system in the United States and its impact on the money supply.</b>
<b>Common Core State Standard Connections</b>	Indicate appropriate alignments to the CCSS Literacy Standards for Social Studies whenever applicable. (See Appendix B.)
<b>Benchmark Clarifications</b>	<p>Students will identify how banks use deposits and loans in order to provide credit to individuals and businesses.</p> <p>Students will describe how making loans expands the money supply.</p> <p>Students will identify the various methods (e.g., savings accounts, IRAs, CDs) through banks that an individual or business may use in order to invest money.</p> <p>Students will evaluate the role of the Federal Reserve in monitoring the money supply.</p> <p>Examples may include, but are not limited to, the Federal Reserve System and privately owned banks.</p>
<b>Content Limits</b>	Items will not require extensive knowledge of structure of the Federal Reserve System.

Benchmark SS.7.E.2.3	
<b>Strand</b>	<b>E: Economics</b>
<b>Standard</b>	<b>2: Understand the fundamental concepts relevant to the institutions, structure, and functions of a national economy.</b>
<b>Benchmark</b>	<b>SS.7.E.2.3: Identify and describe United States laws and regulations adopted to promote economic competition.</b>
<b>Common Core State Standard Connections</b>	Indicate appropriate alignments to the CCSS Literacy Standards for Social Studies whenever applicable. (See Appendix B.)
<b>Benchmark Clarifications</b>	<p>Students will recognize the purpose of competition law to promote fair business practices and protect the interests of consumers.</p> <p>Students will describe purpose of the Sherman Act of 1890.</p> <p>Students will identify a monopoly, recognize how monopolies can have a negative impact on the economy, and understand how the government has regulated them.</p>
<b>Content Limits</b>	Item content is limited to the scope and intent of the instructional benchmark as related to the M/J Civics course.

Benchmark SS.7.E.2.4	
<b>Strand</b>	<b>E: Economics</b>
<b>Standard</b>	<b>2: Understand the fundamental concepts relevant to the institutions, structure, and functions of a national economy.</b>
<b>Benchmark</b>	<b>SS.7.E.2.4: Identify entrepreneurs from various gender, social, and ethnic backgrounds who started a business seeking to make a profit.</b>
<b>Common Core State Standard Connections</b>	Indicate appropriate alignments to the CCSS Literacy Standards for Social Studies whenever applicable. (See Appendix B.)
<b>Benchmark Clarifications</b>	Examples may include, but are not limited to, Henry Ford, Bill Gates, Henry Flagler, and Oprah Winfrey.
<b>Content Limits</b>	Item content is limited to the scope and intent of the instructional benchmark as related to the M/J Civics course.

<b>Benchmark SS.7.E.2.5</b>	
<b>Strand</b>	<b>E: Economics</b>
<b>Standard</b>	<b>2: Understand the fundamental concepts relevant to the institutions, structure, and functions of a national economy.</b>
<b>Benchmark</b>	<b>SS.7.E.2.5: Explain how economic institutions impact the national economy.</b>
<b>Common Core State Standard Connections</b>	Indicate appropriate alignments to the CCSS Literacy Standards for Social Studies whenever applicable. (See Appendix B.)
<b>Benchmark Clarifications</b>	Students will identify the importance of the stock market and its role in the national economy. Examples may include, but are not limited to, the stock market, commercial banks, and credit unions.
<b>Content Limits</b>	Item content is limited to the scope and intent of the instructional benchmark as related to the M/J Civics course.

<b>Benchmark SS.7.E.3.1</b>	
<b>Strand</b>	<b>E: Economics</b>
<b>Standard</b>	<b>3: Understand the fundamental concepts and interrelationships of the United States economy in the international marketplace.</b>
<b>Benchmark</b>	<b>SS.7.G.E.3.1: Explain how international trade requires a system for exchanging currency between and among nations.</b>
<b>Common Core State Standard Connections</b>	Indicate appropriate alignments to the CCSS Literacy Standards for Social Studies whenever applicable. (See Appendix B.)
<b>Benchmark Clarifications</b>	Students will understand that various currencies fluctuate over time. Students will explain how various national currencies are valued and exchanged.
<b>Content Limits</b>	Items will not require students to identify all international currencies.

Benchmark SS.7.E.3.2	
<b>Strand</b>	<b>E: Economics</b>
<b>Standard</b>	<b>3: Understand the fundamental concepts and interrelationships of the United States economy in the international marketplace.</b>
<b>Benchmark</b>	<b>SS.7.E.3.2: Assess how the changing value of currency affects trade of goods and services between nations.</b>
<b>Common Core State Standard Connections</b>	Indicate appropriate alignments to the CCSS Literacy Standards for Social Studies whenever applicable. (See Appendix B.)
<b>Benchmark Clarifications</b>	<p>Students will explain what factors are involved in the appreciation and depreciation of a nation's currency.</p> <p>Students will explain what a balance of trade is and analyze how it affects trade between nations.</p> <p>Students will describe how the value of a nation's currency places that country at an advantage or disadvantage in international trade.</p>
<b>Content Limits</b>	Items will not require students to distinguish between a fixed exchange rate and floating exchange rate.

Benchmark SS.7.E.3.3	
<b>Strand</b>	<b>E: Economics</b>
<b>Standard</b>	<b>3: Understand the fundamental concepts and interrelationships of the United States economy in the international marketplace.</b>
<b>Benchmark</b>	<b>SS.7.E.3.3: Compare and contrast a single resource economy with a diversified economy.</b>
<b>Common Core State Standard Connections</b>	Indicate appropriate alignments to the CCSS Literacy Standards for Social Studies whenever applicable. (See Appendix B.)
<b>Benchmark Clarifications</b>	<p>Students will compare and contrast the benefits and drawbacks of a single resource economy with those of a diversified economy.</p> <p>Students will analyze scenarios describing single-resource and diversified economies.</p>
<b>Content Limits</b>	Items will not require students to investigate methods of diversification for single-resource economies.

Benchmark SS.7.E.3.4	
<b>Strand</b>	<b>E: Economics</b>
<b>Standard</b>	<b>3: Understand the fundamental concepts and interrelationships of the United States economy in the international marketplace.</b>
<b>Benchmark</b>	<b>SS.7.E.3.4: Compare and contrast the standard of living in various countries today to that of the United States using gross domestic product (GDP) per capita as an indicator.</b>
<b>Common Core State Standard Connections</b>	Indicate appropriate alignments to the CCSS Literacy Standards for Social Studies whenever applicable. (See Appendix B.)
<b>Benchmark Clarifications</b>	<p>Students will define GDP per capita and describe how it is used to compare standard of living between different countries.</p> <p>Students will compare and contrast the standard of living in various countries today to that of the United States using GDP per capita as an indicator.</p> <p>Students will analyze factors that may cause differences in GDP per capita in different countries.</p>
<b>Content Limits</b>	Items will not require students to understand the difference between real GDP and nominal GDP.

Benchmark SS.7.G.1.1	
<b>Strand</b>	<b>G: Geography</b>
<b>Standard</b>	<b>1: Understand how to use maps and other geographic representations, tools, and technology to report information.</b>
<b>Benchmark</b>	<b>SS.7.G.1.1: Locate the fifty states and their capital cities in addition to the nation’s capital on a map.</b>
<b>Common Core Literacy Standards</b>	Indicate appropriate alignments to the CCSS Literacy Standards for Social Studies whenever applicable. (See Appendix B.)
<b>Benchmark Clarifications</b>	<p>Students will identify each state’s capital city from a list of state names, as well as on a labeled map.</p> <p>Students will identify a state when given the name of its capital.</p> <p>Students will apply their knowledge of geography to locate all states and capitals, including the nation’s capital, on an unlabeled map.</p>
<b>Content Limits</b>	Item content is limited to the scope and intent of the instructional benchmark as related to the M/J Civics course.



<b>Benchmark SS.7.G.1.2</b>	
<b>Strand</b>	<b>G: Geography</b>
<b>Standard</b>	<b>1: Understand how to use maps and other geographic representations, tools, and technology to report information.</b>
<b>Benchmark</b>	<b>SS.7.G.2.1: Locate on a world map the territories and protectorates of the United States of America.</b>
<b>Common Core Literacy Standards</b>	Indicate appropriate alignments to the CCSS Literacy Standards for Social Studies whenever applicable. (See Appendix B.)
<b>Benchmark Clarifications</b>	Examples may include, but are not limited to, American Samoa, Guam, Puerto Rico, and the U.S. Virgin Islands.
<b>Content Limits</b>	Items will not require students to identify the capitals of territories or recall the names and locations of uninhabited territories.

<b>Benchmark SS.7.G.1.3</b>	
<b>Strand</b>	<b>G: Geography</b>
<b>Standard</b>	<b>1: Understand how to use maps and other geographic representations, tools, and technology to report information.</b>
<b>Benchmark</b>	<b>SS.7.G.1.3: Interpret maps to identify geopolitical divisions and boundaries of places in North America.</b>
<b>Common Core State Standard Connections</b>	Indicate appropriate alignments to the CCSS Literacy Standards for Social Studies whenever applicable. (See Appendix B.)
<b>Benchmark Clarifications</b>	Students will demonstrate an understanding of the purpose of symbols within a map legend, including the various lines for different boundaries (international, state, provincial). Students will identify international, state, or provincial boundaries of North American locations by applying understanding of boundaries within the map legend. Students will identify common reasons for geopolitical boundary placement, such as existing physical features (e.g., rivers, mountains).
<b>Content Limits</b>	Item content is limited to the scope and intent of the instructional benchmark as related to the M/J Civics course.

Benchmark SS.7.G.2.1	
<b>Strand</b>	<b>G: Geography</b>
<b>Standard</b>	<b>1: Understand physical and cultural characteristics of places.</b>
<b>Benchmark</b>	<b>SS.7.G.2.1: Locate major cultural landmarks that are emblematic of the United States.</b>
<b>Common Core State Standard Connections</b>	Indicate appropriate alignments to the CCSS Literacy Standards for Social Studies whenever applicable. (See Appendix B.)
<b>Benchmark Clarifications</b>	Examples may include, but are not limited to, Statue of Liberty, White House, Mount Rushmore, Capitol, Empire State Building, Gateway Arch, Independence Hall, Alamo, and Hoover Dam.
<b>Content Limits</b>	Item content is limited to the scope and intent of the instructional benchmark as related to the M/J Civics course.

Benchmark SS.7.G.2.2	
<b>Strand</b>	<b>G: Geography</b>
<b>Standard</b>	<b>2: Understand physical and cultural characteristics of places.</b>
<b>Benchmark</b>	<b>SS.7.G.2.2: Locate major physical landmarks that are emblematic of the United States.</b>
<b>Common Core State Standard Connections</b>	Indicate appropriate alignments to the CCSS Literacy Standards for Social Studies whenever applicable. (See Appendix B.)
<b>Benchmark Clarifications</b>	Students will be able to determine the exact location of various physical landmarks when given latitude and longitude coordinates and a corresponding map. Examples may include, but are not limited to, Grand Canyon, Mt. Denali, Everglades, Great Salt Lake, Mississippi River, and Great Plains.
<b>Content Limits</b>	Items will not require students to explain geological changes that caused the formation of these landmarks.

Benchmark SS.7.G.2.3	
<b>Strand</b>	<b>G: Geography</b>
<b>Standard</b>	<b>2: Understand physical and cultural characteristics of places.</b>
<b>Benchmark</b>	<b>SS.7.G.2.3: Explain how major physical characteristics, natural resources, climate, and absolute and relative location have influenced settlement, economies, and inter-governmental relations in North America.</b>
<b>Common Core State Standard Connections</b>	Indicate appropriate alignments to the CCSS Literacy Standards for Social Studies whenever applicable. (See Appendix B.)
<b>Benchmark Clarifications</b>	<p>Students will explain and analyze reasons for settlement in particular areas within North America (e.g., water access, natural resources).</p> <p>Students will be able to identify economic activities of particular regions within North America based on location.</p> <p>Students will be able to identify which resources have resulted in conflict between governments within North America (e.g., Great Lakes, Pacific Ocean access).</p>
<b>Content Limits</b>	Item content is limited to the scope and intent of the instructional benchmark as related to the M/J Civics course.

Benchmark SS.7.G.2.4	
<b>Strand</b>	<b>G: Geography</b>
<b>Standard</b>	<b>2: Understand physical and cultural characteristics of places.</b>
<b>Benchmark</b>	<b>SS.7.G.2.4: Describe current major cultural regions of North America.</b>
<b>Common Core State Standard Connections</b>	Indicate appropriate alignments to the CCSS Literacy Standards for Social Studies whenever applicable. (See Appendix B.)
<b>Benchmark Clarifications</b>	<p>Students will determine the location of various current cultural regions on a map of the United States.</p> <p>Students will recognize the definition of a cultural region.</p> <p>Students will analyze the changing nature of cultural regions, as determined by changes such as shifting economies (i.e., loss of industry in the rust belt).</p> <p>Examples may include, but are not limited to, the South, rust belt, and Silicon Valley.</p>
<b>Content Limits</b>	Item content is limited to the scope and intent of the instructional benchmark as related to the M/J Civics course.

Benchmark SS.7.G.3.1	
Strand	G: Geography
<b>Standard</b>	<b>3: Understand the relationships between the Earth’s ecosystems and the populations that dwell within them.</b>
<b>Benchmark</b>	<b>SS.7.G.3.1: Use maps to describe the location, abundance, and variety of natural resources in North America.</b>
<b>Common Core State Standard Connections</b>	Indicate appropriate alignments to the CCSS Literacy Standards for Social Studies whenever applicable. (See Appendix B.)
<b>Benchmark Clarifications</b>	Students will explain how North America’s wide range in climate affects the variety of resources available. Students will evaluate how resources in North America affect economies and the culture of the people within a region.
<b>Content Limits</b>	Items will not require students to understand the United States’ need for international trade despite its abundant and various resources.

Benchmark SS.7.G.4.1	
Strand	G: Geography
<b>Standard</b>	<b>4: Understand the characteristics, distribution, and migration of human populations.</b>
<b>Benchmark</b>	<b>SS.7.G.4.1: Use geographic terms and tools to explain cultural diffusion throughout North America.</b>
<b>Common Core State Standard Connections</b>	Indicate appropriate alignments to the CCSS Literacy Standards for Social Studies whenever applicable. (See Appendix B.)
<b>Benchmark Clarifications</b>	Students will explain how migration of Europeans to North America affected the culture of immigrants and Native Americans. Students will explain how the settlement of Europeans affected the cultural diffusion throughout the continent, causing culturally different regions (e.g., Spanish influence in the southeast and southwest).
<b>Content Limits</b>	Item content is limited to the scope and intent of the instructional benchmark as related to the M/J Civics course.

Benchmark SS.7.G.4.2	
<b>Strand</b>	<b>G: Geography</b>
<b>Standard</b>	<b>4: Understand the characteristics, distribution, and migration of human populations.</b>
<b>Benchmark</b>	<b>SS.7.G.4.2: Use maps and other geographic tools to examine the importance of demographics within political divisions of the United States.</b>
<b>Common Core State Standard Connections</b>	Indicate appropriate alignments to the CCSS Literacy Standards for Social Studies whenever applicable. (See Appendix B.)
<b>Benchmark Clarifications</b>	Students will identify the census as means used for gathering demographic information within the United States. Students will explain the role that demographics play in the political process within the United States (e.g., representation within Congress, allocation of government funds).
<b>Content Limits</b>	Item content is limited to the scope and intent of the instructional benchmark as related to the M/J Civics course.

Benchmark SS.7.G.5.1	
<b>Strand</b>	<b>G: Geography</b>
<b>Standard</b>	<b>5: Understand how human actions can impact the environment.</b>
<b>Benchmark</b>	<b>SS.7.G.5.1: Use a choropleth or other map to geographically represent current information about issues of conservation or ecology in the local community.</b>
<b>Common Core State Standard Connections</b>	Indicate appropriate alignments to the CCSS Literacy Standards for Social Studies whenever applicable. (See Appendix B.)
<b>Benchmark Clarifications</b>	Students will compare thematic maps of the state of Florida between different eras and recognize the effect of human-environmental impact. Students will examine a thematic map and analyze the relationship between population density and environmental impact. Examples may include, but are not limited to, tri-county mangrove decimation, beach erosion.
<b>Content Limits</b>	Items will not require students to explain in-depth scientific processes involved in changing ecosystems.

<b>Benchmark SS.7.G.6.1</b>	
<b>Strand</b>	<b>G: Geography</b>
<b>Standard</b>	<b>6: Understand how to apply geography to interpret the past and present and plan for the future.</b>
<b>Benchmark</b>	<b>SS.7.G.6.1: Use Geographic Information Systems (GIS) or other technology to view maps of current information about the United States.</b>
<b>Common Core State Standard Connections</b>	Indicate appropriate alignments to the CCSS Literacy Standards for Social Studies whenever applicable. (See Appendix B.)
<b>Benchmark Clarifications</b>	<p>Students will recognize how Geographic Information Systems impact their lives each day (e.g., Internet maps).</p> <p>Students will describe how computers and technology have advanced our abilities to interpret geographical data.</p> <p>Students will explain how Geographic Information Systems can help geographers extrapolate data by using past and current trends of information and plan for future problems.</p> <p>Examples may include, but are not limited to, population density, changes in census data, and district reapportionment over time.</p>
<b>Content Limits</b>	Items will not require students to demonstrate knowledge of geospatial technology used to run GIS.

### C. Grade 8 Item Specifications

**Course Number:** 2100010 - **M/J United States History** - The primary content for this course pertains to the study of American history from the Exploration and Colonization period to the Reconstruction Period following the Civil War. Students will be exposed to the historical, geographic, political, economic, and sociological events which influenced the development of the United States and the resulting impact on world history. So that students can clearly see the relationship between cause and effect in historical events, students should have the opportunity to explore those fundamental ideas and events which occurred after Reconstruction.

Benchmark SS.8.A.1.1	
<b>Strand</b>	A: American History
<b>Standard</b>	<b>1: Use research and inquiry skills to analyze American History using primary and secondary sources.</b>
<b>Benchmark</b>	<b>SS.8.A.1.1: Provide supporting details for an answer from text, interview for oral history, check validity of information from research/text, and identify strong vs. weak arguments.</b>
<b>Common Core State Standard Connections</b>	Indicate appropriate alignments to the CCSS Literacy Standards for Social Studies whenever applicable. (See Appendix B.)
<b>Benchmark Clarifications</b>	Students will verify historical information by checking it against multiple sources. Students will evaluate strengths and weaknesses of historical arguments based upon evidence. Students will utilize the Florida research process model, FINDS, to conduct their research on American history.
<b>Content Limits</b>	Items will not require students to debate a topic.

Benchmark SS.8.A.1.2	
<b>Strand</b>	A: American History
<b>Standard</b>	<b>1: Use research and inquiry skills to analyze American History using primary and secondary sources.</b>
<b>Benchmark</b>	<b>SS.8.A.1.2: Analyze charts, graphs, maps, photographs and timelines; analyze political cartoons; determine cause and effect.</b>
<b>Common Core State Standard Connections</b>	Indicate appropriate alignments to the CCSS Literacy Standards for Social Studies whenever applicable. (See Appendix B.)
<b>Benchmark Clarifications</b>	Students will draw conclusions and answer questions by analyzing visual aids such as charts, graphs, maps, photographs, and timelines. Students will infer ideas and public opinions about political topics by analyzing political cartoons and the perspective of their artists.
<b>Content Limits</b>	Items will not require students to create graphs, charts, or timelines.

Benchmark SS.8.A.1.3	
<b>Strand</b>	A: American History
<b>Standard</b>	<b>1: Use research and inquiry skills to analyze American History using primary and secondary sources.</b>
<b>Benchmark</b>	<b>SS.8.A.1.3: Analyze current events relevant to American History topics through a variety of electronic and print media resources.</b>
<b>Common Core State Standard Connections</b>	Indicate appropriate alignments to the CCSS Literacy Standards for Social Studies whenever applicable. (See Appendix B.)
<b>Benchmark Clarifications</b>	<p>Students will analyze current events through newspapers, online news sites, television news programming, and articles in magazines and journals.</p> <p>Students will compare and contrast current events to events from American history.</p> <p>Examples may include, but are not limited to, newspaper articles and editorials, journals, periodicals, television and radio reports, websites, videos, and podcasts.</p>
<b>Content Limits</b>	Items will not require students to form opinions or take a personal stand for or against current events.

Benchmark SS.8.A.1.4	
<b>Strand</b>	A: American History
<b>Standard</b>	<b>1: Use research and inquiry skills to analyze American History using primary and secondary sources.</b>
<b>Benchmark</b>	<b>SS.8.A.1.4: Differentiate fact from opinion, utilize appropriate historical research and fiction/nonfiction support materials.</b>
<b>Common Core State Standard Connections</b>	Indicate appropriate alignments to the CCSS Literacy Standards for Social Studies whenever applicable. (See Appendix B.)
<b>Benchmark Clarifications</b>	<p>Students will review a variety of American history texts including biographies, nonfiction books, and historical fiction books.</p> <p>Students will analyze texts on American history topics and distinguish historical facts from author opinions.</p> <p>Students will conduct research and cite appropriate factual resources to support statements on a topic in American history.</p>
<b>Content Limits</b>	Items will not require students to use MLA or APA citation rules.



Benchmark SS.8.A.1.5	
<b>Strand</b>	A: American History
<b>Standard</b>	<b>1: Use research and inquiry skills to analyze American History using primary and secondary sources.</b>
<b>Benchmark</b>	<b>SS.8.A.1.5: Identify, within both primary and secondary sources, the author, audience, format, and purpose of significant historical documents.</b>
<b>Common Core State Standard Connections</b>	Indicate appropriate alignments to the CCSS Literacy Standards for Social Studies whenever applicable. (See Appendix B.)
<b>Benchmark Clarifications</b>	<p>Students will identify the author and audience of significant American history documents.</p> <p>Students will discuss the author’s purpose in writing significant American history documents.</p> <p>Students will be able to distinguish between primary and secondary sources using excerpts or complete text.</p>
<b>Content Limits</b>	Items will not require students to memorize text from American history documents.

Benchmark SS.8.A.1.6	
<b>Strand</b>	A: American History
<b>Standard</b>	<b>1: Use research and inquiry skills to analyze American History using primary and secondary sources.</b>
<b>Benchmark</b>	<b>SS.8.A.1.6: Compare interpretations of key events and issues throughout American History.</b>
<b>Common Core State Standard Connections</b>	Indicate appropriate alignments to the CCSS Literacy Standards for Social Studies whenever applicable. (See Appendix B.)
<b>Benchmark Clarifications</b>	<p>Students will analyze a variety of passages pertaining to key events and issues in American history written from a range of political and social perspectives.</p> <p>Examples may include, but are not limited to, historiography.</p>
<b>Content Limits</b>	Item content is limited to the scope and intent of the instructional benchmark as related to the M/J United States History course.

Benchmark SS.8.A.1.7	
<b>Strand</b>	A: American History
<b>Standard</b>	<b>1: Use research and inquiry skills to analyze American History using primary and secondary sources.</b>
<b>Benchmark</b>	<b>SS.8.A.1.7: View historic events through the eyes of those who were there as shown in their art, writings, music, and artifacts.</b>
<b>Common Core State Standard Connections</b>	Indicate appropriate alignments to the CCSS Literacy Standards for Social Studies whenever applicable. (See Appendix B.)
<b>Benchmark Clarifications</b>	<p>Students will analyze a variety of artistic works and artifacts depicting historic events.</p> <p>Students will discuss circumstances relating to the creation of artifacts, art, writings, and music during American history.</p> <p>Examples may include, but are not limited to, paintings, poetry, passages, songs, and artifacts from throughout American history.</p>
<b>Content Limits</b>	Item content is limited to the scope and intent of the instructional benchmark as related to the M/J United States History course.

Benchmark SS.8.A.2.1	
<b>Strand</b>	A: American History
<b>Standard</b>	<b>2: Examine the causes, course, and consequences of British settlement in the American colonies.</b>
<b>Benchmark</b>	<b>SS.8.A.2.1: Compare the relationships among the British, French, Spanish, and Dutch in their struggle for colonization of North America.</b>
<b>Common Core State Standard Connections</b>	Indicate appropriate alignments to the CCSS Literacy Standards for Social Studies whenever applicable. (See Appendix B.)
<b>Benchmark Clarifications</b>	<p>Students will discuss the impact of the British, French, Spanish, and Dutch on economic, political, cultural, and religious principles in colonial America.</p> <p>Students will examine the competition between the colonial powers to expand and control their claims in North America through economic, diplomatic, and military means.</p> <p>Students will identify the French, British, and Dutch roles in the fur trade.</p> <p>Examples may include, but are not limited to, studying ways that economic, political, cultural, and religious competition between these Atlantic powers shaped early colonial America.</p>
<b>Content Limits</b>	Item content is limited to the scope and intent of the instructional benchmark as related to the M/J United States History course.

<b>Benchmark SS.8.A.2.2</b>	
<b>Strand</b>	<b>A: American History</b>
<b>Standard</b>	<b>2: Examine the causes, course, and consequences of British settlement in the American colonies.</b>
<b>Benchmark</b>	<b>SS.8.A.2.2: Compare the characteristics of the New England, Middle, and Southern colonies.</b>
<b>Common Core State Standard Connections</b>	Indicate appropriate alignments to the CCSS Literacy Standards for Social Studies whenever applicable. (See Appendix B.)
<b>Benchmark Clarifications</b>	<p>Students will identify the economic activities of the New England, Middle, and Southern colonies.</p> <p>Students will compare and contrast the colonial settlement motivations among the New England, Middle, and Southern colonies.</p> <p>Students will compare and contrast the religious beliefs and degrees of religious toleration in the New England, Middle, and Southern colonies.</p> <p>Students will compare and contrast the geographical impact on life in the New England, Middle, and Southern colonies.</p> <p>Items may include charts and tables of characteristics of the New England, Middle, and Southern colonies.</p> <p>Examples may include, but are not limited to, colonial governments, geographic influences, occupations, religion, education, settlement patterns, and social patterns.</p>
<b>Content Limits</b>	Item content is limited to the scope and intent of the instructional benchmark as related to the M/J United States History course.

Benchmark SS.8.A.2.3	
<b>Strand</b>	A: American History
<b>Standard</b>	<b>2: Examine the causes, course, and consequences of British settlement in the American colonies.</b>
<b>Benchmark</b>	<b>SS.8.A.2.3: Differentiate economic systems of New England, Middle and Southern colonies including indentured servants and slaves as labor sources.</b>
<b>Common Core State Standard Connections</b>	Indicate appropriate alignments to the CCSS Literacy Standards for Social Studies whenever applicable. (See Appendix B.)
<b>Benchmark Clarifications</b>	<p>Students will compare and contrast the geographical impact on the economy in the New England, Middle, and Southern colonies.</p> <p>Students will compare and contrast economies of subsistence farming, cash crop farming, and maritime industries.</p> <p>Students will differentiate among free labor, indentured servitude, and slave labor and explain the extent to which each existed in all three colonial regions.</p> <p>Examples may include, but are not limited to, subsistence farming, cash crop farming, and maritime industries.</p>
<b>Content Limits</b>	Item content is limited to the scope and intent of the instructional benchmark as related to the M/J United States History course.

Benchmark SS.8.A.2.4	
<b>Strand</b>	A: American History
<b>Standard</b>	<b>2: Examine the causes, course, and consequences of British settlement in the American colonies.</b>
<b>Benchmark</b>	<b>SS.8.A.2.4: Identify the impact of key colonial figures on the economic, political, and social development of the colonies.</b>
<b>Common Core State Standard Connections</b>	Indicate appropriate alignments to the CCSS Literacy Standards for Social Studies whenever applicable. (See Appendix B.)
<b>Benchmark Clarifications</b>	Examples may include, but are not limited to, John Smith, William Penn, Roger Williams, Anne Hutchinson, John Winthrop, Jonathan Edwards, William Bradford, Nathaniel Bacon, John Peter Zenger, and Lord Calvert.
<b>Content Limits</b>	Item content is limited to the scope and intent of the instructional benchmark as related to the M/J United States History course.

Benchmark SS.8.A.2.5	
<b>Strand</b>	A: American History
<b>Standard</b>	<b>2: Examine the causes, course, and consequences of British settlement in the American colonies.</b>
<b>Benchmark</b>	<b>SS.8.A.2.5: Discuss the impact of colonial settlement on Native American populations.</b>
<b>Common Core State Standard Connections</b>	Indicate appropriate alignments to the CCSS Literacy Standards for Social Studies whenever applicable. (See Appendix B.)
<b>Benchmark Clarifications</b>	Students will compare and contrast life for the Native Americans before and after European colonial settlement. Examples may include, but are not limited to, war, disease, loss of land, westward displacement of tribes causing increased conflict between tribes, and dependence on trade for European goods, including guns.
<b>Content Limits</b>	Item content is limited to the scope and intent of the instructional benchmark as related to the M/J United States History course.

Benchmark SS.8.A.2.6	
<b>Strand</b>	A: American History
<b>Standard</b>	<b>2: Examine the causes, course, and consequences of British settlement in the American colonies.</b>
<b>Benchmark</b>	<b>SS.8.A.2.6: Examine the causes, course, and consequences of the French and Indian War.</b>
<b>Common Core State Standard Connections</b>	Indicate appropriate alignments to the CCSS Literacy Standards for Social Studies whenever applicable. (See Appendix B.)
<b>Benchmark Clarifications</b>	Students will identify the ongoing conflict, including territorial disputes and trade competition between the English and the French. Students will discuss the outcome of the conflict including, but not limited to, ongoing conflict between France and England, territorial disputes, trade competition, Ft. Duquesne, Ft. Quebec, Treaty of Paris, heavy British debt.
<b>Content Limits</b>	Item content is limited to the scope and intent of the instructional benchmark as related to the M/J United States History course.

Benchmark SS.8.A.2.7	
<b>Strand</b>	A: American History
<b>Standard</b>	<b>2: Examine the causes, course, and consequences of British settlement in the American colonies.</b>
<b>Benchmark</b>	<b>SS.8.A.2.7: Describe the contributions of key groups (Africans, Native Americans, women, and children) to the society and culture of colonial America.</b>
<b>Common Core State Standard Connections</b>	Indicate appropriate alignments to the CCSS Literacy Standards for Social Studies whenever applicable. (See Appendix B.)
<b>Benchmark Clarifications</b>	None
<b>Content Limits</b>	Item content is limited to the scope and intent of the instructional benchmark as related to the M/J United States History course.

Benchmark SS.8.A.3.1	
<b>Strand</b>	A: American History
<b>Standard</b>	<b>3: Demonstrate an understanding of the causes, course, and consequences of the American Revolution and the founding principles of our nation.</b>
<b>Benchmark</b>	<b>SS.8.A.3.1: Explain the consequences of the French and Indian War in British policies for the American colonies from 1763–1774.</b>
<b>Common Core State Standard Connections</b>	Indicate appropriate alignments to the CCSS Literacy Standards for Social Studies whenever applicable. (See Appendix B.)
<b>Benchmark Clarifications</b>	Students will discuss how British policies negatively impacted the lives of the colonists and also united them. Examples may include, but are not limited to, Proclamation of 1763, Sugar Act, Quartering Act, Stamp Act, Declaratory Act, Townshend Acts, Tea Act, Quebec Act, and Coercive Acts.
<b>Content Limits</b>	Items will not require students to discuss the course of the American Revolution.

Benchmark SS.8.A.3.2	
<b>Strand</b>	A: American History
<b>Standard</b>	<b>3: Demonstrate an understanding of the causes, course, and consequences of the American Revolution and the founding principles of our nation.</b>
<b>Benchmark</b>	<b>SS.8.A.3.2: Explain American colonial reaction to British policy from 1763 - 1774.</b>
<b>Common Core State Standard Connections</b>	Indicate appropriate alignments to the CCSS Literacy Standards for Social Studies whenever applicable. (See Appendix B.)
<b>Benchmark Clarifications</b>	Students will identify specific acts by colonists in response to British policies, such as the Boston Tea Party. Students will explain the motivation behind the meeting of the First Continental Congress. Examples may include, but are not limited to, written protests, boycotts, unrest leading to the Boston Massacre, Stamp Act Congress, and Committees of Correspondence.
<b>Content Limits</b>	Item content is limited to the scope and intent of the instructional benchmark as related to the M/J United States History course.

Benchmark SS.8.A.3.3	
<b>Strand</b>	A: American History
<b>Standard</b>	<b>3: Demonstrate an understanding of the causes, course, and consequences of the American Revolution and the founding principles of our nation.</b>
<b>Benchmark</b>	<b>SS.8.A.3.3: Recognize the contributions of the Founding Fathers (John Adams, Sam Adams, Benjamin Franklin, John Hancock, Alexander Hamilton, Thomas Jefferson, James Madison, George Mason, George Washington) during American Revolutionary efforts.</b>
<b>Common Core State Standard Connections</b>	Indicate appropriate alignments to the CCSS Literacy Standards for Social Studies whenever applicable. (See Appendix B.)
<b>Benchmark Clarifications</b>	Students will recognize the varied roles and influence of the Founding Fathers. Examples may also include, but are not limited to, Thomas Paine, John Jay, and Peter Salem.
<b>Content Limits</b>	Item content is limited to the scope and intent of the instructional benchmark as related to the M/J United States History course.

Benchmark SS.8.A.3.4	
<b>Strand</b>	A: American History
<b>Standard</b>	<b>3: Demonstrate an understanding of the causes, course, and consequences of the American Revolution and the founding principles of our nation.</b>
<b>Benchmark</b>	<b>SS.8.A.3.4: Examine the contributions of influential groups to both the American and British war efforts during the American Revolutionary War and their effects on the outcome of the war.</b>
<b>Common Core State Standard Connections</b>	Indicate appropriate alignments to the CCSS Literacy Standards for Social Studies whenever applicable. (See Appendix B.)
<b>Benchmark Clarifications</b>	<p>Students will examine the roles and actions of Patriots, Loyalists, Native Americans, and the British.</p> <p>Students will examine the role of guerilla warfare, state militias, and the Continental Army.</p> <p>Students will explain how foreign powers (France, Spain, and the Netherlands) impacted the outcome of the war.</p> <p>Examples may include, but are not limited to, foreign alliances, Native Americans, slaves, women, soldiers, Hessians.</p>
<b>Content Limits</b>	Items will not require students to name specific battles or people of the Revolutionary War.

Benchmark SS.8.A.3.5	
<b>Strand</b>	A: American History
<b>Standard</b>	<b>3: Demonstrate an understanding of the causes, course, and consequences of the American Revolution and the founding principles of our nation.</b>
<b>Benchmark</b>	<b>SS.8.A.3.5: Describe the influence of individuals on social and political developments during the Revolutionary era.</b>
<b>Common Core State Standard Connections</b>	Indicate appropriate alignments to the CCSS Literacy Standards for Social Studies whenever applicable. (See Appendix B.)
<b>Benchmark Clarifications</b>	<p>Students will recognize the influence of the Enlightenment on the Founding Fathers.</p> <p>Examples may include, but are not limited to, Thomas Paine, James Otis, Mercy Otis Warren, Abigail Adams, Benjamin Banneker, Lemuel Haynes, and Phyllis Wheatley.</p>
<b>Content Limits</b>	Item content is limited to the scope and intent of the instructional benchmark as related to the M/J United States History course.



Benchmark SS.8.A.3.6	
<b>Strand</b>	A: American History
<b>Standard</b>	<b>3: Demonstrate an understanding of the causes, course, and consequences of the American Revolution and the founding principles of our nation.</b>
<b>Benchmark</b>	<b>SS.8.A.3.6: Examine the causes, course, and consequences of the American Revolution.</b>
<b>Common Core State Standard Connections</b>	Indicate appropriate alignments to the CCSS Literacy Standards for Social Studies whenever applicable. (See Appendix B.)
<b>Benchmark Clarifications</b>	<p>Students will identify the key events and turning points of the Revolutionary War.</p> <p>Students will understand change in colonial government under the Second Continental Congress.</p> <p>Students will identify events leading up to Declaration of Independence.</p> <p>Examples may include, but are not limited to, Battles of Lexington and Concord, <i>Common Sense</i>, Second Continental Congress, Battle of Bunker Hill, Battle of Cowpens, Battle of Trenton, Battle of Princeton, Olive Branch Petition, winter at Valley Forge, Battles of Saratoga and Yorktown, Treaty of Paris.</p>
<b>Content Limits</b>	Items will not require students to demonstrate knowledge of prior revolutions in other countries.

Benchmark SS.8.A.3.7	
<b>Strand</b>	A: American History
<b>Standard</b>	<b>3: Demonstrate an understanding of the causes, course, and consequences of the American Revolution and the founding principles of our nation.</b>
<b>Benchmark</b>	<b>SS.8.A.3.7: Examine the structure, content, and consequences of the Declaration of Independence.</b>
<b>Common Core State Standard Connections</b>	Indicate appropriate alignments to the CCSS Literacy Standards for Social Studies whenever applicable. (See Appendix B.)
<b>Benchmark Clarifications</b>	<p>Students will identify specific charges outlined in the Declaration of Independence.</p> <p>Students will examine the influence of Enlightenment philosophers on shaping of ideas in the Declaration of Independence.</p> <p>Students will describe the consequences the Declaration of Independence had on colonial society.</p>
<b>Content Limits</b>	Item content is limited to the scope and intent of the instructional benchmark as related to the M/J United States History course.

Benchmark SS.8.A.3.8	
<b>Strand</b>	A: American History
<b>Standard</b>	<b>3: Demonstrate an understanding of the causes, course, and consequences of the American Revolution and the founding principles of our nation.</b>
<b>Benchmark</b>	<b>SS.8.A.3.8: Examine individuals and groups that affected political and social motivations during the American Revolution.</b>
<b>Common Core State Standard Connections</b>	Indicate appropriate alignments to the CCSS Literacy Standards for Social Studies whenever applicable. (See Appendix B.)
<b>Benchmark Clarifications</b>	Examples may include, but are not limited to, Ethan Allen and the Green Mountain Boys, the Committees of Correspondence, Sons of Liberty, Abigail Adams, Daughters of Liberty, the Black Regiment (in churches), Patrick Henry, Patriots, Loyalists, individual colonial militias, and Undecideds.
<b>Content Limits</b>	Items will not require students to demonstrate knowledge of fringe groups active during this period of history.

<b>Benchmark SS.8.A.3.9</b>	
<b>Strand</b>	<b>A: American History</b>
<b>Standard</b>	<b>3: Demonstrate an understanding of the causes, course, and consequences of the American Revolution and the founding principles of our nation.</b>
<b>Benchmark</b>	<b>SS.8.A.3.9: Evaluate the structure, strengths, and weaknesses of the Articles of Confederation and its aspects that led to the Constitutional Convention.</b>
<b>Common Core State Standard Connections</b>	Indicate appropriate alignments to the CCSS Literacy Standards for Social Studies whenever applicable. (See Appendix B.)
<b>Benchmark Clarifications</b>	<p>Students will describe the voting system under the Articles of Confederation.</p> <p>Students will identify the structure of the U.S. government under the Articles of Confederation.</p> <p>Students will evaluate the weaknesses (e.g., inability to directly collect taxes, inability to regulate interstate trade, no national court system) and the successes (e.g., settling of conflicting western land claims, passage of the Northwest Ordinance).</p>
<b>Content Limits</b>	Items will not require students to memorize text of the Articles of Confederation.

Benchmark SS.8.A.3.10	
<b>Strand</b>	A: American History
<b>Standard</b>	<b>3: Demonstrate an understanding of the causes, course, and consequences of the American Revolution and the founding principles of our nation.</b>
<b>Benchmark</b>	<b>SS.8.A.3.10: Examine the course and consequences of the Constitutional Convention (New Jersey Plan, Virginia Plan, Great Compromise, Three-Fifths Compromise, compromises regarding taxation and slave trade, Electoral College, state vs. federal power, empowering a president).</b>
<b>Common Core State Standard Connections</b>	Indicate appropriate alignments to the CCSS Literacy Standards for Social Studies whenever applicable. (See Appendix B.)
<b>Benchmark Clarifications</b>	<p>Students will compare the Virginia Plan and the New Jersey Plan.</p> <p>Students will identify reasons why the Founding Fathers chose an electoral college for federal elections.</p> <p>Students will analyze challenges that led to the Great Compromise, the Three Fifths Compromise, and tension between state vs. federal powers.</p> <p>Students will investigate the Commerce and Slave Trade Compromise and identify the groups who benefited from this agreement.</p>
<b>Content Limits</b>	Item content is limited to the scope and intent of the instructional benchmark as related to the M/J United States History course.

Benchmark SS.8.A.3.11	
<b>Strand</b>	A: American History
<b>Standard</b>	<b>3: Demonstrate an understanding of the causes, course, and consequences of the American Revolution and the founding principles of our nation.</b>
<b>Benchmark</b>	<b>SS.8.A.3.11: Analyze support and opposition (Federalists, Federalist Papers, Anti-Federalists, Bill of Rights) to ratification of the U.S. Constitution.</b>
<b>Common Core State Standard Connections</b>	Indicate appropriate alignments to the CCSS Literacy Standards for Social Studies whenever applicable. (See Appendix B.)
<b>Benchmark Clarifications</b>	<p>Students will compare and evaluate the positions Federalists and Anti-Federalists held on the ratification of the U.S. Constitution. Students will understand roles played by Alexander Hamilton and James Madison.</p> <p>Students will understand how the promise to include the Bill of Rights encouraged states to support the ratification of the U.S. Constitution.</p>
<b>Content Limits</b>	Items will not require students to recall text from the Federalist Papers.

Benchmark SS.8.A.3.12	
<b>Strand</b>	A: American History
<b>Standard</b>	<b>3: Demonstrate an understanding of the causes, course, and consequences of the American Revolution and the founding principles of our nation.</b>
<b>Benchmark</b>	<b>SS.8.A.3.12: Examine the influences of George Washington’s presidency in the formation of the new nation.</b>
<b>Common Core State Standard Connections</b>	Indicate appropriate alignments to the CCSS Literacy Standards for Social Studies whenever applicable. (See Appendix B.)
<b>Benchmark Clarifications</b>	<p>Students will describe examples of precedents established by Washington that continue today.</p> <p>Students will examine the influence of Washington’s Farewell Address on U.S. foreign policy.</p> <p>Examples may include, but are not limited to, personal motivations, military experience, political influence, establishing Washington, D.C., as the nation’s capital, rise of the party system, setting of precedents (e.g., the Cabinet).</p>
<b>Content Limits</b>	Items will not require students to examine influences that took place before the presidential inauguration.

Benchmark SS.8.A.3.13	
<b>Strand</b>	A: American History
<b>Standard</b>	<b>3: Demonstrate an understanding of the causes, course, and consequences of the American Revolution and the founding principles of our nation.</b>
<b>Benchmark</b>	<b>SS.8.A.3.13: Explain major domestic and international economic, military, political, and socio-cultural events of John Adam’s presidency.</b>
<b>Common Core State Standard Connections</b>	Indicate appropriate alignments to the CCSS Literacy Standards for Social Studies whenever applicable. (See Appendix B.)
<b>Benchmark Clarifications</b>	<p>Students will describe how Adams faced both domestic and foreign policy challenges.</p> <p>Students will analyze the causes and consequences of Adams’ decisions regarding the Bill of Rights.</p> <p>Examples may include, but are not limited to, XYZ Affairs, Alien and Sedition Acts, Land Act of 1800, the quasi-war, the Midnight Judges.</p>
<b>Content Limits</b>	Item content is limited to the scope and intent of the instructional benchmark as related to the M/J United States History course.

Benchmark SS.8.A.3.14	
<b>Strand</b>	A: American History
<b>Standard</b>	<b>3: Demonstrate an understanding of the causes, course, and consequences of the American Revolution and the founding principles of our nation.</b>
<b>Benchmark</b>	<b>SS.8.A.3.14: Explain major domestic and international economic, military, political, and socio-cultural events of Thomas Jefferson’s presidency.</b>
<b>Common Core State Standard Connections</b>	Indicate appropriate alignments to the CCSS Literacy Standards for Social Studies whenever applicable. (See Appendix B.)
<b>Benchmark Clarifications</b>	<p>Students will identify the events leading up to the Louisiana Purchase and its long-term consequences.</p> <p>Students will name reasons for the Lewis and Clark Expedition.</p> <p>Students will find examples from Jefferson’s First Inaugural Speech that support democracy.</p> <p>Students will examine the role of the Supreme Court during Jefferson’s administration.</p> <p>Examples may include, but are not limited to, the election of 1800, birth of political parties, <i>Marbury v. Madison</i>, judicial review, Jefferson’s First Inaugural Address, Judiciary Act of 1801, Barbary War, Lewis and Clark Expedition, Hamilton and Burr conflict/duel, Embargo of 1807.</p>
<b>Content Limits</b>	Items will not require students to explain life at Monticello during the presidency.

Benchmark SS.8.A.3.15	
<b>Strand</b>	A: American History
<b>Standard</b>	<b>3: Demonstrate an understanding of the causes, course, and consequences of the American Revolution and the founding principles of our nation.</b>
<b>Benchmark</b>	<b>SS.8.A.3.15: Examine this time period (1763-1815) from the perspective of historically underrepresented groups (children, indentured servants, Native Americans, slaves, women, and the working class).</b>
<b>Common Core State Standard Connections</b>	Indicate appropriate alignments to the CCSS Literacy Standards for Social Studies whenever applicable. (See Appendix B.)
<b>Benchmark Clarifications</b>	<p>Students will explain slaves' decision to fight with the Loyalists rather than the Patriots and describe the fate of those slaves after the war.</p> <p>Students will examine the conflict within the Iroquois Confederacy (whether to support the British, support the Patriots, or remain neutral) and the effects their decisions had on the tribes.</p> <p>Students will examine various Native American reactions to the growth of the newly formed United States as it expanded westward.</p> <p>Students will identify contributions that colonial women made to the Revolutionary War effort.</p>
<b>Content Limits</b>	Item content is limited to the scope and intent of the instructional benchmark as related to the M/J United States History course.



Benchmark SS.8.A.3.16	
<b>Strand</b>	A: American History
<b>Standard</b>	<b>3: Demonstrate an understanding of the causes, course, and consequences of the American Revolution and the founding principles of our nation.</b>
<b>Benchmark</b>	<b>SS.8.A.3.16: Examine key events in Florida history as each impact this era of American history.</b>
<b>Common Core State Standard Connections</b>	Indicate appropriate alignments to the CCSS Literacy Standards for Social Studies whenever applicable. (See Appendix B.)
<b>Benchmark Clarifications</b>	<p>Students will identify groups of individuals who relocated to Florida after Spain reclaimed the territory in 1783.</p> <p>Students will name the groups with which Floridians placed their loyalties during the American Revolution.</p> <p>Students will identify actions related to the Revolutionary War that occurred in Florida (e.g., the battle of Pensacola and the battle of Thomas Creek).</p> <p>Items will use a map of Florida prior to the Treaty of San Lorenzo.</p> <p>Examples may include, but are not limited to, Treaty of Paris, British rule, Second Spanish Period.</p>
<b>Content Limits</b>	Item content is limited to the scope and intent of the instructional benchmark as related to the M/J United States History course.

Benchmark SS.8.A.4.1	
<b>Strand</b>	A: American History
<b>Standard</b>	<b>4: Demonstrate an understanding of the domestic and international causes, course, and consequences of westward expansion.</b>
<b>Benchmark</b>	<b>SS.8.A.4.1: 4: Examine the causes, course, and consequences of United States westward expansion and its growing diplomatic assertiveness (War of 1812, Convention of 1818, Adams-Onis Treaty, Missouri Compromise, Monroe Doctrine, Trail of Tears, Texas annexation, Manifest Destiny, Oregon Territory, Mexican American War/Mexican Cession, California Gold Rush, Compromise of 1850, Kansas Nebraska Act, Gadsden Purchase).</b>
<b>Common Core State Standard Connections</b>	Indicate appropriate alignments to the CCSS Literacy Standards for Social Studies whenever applicable. (See Appendix B.)
<b>Benchmark Clarifications</b>	Students will explain the causes for United States westward expansion and its growing diplomatic assertiveness. Students will examine the economic, political, and social impact of the westward expansion of the United States. Examples may also include, but are not limited to, the Webster-Ashburton Treaty, the slogan “Fifty-Four Forty or Fight,” slavery.
<b>Content Limits</b>	Item content is limited to the scope and intent of the instructional benchmark as related to the M/J United States History course.

Benchmark SS.8.A.4.2	
<b>Strand</b>	A: American History
<b>Standard</b>	<b>4: Demonstrate an understanding of the domestic and international causes, course, and consequences of westward expansion.</b>
<b>Benchmark</b>	<b>SS.8.A.4.2: Describe the debate surrounding the spread of slavery into western territories and Florida.</b>
<b>Common Core State Standard Connections</b>	Indicate appropriate alignments to the CCSS Literacy Standards for Social Studies whenever applicable. (See Appendix B.)
<b>Benchmark Clarifications</b>	Students will describe how the Kansas-Nebraska Act affected the spread of slavery in the western territories. Students will explain the motivation that some wealthy Floridians had for permitting slavery within the state. Examples may include, but are not limited to, abolitionist movement, Ft. Mose, Missouri Compromise, Bleeding Kansas, Kansas-Nebraska Act, Compromise of 1850.
<b>Content Limits</b>	Item content is limited to the scope and intent of the instructional benchmark as related to the M/J United States History course.

Benchmark SS.8.A.4.3	
<b>Strand</b>	A: American History
<b>Standard</b>	<b>4: Demonstrate an understanding of the domestic and international causes, course, and consequences of westward expansion.</b>
<b>Benchmark</b>	<b>SS.8.A.4.3: Examine the experiences and perspectives of significant individuals and groups during this era of American History.</b>
<b>Common Core State Standard Connections</b>	Indicate appropriate alignments to the CCSS Literacy Standards for Social Studies whenever applicable. (See Appendix B.)
<b>Benchmark Clarifications</b>	<p>Students will identify the various groups involved in westward expansion and their contributions.</p> <p>Students will identify individuals and their impact on westward movement.</p> <p>Examples may include, but are not limited to, Lewis and Clark, Sacajawea, York, Zebulon Pike, Native Americans, Buffalo Soldiers, Mexicanos, Chinese immigrants, Irish immigrants, children, slaves, women, Alexis de Tocqueville, political parties.</p>
<b>Content Limits</b>	Items will not require students to examine the perspectives of fringe groups during this period of history.

Benchmark SS.8.A.4.4	
<b>Strand</b>	A: American History
<b>Standard</b>	<b>4: Demonstrate an understanding of the domestic and international causes, course, and consequences of western expansion.</b>
<b>Benchmark</b>	<b>SS.8.A.4.4: Discuss the impact of westward expansion on cultural practices and migration patterns of Native American and African slave populations.</b>
<b>Common Core State Standard Connections</b>	Indicate appropriate alignments to the CCSS Literacy Standards for Social Studies whenever applicable. (See Appendix B.)
<b>Benchmark Clarifications</b>	<p>Students will identify lifestyle changes forced upon Native Americans after the passage of the Indian Removal Act.</p> <p>Students will describe how westward expansion led to the spread of slavery and conflict over the institution.</p>
<b>Content Limits</b>	Items will not require students to demonstrate knowledge of cultural practices of specific tribes.

Benchmark SS.8.A.4.5	
<b>Strand</b>	A: American History
<b>Standard</b>	<b>4: Demonstrate an understanding of the domestic and international causes, course, and consequences of westward expansion.</b>
<b>Benchmark</b>	<b>SS.8.A.4.5: Explain the causes, course, and consequences of the 19<sup>th</sup> century transportation revolution on the growth of the nation's economy.</b>
<b>Common Core State Standard Connections</b>	Indicate appropriate alignments to the CCSS Literacy Standards for Social Studies whenever applicable. (See Appendix B.)
<b>Benchmark Clarifications</b>	<p>Students will explain the impact of steamboats and canals on agriculture and westward expansion.</p> <p>Students will identify why railway travel became the most popular form of travel.</p> <p>Students will identify the important role of new modes of transportation on the shipping of goods and people.</p> <p>Examples may include, but are not limited to, roads, canals, bridges, steamboats, railroads.</p>
<b>Content Limits</b>	Items will not require students to provide the perspective of early railway and steamboat travelers.

Benchmark SS.8.A.4.6	
<b>Strand</b>	A: American History
<b>Standard</b>	<b>4: Demonstrate an understanding of the domestic and international causes, course, and consequences of westward expansion.</b>
<b>Benchmark</b>	<b>SS.8.A.4.6: Identify technological improvements (innovations/inventors) that contributed to industrial growth.</b>
<b>Common Core State Standard Connections</b>	Indicate appropriate alignments to the CCSS Literacy Standards for Social Studies whenever applicable. (See Appendix B.)
<b>Benchmark Clarifications</b>	<p>Students will identify important individuals and their roles as entrepreneurs and inventors.</p> <p>Examples may include, but are not limited to, Fitch/steamboat, Slater/textile mill machinery, Whitney/cotton gin, interchangeable parts, McCoy/industrial lubrication, Fulton/commercial steamboat, Lowell/ mechanized cotton mill, Isaac Singer/sewing machine.</p>
<b>Content Limits</b>	Items will not require students to identify parts of the new machinery.

Benchmark SS.8.A.4.7	
<b>Strand</b>	A: American History
<b>Standard</b>	<b>4: Demonstrate an understanding of the domestic and international causes, course, and consequences of westward expansion.</b>
<b>Benchmark</b>	<b>SS.8.A.4.7: Explain the causes, course, and consequences (industrial growth, subsequent effect on children and women) of New England’s textile industry.</b>
<b>Common Core State Standard Connections</b>	Indicate appropriate alignments to the CCSS Literacy Standards for Social Studies whenever applicable. (See Appendix B.)
<b>Benchmark Clarifications</b>	Students will identify the reasons for the location of textile mills in New England. Students will explain how the new textile industry affected self-sufficient farm families. Students will describe life in a typical New England mill town.
<b>Content Limits</b>	Items will not require students to explain the effect of the textile industry on society as a whole.

Benchmark SS.8.A.4.8	
<b>Strand</b>	A: American History
<b>Standard</b>	<b>4: Demonstrate an understanding of the domestic and international causes, course, and consequences of westward expansion.</b>
<b>Benchmark</b>	<b>SS.8.A.4.8: Describe the influence of individuals on social and political developments of this era in American History.</b>
<b>Common Core State Standard Connections</b>	Indicate appropriate alignments to the CCSS Literacy Standards for Social Studies whenever applicable. (See Appendix B.)
<b>Benchmark Clarifications</b>	Examples may include, but are not limited to, Daniel Boone, Tecumseh, Black Hawk, John Marshall, James Madison, Dolly Madison, Andrew Jackson, John C. Calhoun, Henry Clay, Daniel Webster, James Polk, Susan B. Anthony, Elizabeth Cady Stanton, William Lloyd Garrison, Frederick Douglass, Horace Mann, Dorothea Dix, Lucretia Mott, Sojourner Truth, and Harriet Tubman.
<b>Content Limits</b>	Item content is limited to the scope and intent of the instructional benchmark as related to the M/J United States History course.

Benchmark SS.8.A.4.9	
<b>Strand</b>	A: American History
<b>Standard</b>	<b>4: Demonstrate an understanding of the domestic and international causes, course, and consequences of westward expansion.</b>
<b>Benchmark</b>	<b>SS.8.A.4.9: Analyze the causes, course, and consequences of the Second Great Awakening on social reform movements.</b>
<b>Common Core State Standard Connections</b>	Indicate appropriate alignments to the CCSS Literacy Standards for Social Studies whenever applicable. (See Appendix B.)
<b>Benchmark Clarifications</b>	Students will compare and contrast the motivations and goals of various individuals involved in the movement. Examples may include, but are not limited to, abolition, women’s rights, temperance, education, prison and mental health reform, Charles Grandison Finney, the Beecher family.
<b>Content Limits</b>	Items do not require extensive knowledge of individual publications.

Benchmark SS.8.A.4.10	
<b>Strand</b>	A: American History
<b>Standard</b>	<b>4: Demonstrate an understanding of the domestic and international causes, course, and consequences of westward expansion.</b>
<b>Benchmark</b>	<b>SS.8.A.4.10: Analyze the impact of technological advancements on the agricultural economy and slave labor.</b>
<b>Common Core State Standard Connections</b>	Indicate appropriate alignments to the CCSS Literacy Standards for Social Studies whenever applicable. (See Appendix B.)
<b>Benchmark Clarifications</b>	Students will discuss the agricultural economy and its connection with slave labor. Students will identify technological developments and their influence on agriculture and slavery. Examples may include, but are not limited to, cotton gin, steel plow, and rapid growth of slave trade.
<b>Content Limits</b>	Items will not require students to provide statistics indicating the percentage of increase in demand, etc.

Benchmark SS.8.A.4.11	
<b>Strand</b>	A: American History
<b>Standard</b>	<b>4: Demonstrate an understanding of the domestic and international causes, course, and consequences of westward expansion.</b>
<b>Benchmark</b>	<b>SS.8.A.4.11: Examine the aspects of slave culture including plantation life, resistance efforts, and the role of the slaves’ spiritual system.</b>
<b>Common Core State Standard Connections</b>	Indicate appropriate alignments to the CCSS Literacy Standards for Social Studies whenever applicable. (See Appendix B.)
<b>Benchmark Clarifications</b>	Students will describe the outcome of Nat Turner’s Rebellion of 1831. Students will identify songs sung by slaves (“Go Down Moses”; “Swing Low, Sweet Chariot”; “Follow the Drinking Gourd”; “Wade in the Water”) that contained hidden messages in the lyrics to help the slaves navigate the Underground Railroad.
<b>Content Limits</b>	Items will not require students to memorize songs.

Benchmark SS.8.A.4.12	
<b>Strand</b>	A: American History
<b>Standard</b>	<b>4: Demonstrate an understanding of the domestic and international causes, course, and consequences of westward expansion.</b>
<b>Benchmark</b>	<b>SS.8.A.4.12: Examine the effects of the 1804 Haitian revolution on the United States acquisition of the Louisiana Territory.</b>
<b>Common Core State Standard Connections</b>	Indicate appropriate alignments to the CCSS Literacy Standards for Social Studies whenever applicable. (See Appendix B.)
<b>Benchmark Clarifications</b>	Students will state the reason why France decided to sell the Louisiana Territory after the 1804 Haitian Rebellion. Students will explain how the costs of the 1804 Haitian Revolution led to the United States paying a reduced price for the Louisiana Territory.
<b>Content Limits</b>	Items will not require students to explain the Haitian Revolution’s impact on abolitionism.

Benchmark SS.8.A.4.13	
<b>Strand</b>	A: American History
<b>Standard</b>	<b>4: Demonstrate an understanding of the domestic and international causes, course, and consequences of westward expansion.</b>
<b>Benchmark</b>	<b>SS.8.A.4.13: Explain the consequences of landmark Supreme Court decisions (McCulloch v. Maryland [1819], Gibbons v. Odgen [1824], Cherokee Nation v. Georgia [1831], and Worcester v. Georgia [1832]) significant to this era of American History.</b>
<b>Common Core State Standard Connections</b>	Indicate appropriate alignments to the CCSS Literacy Standards for Social Studies whenever applicable. (See Appendix B.)
<b>Benchmark Clarifications</b>	None
<b>Content Limits</b>	Items will not require students to identify majority and minority opinions of the court.

Benchmark SS.8.A.4.14	
<b>Strand</b>	A: American History
<b>Standard</b>	<b>4: Demonstrate an understanding of the domestic and international causes, course, and consequences of westward expansion.</b>
<b>Benchmark</b>	<b>SS.8.A.4.14: Examine the causes, course, and consequences of the women’s suffrage movement (1848 Seneca Falls Convention, Declaration of Sentiments).</b>
<b>Common Core State Standard Connections</b>	Indicate appropriate alignments to the CCSS Literacy Standards for Social Studies whenever applicable. (See Appendix B.)
<b>Benchmark Clarifications</b>	<p>Students will examine the Declaration of Sentiments and its significance.</p> <p>Students will compare the lives of women before the women’s suffrage movement with the lives of women living in the United States today, identifying key differences.</p> <p>Students will understand the chronology of the women’s suffrage movement.</p> <p>Students will explain how the 15th Amendment served as a precursor to the women’s suffrage movement.</p>
<b>Content Limits</b>	Items will not require students to add dates to the timeline.



Benchmark SS.8.A.4.15	
Strand	A: American History
Standard	<b>4: Demonstrate an understanding of the domestic and international causes, course, and consequences of westward expansion.</b>
Benchmark	<b>SS.8.A.4.15: Examine the causes, course, and consequences of literature movements (Transcendentalism) significant to this era of American history.</b>
Common Core State Standard Connections	Indicate appropriate alignments to the CCSS Literacy Standards for Social Studies whenever applicable. (See Appendix B.)
Benchmark Clarifications	<p>Students will describe the societal influences that led to the development of Transcendentalism.</p> <p>Students will identify two major figures in the Transcendentalism movement and describe their contributions. Examples may include, but are not limited to, Ralph Waldo Emerson, Henry David Thoreau, John Muir, Margaret Fuller, and Louisa May Alcott,</p> <p>Students will compare Transcendentalism with the Founding Fathers' ideas about freedom, identifying similarities and differences.</p>
Content Limits	Items will not require students to write answers using transcendentalist style or ideas.

Benchmark SS.8.A.4.16	
Strand	A: American History
Standard	<b>4: Demonstrate an understanding of the domestic and international causes, course, and consequences of westward expansion.</b>
Benchmark	<b>SS.8.A.4.16: Identify key ideas and influences of Jacksonian democracy.</b>
Common Core State Standard Connections	Indicate appropriate alignments to the CCSS Literacy Standards for Social Studies whenever applicable. (See Appendix B.)
Benchmark Clarifications	<p>Students will discuss the expansion of voting rights gained during Andrew Jackson's tenure as president.</p> <p>Students will discuss Andrew Jackson's position on the Bank of the United States.</p> <p>Examples may include, but are not limited to, political participation, political parties, constitutional government, spoils system, National Bank veto, Maysville Road veto, tariff battles, Indian Removal Act, nullification crisis.</p>
Content Limits	Item content is limited to the scope and intent of the instructional benchmark as related to the M/J United States History course.

Benchmark SS.8.A.4.17	
Strand	A: American History
Standard	<b>4: Demonstrate an understanding of the domestic and international causes, course, and consequences of westward expansion.</b>
Benchmark	<b>SS.8.A.4.17: Examine key events and peoples in Florida history as each impacts this era of American history.</b>
Common Core State Standard Connections	Indicate appropriate alignments to the CCSS Literacy Standards for Social Studies whenever applicable. (See Appendix B.)
Benchmark Clarifications	<p>Students will understand the actions of Andrew Jackson’s military expeditions and their impact on Florida and the nation. Students will understand the key events in Florida becoming a territory and then a state.</p> <p>Examples may include, but are not limited to, Andrew Jackson’s military expeditions to end Indian uprisings, developing relationships between the Seminole and runaway slaves, Adams-Onís Treaty, Florida becoming a United States territory, combining former East and West Floridas, establishing the first state capital, Florida’s constitution, Florida’s admittance to the Union as twenty-seventh state.</p>
Content Limits	Item content is limited to the scope and intent of the instructional benchmark as related to the M/J United States History course.

Benchmark SS.8.A.4.18	
Strand	A: American History
Standard	<b>4: Demonstrate an understanding of the domestic and international causes, course, and consequences of westward expansion.</b>
Benchmark	<b>SS.8.A.4.18: Examine the experiences and perspectives of different ethnic, national, and religious groups in Florida, explaining their contributions to Florida’s and America’s society and culture during the Territorial Period.</b>
Common Core State Standard Connections	Indicate appropriate alignments to the CCSS Literacy Standards for Social Studies whenever applicable. (See Appendix B.)
Benchmark Clarifications	Examples may include, but are not limited to, Osceola, white settlers, U.S. troops, Black Seminoles, southern plantation and slave owners, Seminole Wars, Treaty of Moultrie Creek, Seminole relocation, Chief Billy Bowlegs, Florida Crackers.
Content Limits	Item content is limited to the scope and intent of the instructional benchmark as related to the M/J United States History course.

Benchmark SS.8.A.5.1	
<b>Strand</b>	A: American History
<b>Standard</b>	<b>5: Examine the causes, course, and consequence of the Civil War and Reconstruction including its effects on American peoples.</b>
<b>Benchmark</b>	<b>SS.8.A.5.1: Explain the causes, course, and consequence of the Civil War (sectionalism, slavery, states' rights, balance of power in the Senate).</b>
<b>Common Core State Standard Connections</b>	Indicate appropriate alignments to the CCSS Literacy Standards for Social Studies whenever applicable. (See Appendix B.)
<b>Benchmark Clarifications</b>	<p>Students will describe the economic and social environment of the North and South and explain how they contributed to the Civil War.</p> <p>Students will describe the Civil War's impact on families whose members lived on either side of the Mason-Dixon Line.</p> <p>Students will provide examples of the fates of Southern freedmen after the Confiscation Act of 1862.</p>
<b>Content Limits</b>	Items will not require students to identify specific individuals, instead focusing on broader political, economic, and social issues.

Benchmark SS.8.A.5.2	
<b>Strand</b>	A: American History
<b>Standard</b>	<b>5: Examine the causes, course, and consequence of the Civil War and Reconstruction including its effects on American peoples.</b>
<b>Benchmark</b>	<b>SS.8.A.5.2: Analyze the role of slavery in the development of sectional conflict.</b>
<b>Common Core State Standard Connections</b>	Indicate appropriate alignments to the CCSS Literacy Standards for Social Studies whenever applicable. (See Appendix B.)
<b>Benchmark Clarifications</b>	<p>Students will describe the difference in how Southern whites and Northerners viewed slavery.</p> <p>Students will evaluate the impact of the book <i>Uncle Tom's Cabin</i>.</p> <p>Students will identify and describe the key individuals and goals of the abolitionist movement.</p> <p>Examples may include, but are not limited to, Nat Turner's Rebellion, Black Codes, Missouri Compromise, Compromise of 1850, Uncle Tom's Cabin, Kansas-Nebraska Act, <i>Dred Scott v. Sandford</i>, Lincoln-Douglas Debates, raid on Harper's Ferry, Underground Railroad, Presidential Election of 1860, Southern secession.</p>
<b>Content Limits</b>	Item content is limited to the scope and intent of the instructional benchmark as related to the M/J United States History course.

Benchmark SS.8.A.5.3	
<b>Strand</b>	A: American History
<b>Standard</b>	<b>5: Examine the causes, course, and consequence of the Civil War and Reconstruction including its effects on American peoples.</b>
<b>Benchmark</b>	<b>SS.8.A.5.3: Explain major domestic and international economic, military, political, and socio-cultural events of Abraham Lincoln’s presidency.</b>
<b>Common Core State Standard Connections</b>	Indicate appropriate alignments to the CCSS Literacy Standards for Social Studies whenever applicable. (See Appendix B.)
<b>Benchmark Clarifications</b>	Examples may include, but are not limited to, sectionalism, states’ rights, slavery, Civil War, attempts at foreign alliances, Emancipation Proclamation, Gettysburg Address, suspension of habeas corpus, First and Second Inaugural Addresses.
<b>Content Limits</b>	Items will not require students to memorize the Gettysburg Address.

Benchmark SS.8.A.5.4	
<b>Strand</b>	A: American History
<b>Standard</b>	<b>5: Examine the causes, course, and consequence of the Civil War and Reconstruction including its effects on American peoples.</b>
<b>Benchmark</b>	<b>SS.8.A.5.4: Identify the division (Confederate and Union States, Border states, western territories) of the United States at the outbreak of the Civil War.</b>
<b>Common Core State Standard Connections</b>	Indicate appropriate alignments to the CCSS Literacy Standards for Social Studies whenever applicable. (See Appendix B.)
<b>Benchmark Clarifications</b>	Students will identify the Border states. Students will identify whether a state was Confederate or Union. Students will identify the reasons for the separation of West Virginia to form a new state. Students will prepare a labeled map of the western territories, Border, Confederate, and Union states.
<b>Content Limits</b>	Items will not require students to use maps unless state or territory borders included.

Benchmark SS.8.A.5.5	
<b>Strand</b>	A: American History
<b>Standard</b>	<b>5: Examine the causes, course, and consequence of the Civil War and Reconstruction including its effects on American peoples.</b>
<b>Benchmark</b>	<b>SS.8.A.5.5: Compare Union and Confederate strengths and weaknesses.</b>
<b>Common Core State Standard Connections</b>	Indicate appropriate alignments to the CCSS Literacy Standards for Social Studies whenever applicable. (See Appendix B.)
<b>Benchmark Clarifications</b>	<p>Students will discuss the advantage for the Confederacy of defending home soil and better military leadership.</p> <p>Students will explain how the industrial strength gave the Union an initial advantage.</p> <p>Examples may include, but are not limited to, technology, resources, alliances, geography, and military leaders—Lincoln, Davis, Grant, Lee, Jackson, and Sherman.</p>
<b>Content Limits</b>	Items will not require students to describe specific battles during the Civil War.

Benchmark SS.8.A.5.6	
<b>Strand</b>	A: American History
<b>Standard</b>	<b>5: Examine the causes, course, and consequence of the Civil War and Reconstruction including its effects on American peoples.</b>
<b>Benchmark</b>	<b>SS.8.A.5.6: Compare significant Civil War battles and events and their effects on civilian populations.</b>
<b>Common Core State Standard Connections</b>	Indicate appropriate alignments to the CCSS Literacy Standards for Social Studies whenever applicable. (See Appendix B.)
<b>Benchmark Clarifications</b>	Examples may include, but are not limited to, Fort Sumter, Bull Run, Monitor v. Merrimack, Antietam, Vicksburg, Gettysburg, Emancipation Proclamation, Sherman’s March, and Lee’s surrender at Appomattox.
<b>Content Limits</b>	Item content is limited to the scope and intent of the instructional benchmark as related to the M/J United States History course.

<b>Benchmark SS.8.A.5.7</b>	
<b>Strand</b>	<b>A: American History</b>
<b>Standard</b>	<b>5: Examine the causes, course, and consequence of the Civil War and Reconstruction including its effects on American peoples.</b>
<b>Benchmark</b>	<b>SS.8.A.5.7: Examine key events and peoples in Florida history as each impacts this era of American history.</b>
<b>Common Core State Standard Connections</b>	Indicate appropriate alignments to the CCSS Literacy Standards for Social Studies whenever applicable. (See Appendix B.)
<b>Benchmark Clarifications</b>	<p>Students will describe the political motivations behind the passing of Florida’s 1861 Ordinance of Secession.</p> <p>Students will compare land use in Florida before the Civil War with land use after the war.</p> <p>Examples may include, but are not limited to, slavery, influential planters, Florida’s secession and Confederate membership, women, children, pioneer environment, Union occupation, Battle of Olustee and role of 54th Massachusetts regiment, Battle at Natural Bridge.</p>
<b>Content Limits</b>	Item content is limited to the scope and intent of the instructional benchmark as related to the M/J United States History course.

<b>Benchmark SS.8.A.5.8</b>	
<b>Strand</b>	<b>A: American History</b>
<b>Standard</b>	<b>5: Examine the causes, course, and consequence of the Civil War and Reconstruction including its effects on American peoples.</b>
<b>Benchmark</b>	<b>SS.8.A.5.8: Explain and evaluate the policies, practices, and consequences of Reconstruction (presidential and congressional reconstruction, Johnson’s impeachment, Civil Rights Act of 1866, the 13th, 14th, and 15th amendments, opposition of Southern whites to Reconstruction, accomplishments and failures of Radical Reconstruction, presidential election of 1876, end of Reconstruction, rise of Jim Crow laws, rise of Ku Klux Klan).</b>
<b>Common Core State Standard Connections</b>	Indicate appropriate alignments to the CCSS Literacy Standards for Social Studies whenever applicable. (See Appendix B.)
<b>Benchmark Clarifications</b>	<p>Students will discuss how white opposition to reconstruction led to the rise of the Ku Klux Klan.</p> <p>Students will identify how the 14th Amendment addressed the aftermath of the Civil War.</p> <p>Students will discuss conflicting positions on Reconstruction.</p> <p>Students will analyze changes made to Constitution and their immediate and long-term impact.</p>
<b>Content Limits</b>	Item content is limited to the scope and intent of the instructional benchmark as related to the M/J United States History course.

Benchmark SS.8.C.1.1	
Strand	C: Civics and Government
<b>Standard</b>	<b>1: The student will evaluate the roles, rights, and responsibilities of United States citizens and determine methods of active participation in society, government, and the political system.</b>
<b>Benchmark</b>	<b>SS.8.C.1.1: Identify the constitutional provisions for establishing citizenship.</b>
<b>Common Core State Standard Connections</b>	Indicate appropriate alignments to the CCSS Literacy Standards for Social Studies whenever applicable. (See Appendix B.)
<b>Benchmark Clarifications</b>	<p>Students will describe the provisions for obtaining state and U.S. citizenship before the passage of the 14th Amendment.</p> <p>Students will compare the two paths to citizenship outlined in the 14th Amendment to the U.S. Constitution: birthright and naturalization.</p> <p>Students will interpret the historical significance of the Fourteenth Amendment on individuals' ability to become citizens of the United States.</p>
<b>Content Limits</b>	Items will not require students to identify clauses or sections of other amendments of the United States Constitution.

Benchmark SS.8.C.1.2	
Strand	C: Civics and Government
<b>Standard</b>	<b>1: The student will evaluate the roles, rights, and responsibilities of United States citizens and determine methods of active participation in society, government, and the political system.</b>
<b>Benchmark</b>	<b>SS.8.C.1.2: Compare views of self-government and the rights and responsibilities of citizens held by Patriots, Loyalists, and other colonists.</b>
<b>Common Core State Standard Connections</b>	Indicate appropriate alignments to the CCSS Literacy Standards for Social Studies whenever applicable. (See Appendix B.)
<b>Benchmark Clarifications</b>	<p>Students will define the terms <i>Patriot</i> and <i>Loyalist</i>.</p> <p>Students will explain varied models of self-government from the era of the American Revolution.</p> <p>Students will evaluate the Patriot and Loyalist arguments on monarchy and independence.</p> <p>Students will classify groups of colonists in addition to Patriots and Loyalists.</p>
<b>Content Limits</b>	Item content is limited to the scope and intent of the instructional benchmark as related to the M/J United States History course.



Benchmark SS.8.C.1.3	
<b>Strand</b>	<b>C: Civics and Government</b>
<b>Standard</b>	<b>1: The student will evaluate the roles, rights, and responsibilities of United States citizens and determine methods of active participation in society, government, and the political system.</b>
<b>Benchmark</b>	<b>SS.8.C.1.3: Recognize the role of civic virtue in the lives of citizens and leaders from the colonial period through Reconstruction.</b>
<b>Common Core State Standard Connections</b>	Indicate appropriate alignments to the CCSS Literacy Standards for Social Studies whenever applicable. (See Appendix B.)
<b>Benchmark Clarifications</b>	<p>Students will classify the actions of American leaders and citizens and how these actions demonstrated civic virtue.</p> <p>Students will compare and contrast American leaders and citizens who demonstrated civic virtue from the American Revolutionary period through Reconstruction.</p> <p>Students will understand how the idea of civic virtue changes in response to the attitudes of citizens and leaders over time.</p>
<b>Content Limits</b>	Items will not require students to recall names of specific individuals without a prompt or reference material.

Benchmark SS.8.C.1.4	
<b>Strand</b>	<b>C: Civics and Government</b>
<b>Standard</b>	<b>1: The student will evaluate the roles, rights, and responsibilities of United States citizens and determine methods of active participation in society, government, and the political system.</b>
<b>Benchmark</b>	<b>SS.8.C.1.4: Identify the evolving forms of civic and political participation from the colonial period through Reconstruction.</b>
<b>Common Core State Standard Connections</b>	Indicate appropriate alignments to the CCSS Literacy Standards for Social Studies whenever applicable. (See Appendix B.)
<b>Benchmark Clarifications</b>	<p>Students will differentiate between the meanings of political and civic participation.</p> <p>Students will describe significant acts of civic and political participation from the colonial period through Reconstruction.</p> <p>Students will evaluate how the social and political participation struggles of women and minorities in America affected civics and politics from the colonial period through Reconstruction.</p>
<b>Content Limits</b>	Item content is limited to the scope and intent of the instructional benchmark as related to the M/J United States History course.

Benchmark SS.8.C.1.5	
Strand	C: Civics and Government
Standard	<b>1: The student will evaluate the roles, rights, and responsibilities of United States citizens and determine methods of active participation in society, government, and the political system.</b>
Benchmark	<b>SS.8.C.1.5: Apply the rights and principles contained in the Constitution and Bill of Rights to the lives of citizens today.</b>
Common Core State Standard Connections	Indicate appropriate alignments to the CCSS Literacy Standards for Social Studies whenever applicable. (See Appendix B.)
Benchmark Clarifications	<p>Students will identify the Bill of Rights.</p> <p>Students will explain the meaning and intent of each amendment in the Bill of Rights.</p> <p>Students will classify constitutional amendments, excluding the Bill of Rights, according to their meaning and application.</p> <p>Students will determine how constitutional rights and principles are exercised by citizens and government.</p>
Content Limits	Items will not require students to memorize which rights are contained in which amendments.

Benchmark SS.8.C.1.6	
Strand	C: Civics and Government
Standard	<b>1: The student will evaluate the roles, rights, and responsibilities of United States citizens and determine methods of active participation in society, government, and the political system.</b>
Benchmark	<b>SS.8.C.1.6: Evaluate how amendments to the Constitution have expanded voting rights from our nation’s early history to present day.</b>
Common Core State Standard Connections	Indicate appropriate alignments to the CCSS Literacy Standards for Social Studies whenever applicable. (See Appendix B.)
Benchmark Clarifications	<p>Students will determine which specific constitutional amendments address voting rights.</p> <p>Students will describe how specific constitutional amendments have enabled a broad array of Americans, including women and minority groups, to participate in the political process of the United States.</p>
Content Limits	Items will not require students to explain other constitutional amendments that do not address voting rights.

Benchmark SS.8.C.2.1	
<b>Strand</b>	<b>C: Civics and Government</b>
<b>Standard</b>	<b>2: The student will demonstrate an understanding of the principles, functions, and organization of government.</b>
<b>Benchmark</b>	<b>SS.8.C.2.1: Evaluate and compare the essential ideals and principles of American constitutional government expressed in primary sources from the colonial period to Reconstruction.</b>
<b>Common Core State Standard Connections</b>	Indicate appropriate alignments to the CCSS Literacy Standards for Social Studies whenever applicable. (See Appendix B.)
<b>Benchmark Clarifications</b>	Examples include, but are not limited to, the Declaration of Independence, the Constitution, the Gettysburg Address, and Lincoln’s Second Inaugural Address.
<b>Content Limits</b>	Item content is limited to the scope and intent of the instructional benchmark as related to the M/J United States History course.

Benchmark SS.8.E.1.1	
<b>Strand</b>	<b>E: Economics</b>
<b>Standard</b>	<b>1: Understand the fundamental concepts relevant to the development of a market economy.</b>
<b>Benchmark</b>	<b>SS.8.E.1.1: Examine motivating economic factors that influenced the development of the United States economy over time including scarcity, supply and demand, opportunity costs, incentives, profits, and entrepreneurial aspects.</b>
<b>Common Core State Standard Connections</b>	Indicate appropriate alignments to the CCSS Literacy Standards for Social Studies whenever applicable. (See Appendix B.)
<b>Benchmark Clarifications</b>	<p>Students will determine and classify regional (e.g., New England, Middle, and Southern colonies) motivating factors that helped shape the development of America’s economy.</p> <p>Students will analyze and describe how a free-market economy operates.</p> <p>Students will determine the role of entrepreneurs in the development of manufacturing and business in the United States.</p> <p>Students will explain the influence of social factors on economic growth.</p> <p>Examples may include, but are not limited to, Triangular Trade, colonial development (New England, Middle, and Southern colonies), Revolutionary War, Manifest Destiny, compromises over slavery issues, the Civil War, Reconstruction.</p>
<b>Content Limits</b>	Items will not require students to evaluate economic policy of previous periods in American history.

Benchmark SS.8.E.2.1	
<b>Strand</b>	<b>E: Economics</b>
<b>Standard</b>	<b>2: Understand the fundamental concepts relevant to the institutions, structure, and functions of a national economy.</b>
<b>Benchmark</b>	<b>SS.8.E.2.1: Analyze contributions of entrepreneurs, inventors, and other key individuals from various gender, social, and ethnic backgrounds in the development of the United States economy.</b>
<b>Common Core State Standard Connections</b>	Indicate appropriate alignments to the CCSS Literacy Standards for Social Studies whenever applicable. (See Appendix B.)
<b>Benchmark Clarifications</b>	<p>Students will identify inventors of various gender, social, and ethnic backgrounds, noting their key inventions and ideas that changed life in America and the economy during the twentieth century.</p> <p>Students will compare the experiences and obstacles encountered by inventors and entrepreneurs of various social, gender, and ethnic backgrounds.</p>
<b>Content Limits</b>	Items will not require students to evaluate how global economic systems were changed by American inventors and entrepreneurs.

Benchmark SS.8.E.2.2	
<b>Strand</b>	<b>E: Economics</b>
<b>Standard</b>	<b>2: Understand the fundamental concepts relevant to the institutions, structure, and functions of a national economy.</b>
<b>Benchmark</b>	<b>SS.8.E.2.2: Explain the economic impact of government policies.</b>
<b>Common Core State Standard Connections</b>	Indicate appropriate alignments to the CCSS Literacy Standards for Social Studies whenever applicable. (See Appendix B.)
<b>Benchmark Clarifications</b>	<p>Students will analyze how specific governmental policies can affect the American economy.</p> <p>Students will compare and contrast historically significant governmental economic policy decisions.</p> <p>Examples may include, but are not limited to, mercantilism, colonial establishment, Articles of Confederation, Constitution, compromises over slavery.</p>
<b>Content Limits</b>	Item content is limited to the scope and intent of the instructional benchmark as related to the M/J United States History course.

Benchmark SS.8.E.2.3	
<b>Strand</b>	<b>E: Economics</b>
<b>Standard</b>	<b>2: Understand the fundamental concepts relevant to the institutions, structure, and functions of a national economy.</b>
<b>Benchmark</b>	<b>SS.8.E.2.3: Assess the role of Africans and other minority groups in the economic development of the United States.</b>
<b>Common Core State Standard Connections</b>	Indicate appropriate alignments to the CCSS Literacy Standards for Social Studies whenever applicable. (See Appendix B.)
<b>Benchmark Clarifications</b>	Students will explain how the ideas, inventions, and innovations of minority groups have contributed to the overall growth of the U.S. economy. Students will assess how the labor of various ethnic groups has influenced the development of the American economy.
<b>Content Limits</b>	Item content is limited to the scope and intent of the instructional benchmark as related to the M/J United States History course.

Benchmark SS.8.E.3.1	
<b>Strand</b>	<b>E: Economics</b>
<b>Standard</b>	<b>3: Understand the fundamental concepts and interrelationships of the United States economy in the international marketplace.</b>
<b>Benchmark</b>	<b>SS.8.E.3.1: Evaluate domestic and international interdependence.</b>
<b>Common Core State Standard Connections</b>	Indicate appropriate alignments to the CCSS Literacy Standards for Social Studies whenever applicable. (See Appendix B.)
<b>Benchmark Clarifications</b>	Students will compare and contrast economic resources within the regions of the United States. Students will illustrate the negative and positive aspects of economic interdependence on a domestic and international scale. Students will explain how regional and global economic interdependence can shape domestic and global markets. Examples may include, but are not limited to, triangular trade routes and regional exchange of resources.
<b>Content Limits</b>	Items will not require students to evaluate global sociopolitical activities caused by domestic or international interdependence.

Benchmark SS.8.G.1.1	
Strand	G: Geography
<b>Standard</b>	<b>1: Understand how to use maps and other geographic representations, tools, and technology to report information.</b>
<b>Benchmark</b>	<b>SS.8.G.1.1: Use maps to explain physical and cultural attributes of major regions throughout American History.</b>
<b>Common Core State Standard Connections</b>	Indicate appropriate alignments to the CCSS Literacy Standards for Social Studies whenever applicable. (See Appendix B.)
<b>Benchmark Clarifications</b>	<p>Students will identify resources available in the North and South during the Civil War (e.g., cotton, coal, steel).</p> <p>Students will develop a key to represent each resource.</p> <p>Students will create a map of the United States on which they use the keys they have developed to indicate where resources were located.</p>
<b>Content Limits</b>	Items will not require students to draw the political borders of the map freehand.

Benchmark SS.8.G.1.2	
Strand	G: Geography
<b>Standard</b>	<b>1: Understand how to use maps and other geographic representations, tools, and technology to report information.</b>
<b>Benchmark</b>	<b>SS.8.G.1.2: Use appropriate geographic tools and terms to identify and describe significant places and regions in American History.</b>
<b>Common Core State Standard Connections</b>	Indicate appropriate alignments to the CCSS Literacy Standards for Social Studies whenever applicable. (See Appendix B.)
<b>Benchmark Clarifications</b>	<p>Students will use online satellite-generated maps to locate and describe areas of significance during the Civil War.</p> <p>Students will approximate the distance of Lewis and Clark’s journey using a map scale.</p> <p>Students will provide directions to a fictional Union soldier who is attempting to return home to a Northern state from a Southern campaign.</p>
<b>Content Limits</b>	Items will not require students to locate areas on a satellite-generated map that no longer bear their original names.

Benchmark SS.8.G.2.1	
<b>Strand</b>	<b>G: Geography</b>
<b>Standard</b>	<b>2. Understand physical and cultural characteristics of places.</b>
<b>Benchmark</b>	<b>SS.8.G.2.1: Identify the physical elements and the human elements that define and differentiate regions as relevant to American History.</b>
<b>Common Core State Standard Connections</b>	Indicate appropriate alignments to the CCSS Literacy Standards for Social Studies whenever applicable. (See Appendix B.)
<b>Benchmark Clarifications</b>	<p>Students will examine physical maps of the United States from the period of westward expansion and identify the challenges that westward travelers often faced.</p> <p>Students will identify states that permitted slavery prior to the 13th Amendment.</p> <p>Students will, given a list of immigrant groups, label the locations where the groups settled in the United States.</p> <p>Examples of human elements may include, but are not limited to, religion, government, economy, language, demography.</p>
<b>Content Limits</b>	Items will not require students to use maps without political boundaries.

Benchmark SS.8.G.2.2	
<b>Strand</b>	<b>G: Geography</b>
<b>Standard</b>	<b>2. Understand physical and cultural characteristics of places.</b>
<b>Benchmark</b>	<b>SS.8.G.2.2: Use geographic terms and tools to analyze case studies of regional issues in different parts of the United States that have had critical economic, physical, or political ramifications.</b>
<b>Common Core State Standard Connections</b>	Indicate appropriate alignments to the CCSS Literacy Standards for Social Studies whenever applicable. (See Appendix B.)
<b>Benchmark Clarifications</b>	<p>Students will interpret a line graph with data showing cotton production before the Civil War, immediately after the Civil War, and after the Reconstruction period.</p> <p>Students will analyze a bar graph showing Union and Confederate casualties during significant battles of the Civil War (First Bull Run, Shiloh, Gettysburg, Fort Sumter, and Vicksburg).</p> <p>Students will identify major transportation routes on an unlabeled map of the United States.</p> <p>Examples may include, but are not limited to, cataclysmic natural disasters, shipwrecks.</p>
<b>Content Limits</b>	Items will not require students to fill in data in graphs.

Benchmark SS.8.G.2.3	
<b>Strand</b>	G: Geography
<b>Standard</b>	<b>2. Understand physical and cultural characteristics of places.</b>
<b>Benchmark</b>	<b>SS.8.G.2.3: Use geographic terms and tools to analyze case studies of how selected regions of the United States have changed over time.</b>
<b>Common Core State Standard Connections</b>	Indicate appropriate alignments to the CCSS Literacy Standards for Social Studies whenever applicable. (See Appendix B.)
<b>Benchmark Clarifications</b>	Students will analyze the changes in the population of the American West beginning with the western expansion period to the present day. Students will compare a political map of the United States in 1776 to a current political map of the United States, identifying differences.
<b>Content Limits</b>	Item content is limited to the scope and intent of the instructional benchmark as related to the M/J United States History course.

Benchmark SS.8.G.3.1	
<b>Strand</b>	G: Geography
<b>Standard</b>	<b>1: Understand the relationships between the Earth’s ecosystems and the populations that dwell within them.</b>
<b>Benchmark</b>	<b>SS.8.G.3.1: Locate and describe in geographic terms the major ecosystems of the United States.</b>
<b>Common Core State Standard Connections</b>	Indicate appropriate alignments to the CCSS Literacy Standards for Social Studies whenever applicable. (See Appendix B.)
<b>Benchmark Clarifications</b>	Students will illustrate each ecosystem on a blank map of the United States, placing each ecosystem in an appropriate region.
<b>Content Limits</b>	Items will not require students to identify micro-ecosystems within states.



Benchmark SS.8.G.3.2	
<b>Strand</b>	G: Geography
<b>Standard</b>	<b>3. Understand the relationships between the Earth’s ecosystems and the populations that dwell within them.</b>
<b>Benchmark</b>	<b>SS.8.G.3.2: Use geographic terms and tools to explain differing perspectives on the use of renewable and non-renewable resources in the United States and Florida over time.</b>
<b>Common Core State Standard Connections</b>	Indicate appropriate alignments to the CCSS Literacy Standards for Social Studies whenever applicable. (See Appendix B.)
<b>Benchmark Clarifications</b>	Students will chart the use of resources in the United States and Florida over time. Students will identify groups who are for and against alternative energy and summarize their positions.
<b>Content Limits</b>	Item content is limited to the scope and intent of the instructional benchmark as related to the M/J United States History course.

Benchmark SS.8.G.4.1	
<b>Strand</b>	G: Geography
<b>Standard</b>	<b>4. Understand the characteristics, distribution, and migration of human populations.</b>
<b>Benchmark</b>	<b>SS.8.G.4.1: Interpret population growth and other demographic data for any given place in the United States throughout its history.</b>
<b>Common Core State Standard Connections</b>	Indicate appropriate alignments to the CCSS Literacy Standards for Social Studies whenever applicable. (See Appendix B.)
<b>Benchmark Clarifications</b>	Students will identify settlement and demographic trends from the Colonial era to 1865. Students will create a timeline showing when various immigrant and migrant groups arrived in any U.S. state and when settlers migrated from one part of the United States to another.
<b>Content Limits</b>	Item content is limited to the scope and intent of the instructional benchmark as related to the M/J United States History course.

Benchmark SS.8.G.4.2	
Strand	G: Geography
<b>Standard</b>	<b>4: Understand the characteristics, distribution, and migration of human populations.</b>
<b>Benchmark</b>	<b>SS.8.G.4.2: Use geographic terms and tools to analyze the effects throughout American history of migration to and within the United States, both on the place of origin and destination.</b>
<b>Common Core State Standard Connections</b>	Indicate appropriate alignments to the CCSS Literacy Standards for Social Studies whenever applicable. (See Appendix B.)
<b>Benchmark Clarifications</b>	Students will map the forced migration of various Native American tribes following the Indian Removal Act of 1830. Students will analyze the migration patterns of various ethnic groups that traveled to and within the United States during a given period in history using maps, charts, and demographic data. Students will compare primary source accounts of immigrant experiences.
<b>Content Limits</b>	Items will not require students to use maps without political boundaries or labels.

Benchmark SS.8.G.4.3	
Strand	G: Geography
<b>Standard</b>	<b>4. Understand the characteristics, distribution, and migration of human populations.</b>
<b>Benchmark</b>	<b>SS.8.G.4.3: Use geographic terms and tools to explain cultural diffusion throughout the United States as it expanded its territory.</b>
<b>Common Core State Standard Connections</b>	Indicate appropriate alignments to the CCSS Literacy Standards for Social Studies whenever applicable. (See Appendix B.)
<b>Benchmark Clarifications</b>	Students will identify a group that has been forced to assimilate into the dominant culture in the United States. Students will analyze the influence of various cultures on United States society as it expanded its territory. Students will analyze the influence of and reaction to cultural diffusion.
<b>Content Limits</b>	Item content is limited to the scope and intent of the instructional benchmark as related to the M/J United States History course.

<b>Benchmark SS.8.G.4.4</b>	
<b>Strand</b>	<b>G: Geography</b>
<b>Standard</b>	<b>4. Understand the characteristics, distribution, and migration of human populations.</b>
<b>Benchmark</b>	<b>SS.8.G.4.4: Interpret databases, case studies, and maps to describe the role that regions play in influencing trade, migration patterns, and cultural/political interaction in the United States throughout time.</b>
<b>Common Core State Standard Connections</b>	Indicate appropriate alignments to the CCSS Literacy Standards for Social Studies whenever applicable. (See Appendix B.)
<b>Benchmark Clarifications</b>	<p>Students will examine population data from states both before and after a major event (such as the construction of the Transcontinental Railroad).</p> <p>Students will analyze maps detailing trade and migration patterns between specific regions of the United States.</p> <p>Students will compare regional interpretations of major events through analysis of newspaper columns or case studies.</p>
<b>Content Limits</b>	Item content is limited to the scope and intent of the instructional benchmark as related to the M/J United States History course.

Benchmark SS.8.G.4.5	
Strand	G: Geography
<b>Standard</b>	<b>4. Understand the characteristics, distribution, and migration of human populations.</b>
<b>Benchmark</b>	<b>SS.8.G.4.5: Use geographic terms and tools to analyze case studies of the development, growth, and changing nature of cities and urban centers in the United States over time.</b>
<b>Common Core State Standard Connections</b>	Indicate appropriate alignments to the CCSS Literacy Standards for Social Studies whenever applicable. (See Appendix B.)
<b>Benchmark Clarifications</b>	<p>Students will identify factors that led to the growth of major U.S. urban centers, such as New York City from 1784 to 1865.</p> <p>Students will discuss factors that motivate individuals to migrate from rural areas to urban centers.</p> <p>Students will compare the growth of major United States cities over a given period of time.</p> <p>Students will analyze maps and demographic data to hypothesize about how a particular city has changed over time.</p> <p>Students will compare trends in urban centers between different time periods.</p>
<b>Content Limits</b>	Items will not require students to compare United States urban development to that in other countries.

Benchmark SS.8.G.4.6	
Strand	G: Geography
<b>Standard</b>	<b>4. Understand the characteristics, distribution, and migration of human populations.</b>
<b>Benchmark</b>	<b>SS.8.G.4.6: Use political maps to describe changes in boundaries and governance throughout American history.</b>
<b>Common Core State Standard Connections</b>	Indicate appropriate alignments to the CCSS Literacy Standards for Social Studies whenever applicable. (See Appendix B.)
<b>Benchmark Clarifications</b>	<p>Students will compare a map of the United States from 1800 with a map drawn shortly after 1803, when the Louisiana Purchase was completed.</p> <p>Students will explain the geographical and political reasons for the political boundary lines defining a particular state.</p> <p>Students will identify differences between political maps drawn during different periods of United States history.</p>
<b>Content Limits</b>	Items will not require students to use maps without political boundary lines.

Benchmark SS.8.G.5.1	
<b>Strand</b>	<b>G: Geography</b>
<b>Standard</b>	<b>5: Understand how human actions can impact the environment.</b>
<b>Benchmark</b>	<b>SS.8.G.5.1: Describe human dependence on the physical environment and natural resources to satisfy basic needs in local environments in the United States.</b>
<b>Common Core State Standard Connections</b>	Indicate appropriate alignments to the CCSS Literacy Standards for Social Studies whenever applicable. (See Appendix B.)
<b>Benchmark Clarifications</b>	Students will compare and contrast basic needs met by the physical environment and basic needs met by natural resources. Students will explain how the geography of local environments affects the availability of natural resources and access to the physical environment.
<b>Content Limits</b>	Items will not require students to assess every region of the United States and its variations in the use of natural resources and the physical environment.

Benchmark SS.8.G.5.2	
<b>Strand</b>	<b>G: Geography</b>
<b>Standard</b>	<b>5: Understand how human actions can impact the environment.</b>
<b>Benchmark</b>	<b>SS.8.G.5.2: Describe the impact of human modifications on the physical environment and ecosystems of the United States throughout history.</b>
<b>Common Core State Standard Connections</b>	Indicate appropriate alignments to the CCSS Literacy Standards for Social Studies whenever applicable. (See Appendix B.)
<b>Benchmark Clarifications</b>	Students will cite significant examples of human modifications to the physical environment of the United States Students will describe the effects of human modification on a variety of ecosystems. Students will classify human modifications to the physical environment as either having a positive impact or negative impact. Examples may include, but are not limited to, deforestation, urbanization, agriculture.
<b>Content Limits</b>	Item content is limited to the scope and intent of the instructional benchmark as related to the M/J United States History course.

Benchmark SS.8.G.6.1	
Strand	G: Geography
Standard	<b>6: Understand how to apply geography to interpret the past and present and plan for the future.</b>
Benchmark	<b>SS.8.G.6.1: Use appropriate maps and other graphic representations to analyze geographic problems and changes over time throughout American history.</b>
Common Core State Standard Connections	Indicate appropriate alignments to the CCSS Literacy Standards for Social Studies whenever applicable. (See Appendix B.)
Benchmark Clarifications	<p>Students will define and categorize types of geographic problems that the United States has faced.</p> <p>Students will categorize types of geographic change that have been beneficial in the United States as well as types of geographic change that have been harmful.</p> <p>Students will identify geographic changes that have been significant to the growth of the United States.</p>
Content Limits	Item content is limited to the scope and intent of the instructional benchmark as related to the M/J United States History course.

Benchmark SS.8.G.6.2	
Strand	G: Geography
Standard	<b>6: Understand how to apply geography to interpret the past and present and plan for the future.</b>
Benchmark	<b>SS.8.G.6.2: Illustrate places and events in U.S. history through the use of narratives and graphic representations.</b>
Common Core State Standard Connections	Indicate appropriate alignments to the CCSS Literacy Standards for Social Studies whenever applicable. (See Appendix B.)
Benchmark Clarifications	<p>Students will identify significant geographic locations and historical events in U.S. history.</p> <p>Students will evaluate descriptions of significant events and places in U.S. history, both written and visual.</p> <p>Students will determine the most appropriate visual media to represent significant places and historical events in American history.</p> <p>Examples may include, but are not limited to, maps, graphs, tables.</p>
Content Limits	Item content is limited to the scope and intent of the instructional benchmark as related to the M/J United States History course.

## Appendix A: Sample Items

### Sample Item 1

Grade/Course	Item Type	DOK	NGSSS Benchmark	CCSS Benchmark	Point Value
7/Social Studies	SR	2	SS.7.C.1.1: Recognize how Enlightenment ideas including Montesquieu’s view of separation of power and John Locke’s theories related to natural law and how Locke’s social contract influenced the Founding Fathers.	None	1

The excerpt below is from *The Spirit of Laws* by Baron de Montesquieu.

“Again, there is no liberty if the power of judging be . . . joined with the legislative, the life and liberty of the subject would be exposed to arbitrary control, for the judge would then be the legislator.”

How did this idea influence the writing of the U.S. Constitution?

- A. by listing rights of ordinary citizens
- B. by limiting the growth of government
- C. by reserving powers of state governments
- D. by discouraging the concentration of power

**Correct Answer:** D. by discouraging the concentration of power

#### Rationales:

<b>A</b>	The Bill of Rights was not originally included in the U.S. Constitution because some believed that listing those rights would limit them; however, the excerpt deals with the limiting of power rather than rights.
<b>B</b>	Though the excerpt expresses the idea of preventing the combination of power between branches of government, the Constitution was an attempt to strengthen the national government.
<b>C</b>	Though the U.S. Constitution did reserve some powers for state governments, the excerpt deals with the combination of power between the branches of government rather than between the federal and state governments.
<b>D</b>	Correct. The idea expressed in the excerpt embodies the separation of power.

## Sample Item 2

Grade/Course	Item Type	DOK	NGSSS Benchmark	CCSS Benchmark	Point Value
8/Social Studies	SHR	2	SS.8.A.5.8: Explain and evaluate the policies, practices, and consequences of Reconstruction (presidential and congressional reconstruction, Johnson’s impeachment, Civil Rights Act of 1866, the 13th, 14th, and 15th amendments, opposition of Southern whites to Reconstruction, accomplishments and failures of Radical Reconstruction, presidential election of 1876, end of Reconstruction, rise of Jim Crow laws, rise of Ku Klux Klan).	None	1

Read the descriptions below about a period of United States history.

- New legislation passed by Radical Republicans
- Policies introduced by Southerners that restricted newly won freedom for African Americans
- Characterized by division and distrust at a time when the country was trying to reunite
- Sometimes called the Second Civil War

What period of United States history is being described?

Scoring Exemplar	
Correct Answer	Reconstruction



### Sample Item 3

Grade/Course	Item Type	DOK	NGSSS Benchmark	CCSS Benchmark	Point Value
6/Social Studies	CR	2	SS.6.W.2.1: Compare the lifestyles of hunter-gatherers with those of settlers of early agricultural communities.	LACC.68.WHST.1.2d	2

What are two ways the communities of hunter-gatherers are different from the communities of farmers?

### Scoring Rubric and Exemplar

Rubric	
<b>2</b>	A score of two indicates that the student has demonstrated a thorough understanding of the social studies concepts applicable to the prompt. The student has provided a complete and correct response to all parts of the prompt. When required, student explanations are clear and complete. The response may contain minor flaws that do not detract from the demonstration of a thorough understanding.
<b>1</b>	A score of one indicates that the student has demonstrated an incomplete understanding of the social studies concepts applicable to the prompt or has provided a response that is only partially correct. The student may have arrived at an acceptable conclusion, but with a flawed or weak application of social studies concepts. The student may also have applied the social studies concepts but failed to fully arrive at the conclusion. The response may contain flaws that detract slightly from the demonstration of understanding.
<b>0</b>	A score of zero indicates that the student has not provided a response or has provided a response that does not demonstrate an understanding of the social studies concepts applicable to the prompt. The student's explanation may be uninterpretable, lack sufficient information to determine the student's understanding, or contain clear misunderstandings of the underlying social studies concepts. The response may contain major flaws that detract from the demonstration of understanding.

Exemplar	
<b>2</b>	The hunter-gatherers moved to find and hunt food. They left when the food supply was gone. The farming communities stayed in one place and planted their own food instead of looking for it.

### Sample Item 4

Grade/Course	Item Type	DOK	NGSSS Benchmark	CCSS Benchmark	Point Value
6/Social Studies	ER	2	SS.6.G.2.1 Explain how major physical characteristics, natural resources, climate, and absolute and relative locations have influenced settlement, interactions, and the economies of ancient civilizations of the world.	LACC.68.WHST.1.2b	4

How was the settlement of civilizations and economies in the ancient Middle East influenced by the location and climate of the area? Be sure to provide specific details to support your answer.

### Scoring Rubric and Exemplar

Rubric	
4	A score of four indicates that the student has demonstrated a thorough understanding of the social studies concepts applicable to the prompt. The student has provided a complete and correct response to all parts of the prompt. The appropriate social studies terminology is used correctly. The response may contain minor flaws that do not detract from a demonstration of a thorough understanding.
3	A score of three indicates that the student has demonstrated an understanding of the social studies concepts applicable to the prompt. The student's response to the prompt is essentially correct, but the social studies explanations and/or interpretations provided are not thorough. The response may contain minor flaws that reflect inattentiveness or indicate some misunderstanding of the underlying social studies concepts.
2	A score of two indicates that the student has demonstrated only a partial understanding of the social studies concepts applicable to the prompt. Although the student may have arrived at an acceptable conclusion, the student's work lacks an essential understanding of the underlying social studies concepts. The response may contain errors related to misunderstanding important aspects of the prompt and misuse of social studies terms.
1	A score of one indicates that the student has demonstrated a very limited understanding of the social studies concepts applicable to the prompt. The student's response is incomplete and exhibits many flaws. Although the student's response has addressed some of the conditions of the prompt, the student has reached an inadequate conclusion. The response exhibits many flaws or may be incomplete.

<b>0</b>	A score of zero indicates that the student has not provided a response or has provided a response that does not demonstrate an understanding of the social studies concepts applicable to the prompt. The student’s explanation may be uninterpretable, lack sufficient information to determine the student’s understanding, or contain clear misunderstandings of the underlying social studies concepts, or it may be incorrect.
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Exemplar	
<b>4</b>	<p>There were several factors that influenced the settlement of people and the economy in the ancient Middle East. The Middle East is located between Europe and Asia. This makes it a good location for trade, which boosts the economy and attracts people. It was good for the French in the 1500s when the Ottoman Empire allowed them to trade without paying taxes.</p> <p>People were drawn to the Silk Road because it added to positive trading between Asia and the European world. Selling petroleum helped make the Middle East a richer economy. The mountains in Asia and Africa were a way for people of separate cultures to have natural boundaries and claim their land. Asia Minor was separated from the rest of Asia, and Morocco was separated from the rest of Africa by mountain ranges. The mountains affected the locations where groups decided to settle.</p> <p>The mild climate of the area as well as the flooding along the Nile River was good for the harvest and living conditions. It enabled trade with the Roman Empire, which helped the economy and brought more groups of people to the region.</p>

### Sample Item 5

Grade/Course	Item Type	DOK	NGSSS Benchmark	CCSS Benchmark	Point Value
8/Social Studies	ESR	3	SS.8.A.3.11: Analyze support and opposition (Federalists, Federalist Papers, Anti-Federalists, Bill of Rights) to ratification of the U.S. Constitution.	LACC.68.WHAT.1.1a	6

Before the U.S. Constitution was ratified, Americans debated its strengths and weaknesses.

Write a short essay to answer these questions:

- What was one of the arguments in support of the Constitution and who agreed with that argument?
- What was one of the arguments opposed to the Constitution and who agreed with that argument?
- How did these arguments affect the Constitution after it was ratified?

## Scoring Rubric and Exemplar

Rubric	
6	A score of six indicates that the student has demonstrated a thorough understanding of the social studies concepts applicable to the prompt. The response demonstrates a thorough understanding of the connections between the social studies concepts and the real-life application. The student has provided a complete and correct response to all parts of the prompt. The appropriate social studies terminology is used correctly. There are no major conceptual errors, though there may be nondetracting minor conceptual errors.
5	A score of five indicates that the student has demonstrated an understanding of the social studies concepts applicable to the prompt. The response demonstrates an understanding of the connections between the social studies concepts and the real-life application. The student has provided a complete and correct response to all parts of the prompt. The appropriate social studies terminology is used. There are no conceptual errors, though there may be minor conceptual errors.
4	A score of four indicates that the student has demonstrated a satisfactory understanding of the social studies concepts applicable to the prompt. The response may attempt connections between the social studies concepts and the real-life application. The student has provided a complete and correct response to most parts of the prompt. There are minor errors in the use of social studies terminology. There are minor conceptual errors or omissions.
3	A score of three indicates that the student has demonstrated a limited understanding of the social studies concepts applicable to the prompt. The response demonstrates a limited attempt to make connections between the social studies concepts and the real-life application. The student attempted to provide a response to two or more parts of the prompt. There is limited use of social studies terminology. The response contains some major conceptual errors or omissions. The response shows limited understanding.
2	A score of two indicates that the student has some understanding of the social studies concepts applicable to the prompt. The response does not demonstrate an attempt to make connections between the social studies concepts and the real-life application. The student attempted to provide a response to one or more parts of the prompt. The use of social studies terminology may be missing. The response contains many major conceptual errors and omissions. The response shows minimal understanding.
1	A score of one indicates that the student made a limited attempt to answer the prompt. Social studies terminology is missing. The response contains many major conceptual errors or omissions. The explanation shows no understanding.
0	A score of zero indicates the student has demonstrated no understanding of the social studies concept, or the response is completely unintelligible.

## Exemplar

6

The Anti-Federalists who did not want the Constitution accepted said that the state governments would be giving up too much power to the national government. They worried that a strong federal government would oppress the people and the individual states. They did not like that the federal government could have an army even during peacetime.

The people who supported the Constitution the way it was written, who were known as the Federalists, said that the three branches of government would be balanced to prevent any group from becoming too powerful. They felt that the government should be stronger so it could implement rules that all states would have to abide by. They argued that a weak federal government would cause the country's economy and military to suffer.

The arguments between the two groups produced a compromise. After the Constitution was ratified, members of both groups agreed to add ten amendments now known as the Bill of Rights. These amendments offered protections for individuals and states from the strong federal government established in the Constitution by establishing rights such as freedom of speech and the right to bear arms.

Readability: 8.5

### Sample Item 6

8 points

#### Introduction:

This task asks students to examine the process of conducting a mock election for a classroom leader. Students will begin by creating an outline that describes the process of conducting a mock election for a classroom leader. Then, the students will write a speech from the point of view of a candidate for classroom leader. Finally, the students will create a brochure that explains the voting process and its importance to the classroom and school.

### Component 1

Grade/Course	Item Type	DOK	NGSSS Benchmark	CCSS Benchmark	Point Value
7/Social Studies	CR	2	SS.7.C.2.7: Conduct a mock election to demonstrate the voting process and its impact on a school, community, or local level.	LACC.68.WHST.1.2d	2

Your classroom needs a student leader. Your teacher has decided to hold an election for the class to select the new leader.

For this first task, outline in a paragraph or more the steps for conducting an election.

### Component 2

Grade/Course	Item Type	DOK	NGSSS Benchmark	CCSS Benchmark	Point Value
7/Social Studies	CR	2	SS.7.C.2.7: Conduct a mock election to demonstrate the voting process and its impact on a school, community, or local level.	LACC.68.WHST.2.4	2

For the second task, write a short speech as if you were one of the candidates telling your classmates why they should vote for you. Be sure to include the classroom issues that are important to you, the classroom policies you support, and the reason you would be a good leader.

### Component 3

Grade/Course	Item Type	DOK	NGSSS Benchmark	CCSS Benchmark	Point Value
7/Social Studies	PT	4	SS.7.C.2.7: Conduct a mock election to demonstrate the voting process and its impact on a school, community, or local level.	N/A	4

In this final task, you will create a brochure about the election for the other students in your class.

The brochure should include:

- A diagram explaining the process of an election
- A list of the reasons it is important to participate in the election as a candidate or a voter
- A summary of the ways voters can learn more about candidates for election
- A paragraph describing the impact elections in general have on schools and communities

Be sure to look back over the tasks you have completed to help you create your brochure.

## Modified Rubric/Exemplar

### Teacher Instructions:

This performance task consists of three components. The first task requires creating an outline that describes the process of conducting a mock election for a classroom leader. The second task requires writing a speech from the point-of-view of a candidate for classroom leader. The culminating performance task requires creating a brochure that explains the voting process and its importance to the classroom and school. This task is worth eight points.

<b>2 points</b>	<b>Component 1</b> First the candidates need to be nominated by members of the class. Next the candidates who accept the nomination will run a campaign so that everyone knows what they stand for. Then ballots can be created for election day. The students must be informed to choose the candidate. On election day, give each student a ballot and tell them to put it in the ballot box after they have made their choice. Finally, count the ballots and announce the winner!
<b>2 points</b>	<b>Component 2</b> I decided to run for the office of classroom leader so that I could make a difference for everyone. Lately students in our class have been forgetting their homework and the teacher hasn't been able to give us "free Fridays". As class leader, I would text or email the homework to the class every day. I think we all like "free Fridays" and this would be a way I could help all of us. Please vote for me.
<b>4 points</b>	<b>Component 3</b> A score of four indicates that the student has demonstrated a thorough understanding of the social studies concepts applicable to the prompt. The student has provided a complete and correct response to all parts of the prompt. The appropriate social studies terminology is used correctly. The response may contain minor flaws that do not detract from a demonstration of a thorough understanding. The student has created an informative brochure that accurately explains the election process, why voting is important, ways voters can learn more about elections, and the impact of elections in their communities.



## Appendix B: Common Core State Standard Connections

### Grades 6–8 Reading Standards for Literacy in Social Studies

<b>LACC.68.RH.1.1</b>	Cite specific textual evidence to support analysis of primary and secondary sources.
<b>LACC.68.RH.1.2</b>	Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.
<b>LACC.68.RH.1.3</b>	Identify key steps in a text’s description of a process related to history/social studies (e.g., how a bill becomes law, how interest rates are raised or lowered).
<b>LACC.68.RH.2.4</b>	Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.
<b>LACC.68.RH.2.6</b>	Identify aspects of a text that reveal an author’s point of view or purpose (e.g., loaded language, inclusion or avoidance of particular facts).
<b>LACC.68.RH.3.7</b>	Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.
<b>LACC.68.RH.3.8</b>	Distinguish among fact, opinion, and reasoned judgment in a text.
<b>LACC.68.RH.3.9</b>	Analyze the relationship between a primary and secondary source on the same topic.

### Grades 6–8 Writing Standards for Literacy in Social Studies

<b>LACC.68.WHST.1.1</b>	Write arguments focused on <i>discipline-specific content</i> . a. Introduce claim(s) about a topic or issue, acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically. b. Support claim(s) with logical reasoning and relevant, accurate data and evidence that demonstrate an understanding of the topic or text, using credible sources. c. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence. d. Establish and maintain a formal style. e. Provide a concluding statement or section that follows from and supports the argument presented.
<b>LACC.68.WHST.1.1a</b>	Introduce claim(s) about a topic or issue, acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.

<b>LACC.68.WHST.1.1b</b>	Support claim(s) with logical reasoning and relevant, accurate data and evidence that demonstrate an understanding of the topic or text, using credible sources.
<b>LACC.68.WHST.1.1c</b>	Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.
<b>LACC.68.WHST.1.1d</b>	Establish and maintain a formal style.
<b>LACC.68.WHST.1.1e</b>	Provide a concluding statement or section that follows from and supports the argument presented.
<b>LACC.68.WHST.1.2</b>	<p>Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.</p> <p>Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories as appropriate to achieving purpose; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.</p> <p>Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.</p> <p>Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.</p> <p>Use precise language and domain-specific vocabulary to inform about or explain the topic.</p> <p>Establish and maintain a formal style and objective tone.</p> <p>Provide a concluding statement or section that follows from and supports the information or explanation presented.</p>
<b>LACC.68.WHST.1.2a</b>	Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories as appropriate to achieving purpose; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
<b>LACC.68.WHST.1.2b</b>	Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.
<b>LACC.68.WHST.1.2c</b>	Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.
<b>LACC.68.WHST.1.2d</b>	Use precise language and domain-specific vocabulary to inform about or explain the topic.
<b>LACC.68.WHST.1.2e</b>	Establish and maintain a formal style and objective tone.
<b>LACC.68.WHST.1.2f</b>	Provide a concluding statement or section that follows from and supports the information or explanation presented.

<b>LACC.68.WHST.2.4</b>	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
<b>LACC.68.WHST.2.5</b>	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.
<b>LACC.68.WHST.2.6</b>	Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas clearly and efficiently.
<b>LACC.68.WHST.3.8</b>	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
<b>LACC.68.WHST.3.9</b>	Draw evidence from informational texts to support analysis, reflection, and research.
<b>LACC.68.WHST.4.10</b>	Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

**MACC.K12.MP.1.1**

**Make sense of problems and persevere in solving them.**

Mathematically proficient students start by explaining to themselves the meaning of a problem and looking for entry points to its solution. They analyze givens, constraints, relationships, and goals. They make conjectures about the form and meaning of the solution and plan a solution pathway rather than simply jumping into a solution attempt. They consider analogous problems, and try special cases and simpler forms of the original problem in order to gain insight into its solution. They monitor and evaluate their progress and change course if necessary. Older students might, depending on the context of the problem, transform algebraic expressions or change the viewing window on their graphing calculator to get the information they need. Mathematically proficient students can explain correspondences between equations, verbal descriptions, tables, and graphs or draw diagrams of important features and relationships, graph data, and search for regularity or trends. Younger students might rely on using concrete objects or pictures to help conceptualize and solve a problem. Mathematically proficient students check their answers to problems using a different method, and they continually ask themselves, “Does this make sense?” They can understand the approaches of others to solving complex problems and identify correspondences between different approaches.

<p><b>MACC.K12.MP.3.1</b></p>	<p><b>Construct viable arguments and critique the reasoning of others.</b></p> <p>Mathematically proficient students understand and use stated assumptions, definitions, and previously established results in constructing arguments. They make conjectures and build a logical progression of statements to explore the truth of their conjectures. They are able to analyze situations by breaking them into cases, and can recognize and use counterexamples. They justify their conclusions, communicate them to others, and respond to the arguments of others. They reason inductively about data, making plausible arguments that take into account the context from which the data arose. Mathematically proficient students are also able to compare the effectiveness of two plausible arguments, distinguish correct logic or reasoning from that which is flawed, and—if there is a flaw in an argument—explain what it is. Elementary students can construct arguments using concrete referents such as objects, drawings, diagrams, and actions. Such arguments can make sense and be correct, even though they are not generalized or made formal until later grades. Later, students learn to determine domains to which an argument applies. Students at all grades can listen or read the arguments of others, decide whether they make sense, and ask useful questions to clarify or improve the arguments.</p>
<p><b>MACC.K12.MP.5.1</b></p>	<p><b>Use appropriate tools strategically.</b></p> <p>Mathematically proficient students consider the available tools when solving a mathematical problem. These tools might include pencil and paper, concrete models, a ruler, a protractor, a calculator, a spreadsheet, a computer algebra system, a statistical package, or dynamic geometry software. Proficient students are sufficiently familiar with tools appropriate for their grade or course to make sound decisions about when each of these tools might be helpful, recognizing both the insight to be gained and their limitations. For example, mathematically proficient high school students analyze graphs of functions and solutions generated using a graphing calculator. They detect possible errors by strategically using estimation and other mathematical knowledge. When making mathematical models, they know that technology can enable them to visualize the results of varying assumptions, explore consequences, and compare predictions with data. Mathematically proficient students at various grade levels are able to identify relevant external mathematical resources, such as digital content located on a website, and use them to pose or solve problems. They are able to use technological tools to explore and deepen their understanding of concepts.</p>

**MACC.K12.MP.6.1****Attend to precision.**

Mathematically proficient students try to communicate precisely to others. They try to use clear definitions in discussion with others and in their own reasoning. They state the meaning of the symbols they choose, including using the equal sign consistently and appropriately. They are careful about specifying units of measure, and labeling axes to clarify the correspondence with quantities in a problem. They calculate accurately and efficiently, express numerical answers with a degree of precision appropriate for the problem context. In the elementary grades, students give carefully formulated explanations to each other. By the time they reach high school they have learned to examine claims and make explicit use of definitions.