



**Perfection Learning**  
**1000 North Second Avenue**  
**Logan, IA 51546**  
**P: (800) 831-4190**  
**F: (800) 543-2745**

**Perfection Learning**  
*AP United States History*

correlated to the

**Next Generation Sunshine State Standards – Social Studies (2021)**  
**Grades 9–12**

**Revised Civics and Government Strand, New Holocaust Education Strand, and American History Strand**

Standard	Descriptor	Citations
<b>2021 Revised Civics and Government (CG) Strand</b>		
<b>Standard 1: SS.912.CG.1 Demonstrate an understanding of the origins and purposes of government, law and the American political system.</b>		
SS.912.CG.1.1	Examine how intellectual influences in primary documents contributed to the ideas in the Declaration of Independence, the U.S. Constitution and the Bill of Rights.	
•	Students will recognize the influence of religion, republicanism, the English Constitution and common Law, and the European Enlightenment in establishing the organic laws of the United States in primary documents (e.g., Magna Carta (1215); the Mayflower Compact (1620); the English Bill of Rights (1689); <i>Common Sense</i>	<b>SE:</b> 101, 114 <b>TR:</b> 23–24

**Perfection Learning *AP United States History* correlated to the Next Generation Sunshine State Standards for Social Studies (2021)**

Standard	Descriptor	Citations
	(1776); Declaration of Independence (1776); the Constitution of Massachusetts (1780); the Articles of Confederation (1781); the Northwest Ordinance (1787); U.S. Constitution (1789).	
SS.912.CG.1.2	Explain the influence of Enlightenment ideas on the Declaration of Independence.	
•	Students will identify grievances listed in the Declaration of Independence in terms of due process of law, individual rights, natural rights, popular sovereignty and social contract.	<b>SE:</b> 93, 94, 96, 106 <b>TR:</b> 24
•	Students will explain national sovereignty, natural law, self-evident truth, equality of all persons, due process of law, limited government, popular sovereignty, and unalienable rights of life, liberty and property as they relate to Enlightenment ideas in the Declaration of Independence.	This standard is beyond the scope of <i>AP United States History</i> .
•	Students will recognize that national sovereignty, due process of law, natural law, self-evident truth, equality of all persons, limited government, popular sovereignty, and unalienable rights of life, liberty and property form the philosophical foundation of our government.	<b>SE:</b> 100, 101 <b>TR:</b> 28–29
SS.912.CG.1.3	Explain arguments presented in the Federalist Papers in support of ratifying the U.S. Constitution and a republican form of government.	
•	Students will recognize that the Federalist Papers argued for a federal system of government,	<b>SE:</b> 127 <b>TR:</b> 28

**Perfection Learning *AP United States History* correlated to the  
Next Generation Sunshine State Standards for Social Studies (2021)**

Standard	Descriptor	Citations
	separation of powers and a representative form of government that is accountable to its citizens.	
•	Students will analyze Federalist and Anti-Federalist arguments concerning ratification of the U.S. Constitution and inclusion of a bill of rights.	<b>SE:</b> 126, 127 <b>TR:</b> 28
SS.912.CG.1.4	Analyze how the ideals and principles expressed in the founding documents shape America as a constitutional republic.	
•	Students will differentiate among the documents and determine how each one was individually significant to the founding of the United States.	<b>SE:</b> 118, 121, 125–126, 127, 129 <b>TR:</b> 27–28
•	Students will evaluate how the documents are connected to one another.	This standard is beyond the scope of <i>AP United States History</i> .
•	Documents include, but are not limited to, the Declaration of Independence, Articles of Confederation, Federalist Papers (e.g., No. 10, No. 14, No. 31, No. 39, No. 51) and the U.S. Constitution.	<b>SE:</b> 118, 121, 125–126, 127, 129 <b>TR:</b> 27–30
•	Students will identify key individuals who contributed to the founding documents (e.g., Thomas Jefferson, Alexander Hamilton, John Jay, James Madison, George Mason).	<b>SE:</b> 123–124, 131 <b>TR:</b> 21, 24, 31, 32
SS.912.CG.1.5	Explain how the U.S. Constitution and its amendments uphold the following political principles: checks and balances, consent of the governed, democracy, due process of law, federalism, individual rights, limited government, representative government, republicanism, rule of law and separation of powers.	

**Perfection Learning *AP United States History* correlated to the Next Generation Sunshine State Standards for Social Studies (2021)**

Standard	Descriptor	Citations
•	Students will explain how the structure and function of the U.S. government reflects these political principles.	<b>SE:</b> 130–134 <b>TR:</b> 29
•	Students will differentiate between republicanism and democracy, and discuss how the United States reflects both.	This standard is beyond the scope of <i>AP United States History</i> .
•	Students will describe compromises made during the Constitutional Convention (e.g., the Great Compromise, the Three-Fifths Compromise, the Electoral College).	<b>SE:</b> 125–126 <b>TR:</b> 28
<b>Standard 2: SS.912.CG.2 Evaluate the roles, rights and responsibilities of U.S. citizens and determine methods of active participation in society, government and the political system.</b>		
SS.912.CG.2.1 Explain the constitutional provisions that establish and affect citizenship.		
•	Students will explain how the concept of citizenship in the United States has changed over the course of history (i.e., 13th, 14th, 15th and 19th Amendments).	<b>SE:</b> 142, 260, 288, 324, 260, 361 <b>TR:</b> 44, 68, 104
•	Students will compare birthright citizenship, permanent residency and naturalization in the United States.	This standard is beyond the scope of <i>AP United States History</i> .
•	Students will differentiate the rights held by native-born citizens, permanent residents and naturalized citizens (e.g., running for public office).	This standard is beyond the scope of <i>AP United States History</i> .
SS.912.CG.2.2 Explain the importance of political and civic participation to the success of the United States’ constitutional republic.		

**Perfection Learning *AP United States History* correlated to the  
Next Generation Sunshine State Standards for Social Studies (2021)**

Standard	Descriptor	Citations
•	Students will discuss various ways in which U.S. citizens can exercise political and civic participation.	This standard is beyond the scope of <i>AP United States History</i> .
•	Students will identify historical examples of political and civic participation (e.g., Civil Rights Movement, Women’s Suffrage Movement).	<b>SE:</b> 250, 323, 329, 410, 461, 473, 474, 558, 580, 621–624, 651–654, 657, 661 <b>TR:</b> 22, 49, 50, 90, 136, 142, 144
•	Students will describe the ways in which individuals can be denied and limited in their right to practice political and civic participation (e.g., losing voting rights for felony conviction, limitations on political contributions, limits on the type of protesting).	<b>SE:</b> 72, 206, 425
SS.912.CG.2.3	Explain the responsibilities of citizens at the local, state and national levels.	
•	Students will identify various responsibilities held by citizens (e.g., voting, volunteering and being informed, respecting laws).	This standard is beyond the scope of <i>AP United States History</i> .
•	Students will understand the process of registering or preregistering to vote and how to complete a ballot in Florida (e.g., uniform primary and general election ballot).	This standard is beyond the scope of <i>AP United States History</i> .
•	Students will discuss appropriate methods of communication with public officials (e.g., corresponding, attending public meetings, requesting a meeting and providing information).	This standard is beyond the scope of <i>AP United States History</i> .

**Perfection Learning *AP United States History* correlated to the  
Next Generation Sunshine State Standards for Social Studies (2021)**

Standard	Descriptor	Citations
•	Students will participate in classroom activities that simulate exercising the responsibilities of citizenship.	This standard is beyond the scope of <i>AP United States History</i> .
SS.912.CG.2.4	Evaluate, take and defend objective, evidence-based positions on issues that cause the government to balance the interests of individuals with the public good.	
•	Students will examine situations when individuals’ rights have been restricted for the public good (e.g., limits on speech or rationing of goods during wartime, enactment of the Patriot Act).	<b>SE:</b> 142, 493, 556 <b>TR:</b> 31, 164
•	Students will analyze how environmental and financial policies place limitations on citizens and private industry for the public good.	<i>Environmental and financial policies are listed, but students are not asked to analyze their purpose.</i> <b>SE:</b> 410, 416, 417, 467, 511, 647, 670–671 <b>TR:</b> 92, 147
•	Students will explain different services provided by local, state and national governments to citizens to ensure their rights are protected (e.g., social services, law enforcement, defense, emergency response).	This standard is beyond the scope of <i>AP United States History</i> .
SS.912.CG.2.5	Analyze contemporary and historical examples of government-imposed restrictions on rights.	
•	Students will identify historical examples of government-imposed restrictions on rights (e.g., suspension of habeas corpus, rationing during wartime and limitations on speech).	<b>SE:</b> 142, 313, 395, 493, 556, 559, 728 <b>TR:</b> 67
•	Students will examine the rationale for government-imposed restrictions on rights (e.g., inciting a crime,	This standard is beyond the scope of <i>AP United States History</i> .

**Perfection Learning *AP United States History* correlated to the  
Next Generation Sunshine State Standards for Social Studies (2021)**

Standard	Descriptor	Citations
	campaign contributions, defamation, military secrets).	
SS.912.CG.2.6	Explain how the principles contained	in foundational documents contributed to the expansion of civil rights and liberties over time.
•	Students will explain how different groups of people (e.g., African Americans, immigrants, Native Americans, women) had their civil rights expanded through legislative action (e.g., Voting Rights Act, Civil Rights Act), executive action (e.g., Truman’s desegregation of the army, Lincoln’s Emancipation Proclamation) and the courts (e.g., <i>Brown v. Board of Education</i> ; <i>In re Gault</i> ).	<b>SE:</b> 314, 323–324, 326,467, 474, 622–623, 652, 657, 698, 701, 721, 738 <b>TR:</b> 68, 104, 236, 142
•	Students will explain the role founding documents, such as the Declaration of Independence and the Constitution, had on setting precedent for the future granting of rights.	This standard is beyond the scope of <i>AP United States History</i> .
SS.912.CG.2.7	Analyze the impact of civic engagement	as a means of preserving or reforming institutions.
•	Students will identify legal methods that citizens can use to promote social and political change (e.g., voting, peaceful protests, petitioning, demonstrations, contacting government offices).	<b>SE:</b> 234, 237, 238, 250,474, 622–623, 652, 653, 647,658, 668–669, 690, 693, 701 <b>TR:</b> 142, 146, 150
•	Students will identify historical examples of citizens achieving or preventing political and social change through civic engagement (e.g., the Abolitionist Movement).	<b>SE:</b> 234, 237, 238, 250,474, 622–623, 652, 653, 647,658, 668–669, 690, 693, 701 <b>TR:</b> 57, 65, 144, 147, 150
SS.912.CG.2.8	Explain the impact of political parties,	interest groups, media and individuals on determining and shaping public policy.

**Perfection Learning *AP United States History* correlated to the Next Generation Sunshine State Standards for Social Studies (2021)**

Standard	Descriptor	Citations
•	Students will explain the origins of the Republican and Democratic political parties and evaluate their roles in shaping public policy.	<i>Party origins are discussed, but students are not asked to evaluate party roles in shaping policy.</i> <b>SE:</b> 214–215, 292 <b>TR:</b> 30
•	Students will identify historical examples of interest groups, media and individuals influencing public policy.	This standard is beyond the scope of <i>AP United States History</i> .
•	Students will compare and contrast how the free press influenced politics at major points in U.S. history (e.g., Vietnam War Era, Civil Rights Era).	<i>These pages mention the influence of the press on politics but do not have students compare and contrast.</i> <b>SE:</b> 70, 447, 602
<b>SS.912.CG.2.9</b> Explain the process and procedures of elections at the state and national levels.		
•	Students will identify the different primary formats and how political parties nominate candidates using primaries.	This standard is beyond the scope of <i>AP United States History</i> .
•	Students will compare and contrast the different ways in which elections are decided (e.g., Electoral College, proportional representation, popular vote, winner-take-all).	This standard is beyond the scope of <i>AP United States History</i> .
•	Students will explain the process by which candidates register to be part of state and national elections.	This standard is beyond the scope of <i>AP United States History</i> .
•	Students will describe the different methods used to tabulate election results in state and national elections (i.e., electronic voting, punch cards, fill-in ballots).	This standard is beyond the scope of <i>AP United States History</i> .

**Perfection Learning *AP United States History* correlated to the Next Generation Sunshine State Standards for Social Studies (2021)**

Standard	Descriptor	Citations
•	Students will evaluate the role of debates in elections.	This standard is beyond the scope of <i>AP United States History</i> .
SS.912.CG.2.10	Analyze factors that contribute to voter turnout in local, state and national elections.	
•	Students will explain trends in voter turnout.	This standard is beyond the scope of <i>AP United States History</i> .
•	Students will be able to discuss attempts to increase voter turnout (e.g., get out the vote campaigns, social movements).	This standard is beyond the scope of <i>AP United States History</i> .
•	Students will explain how governmental action has affected voter participation (e.g., 15th, 19th and 26th Amendments; Jim Crow laws; poll tax; efforts to suppress voters).	<b>SE:</b> 206, 367, 474, 652 <b>TR:</b> 68, 142
SS.912.CG.2.11	Evaluate political communication for bias, factual accuracy, omission and emotional appeal.	
•	Students will compare the reporting on the same political event or issue from multiple perspectives.	This standard is beyond the scope of <i>AP United States History</i> .
•	Students will identify various forms of propaganda (e.g., plain folks, glittering generalities, testimonial, fear, logical fallacies).	This standard is beyond the scope of <i>AP United States History</i> .
•	Students will discuss the historical impact of political communication on American political process and public opinion.	This standard is beyond the scope of <i>AP United States History</i> .
•	Examples of political communication may include, but are not limited to, political cartoons, propaganda, campaign	<b>SE:</b> 207, 216, 294, 386, 492, 557, 700

**Perfection Learning *AP United States History* correlated to the Next Generation Sunshine State Standards for Social Studies (2021)**

Standard	Descriptor	Citations
	advertisements, political speeches, bumper stickers, blogs, press and social media.	
SS.912.CG.2.12	Explain how interest groups, the media and public opinion influence local, state and national decision-making related to public issues.	
•	Students will objectively discuss current public issues in Florida and use both the U.S. and Florida Constitutions to justify pro and con positions.	This standard is beyond the scope of <i>AP United States History</i> .
•	Students will examine the relationship and responsibilities of both the state and national governments regarding these public issues.	This standard is beyond the scope of <i>AP United States History</i> .
•	Students will analyze public policy solutions related to local, state and national issues.	This standard is beyond the scope of <i>AP United States History</i> .
SS.912.CG.2.13	Analyze the influence and effects of various forms of media and the internet in political communication.	
•	Students will explain how the methods of political communication has changed over time (e.g., television, radio, press, social media).	<b>SE:</b> 195, 317, 506, 615 <b>TR:</b> 149
•	Students will describe how the methods used by political officials to communicate with the public has changed over time.	<b>SE:</b> 294, 332, 527, 713
•	Students will discuss the strengths and weaknesses of different methods of political communication.	This standard is beyond the scope of <i>AP United States History</i> .
<b>Standard 3: SS.912.CG.3 Demonstrate an understanding of the principles, functions and organization of government.</b>		
SS.912.CG.3.1	Analyze how certain political ideologies conflict with the principles of freedom and democracy.	

**Perfection Learning *AP United States History* correlated to the Next Generation Sunshine State Standards for Social Studies (2021)**

Standard	Descriptor	Citations
•	Students will identify political ideologies that conflict with the principles of freedom and democracy (e.g., communism and totalitarianism).	<b>SE:</b> 470, 495, 581, 600–602 <b>TR:</b> 129, 131
•	Students will analyze how the principles of checks and balances, consent of the governed, democracy, due process of law, federalism, individual rights, limited government, representative government, republicanism, rule of law and separation of powers contribute to the nation’s longevity and its ability to overcome challenges, and distinguish the United States’ constitutional republic from authoritarian and totalitarian nations.	<i>These pages discuss the principles of the Constitution but do not analyze their role in protecting the republic.</i> <b>SE:</b> 131–132, 323–326, 329, 330, 474, 526, 607, 700–701 <b>TR:</b> 28–29
<b>SS.912.CG.3.2</b> Explain how the U.S. Constitution safeguards and limits individual rights.		
•	Students will identify the individual rights citizens are granted in the language of the U.S. Constitution, the Bill of Rights and other constitutional amendments.	<b>SE:</b> 131–132, 323–326, 329, 330, 474, 526, 607, 700–701 <b>TR:</b> 29
•	Students will describe the role of the Supreme Court in further defining the safeguards and limits of constitutional rights.	This standard is beyond the scope of <i>AP United States History</i> .
<b>SS.912.CG.3.3</b> Analyze the structures, functions and processes of the legislative branch as described in Article I of the U.S. Constitution.		
•	Students will explain why Article I of the U.S. Constitution established a bicameral legislative body and how the House of Representatives	This standard is beyond the scope of <i>AP United States History</i> .

**Perfection Learning *AP United States History* correlated to the Next Generation Sunshine State Standards for Social Studies (2021)**

Standard	Descriptor	Citations
	functions differently from the Senate.	
•	Students will identify the methods for determining the number of members in the House of Representatives and the Senate.	This standard is beyond the scope of <i>AP United States History</i> .
•	Students will identify and describe the “enumerated powers” granted to Congress (e.g., assess taxes, borrow money, declare war, make laws).	This standard is beyond the scope of <i>AP United States History</i> .
•	Students will analyze the role of the legislative branch in terms of its relationship with the judicial and executive branch of the government.	This standard is beyond the scope of <i>AP United States History</i> .
•	Students will describe constitutional amendments that changed the role of Congress from its original description in Article I of the U.S. Constitution (i.e., 10th, 14th, 16th, 17th and 27th Amendments).	<b>SE:</b> 131, 324, 470
SS.912.CG.3.4	Analyze the structures, functions and	processes of the executive branch as described in Article II of the U.S. Constitution.
•	Students will explain the qualifications one must have to seek the office of president and the process of presidential elections.	This standard is beyond the scope of <i>AP United States History</i> .
•	Students will explain different presidential responsibilities outlined in Article II (e.g., receiving foreign heads of state, delivering the State of the Union address, carrying out faithful execution of the law).	<b>SE:</b> 131

**Perfection Learning *AP United States History* correlated to the  
Next Generation Sunshine State Standards for Social Studies (2021)**

Standard	Descriptor	Citations
•	Students will examine the role of the executive branch in terms of its relationship with the judicial and legislative branches of the government.	This standard is beyond the scope of <i>AP United States History</i> .
•	Students will describe constitutional amendments (i.e., 12th, 20th, 22nd and 25th) that have changed the role of the executive branch from its original description in Article II.	<b>SE:</b> 607
•	Students will describe the impeachment process.	This standard is beyond the scope of <i>AP United States History</i> .
<b>SS.912.CG.3.5</b> Describe how independent regulatory agencies interact with the three branches of government and with citizens.		
•	Students will identify independent regulatory agencies (e.g., Federal Communications Commission, Federal Election Commission, National Labor Relations Board) and explain their purpose and effect.	<b>SE:</b> 472, 520, 528, 529, 736
•	Students will describe the advantages and disadvantages of delegating power to independent regulatory agencies.	This standard is beyond the scope of <i>AP United States History</i> .
<b>SS.912.CG.3.6</b> Explain expressed, implied, concurrent and reserved powers in the U.S. Constitution.		
•	Students will identify powers that are expressed in the U.S. Constitution to Congress (e.g., coin money, declare war, assess taxes, citizenship).	This standard is beyond the scope of <i>AP United States History</i> .
•	Students will identify that expressed powers are also known as enumerated powers found in Article I of the U.S. Constitution.	This standard is beyond the scope of <i>AP United States History</i> .

**Perfection Learning *AP United States History* correlated to the Next Generation Sunshine State Standards for Social Studies (2021)**

Standard	Descriptor	Citations
•	Students will analyze the role of the “general welfare clause” and “necessary and proper clause” in granting Congress implied powers.	This standard is beyond the scope of <i>AP United States History</i> .
•	Students will describe examples of concurrent powers as those powers shared by both state and national governments (e.g., build roads, tax citizens, make laws).	This standard is beyond the scope of <i>AP United States History</i> .
•	Students will explain how reserved powers define issues as matters for the people or the state governments.	This standard is beyond the scope of <i>AP United States History</i> .
•	Students will compare the roles of expressed, implied, concurrent and reserved powers in United States’ federalism.	This standard is beyond the scope of <i>AP United States History</i> .
SS.912.CG.3.7	Analyze the structures, functions and	processes of the judicial branch as described in Article III of the U.S. Constitution.
•	Students will examine the role of the judicial branch in terms of its relationship with the legislative and executive branches of the government.	This standard is beyond the scope of <i>AP United States History</i> .
•	Students will describe the role of the Supreme Court and lesser federal courts.	<b>SE:</b> 131
•	Students will explain what Article III says about judicial tenure, appointment and salaries.	This standard is beyond the scope of <i>AP United States History</i> .
•	Students will describe the powers granted to the courts by Article III including, but not limited to,	This standard is beyond the scope of <i>AP United States History</i> .

**Perfection Learning *AP United States History* correlated to the Next Generation Sunshine State Standards for Social Studies (2021)**

Standard	Descriptor	Citations
	treason, jurisdiction and trial by jury.	
SS.912.CG.3.8	Describe the purpose and function of	judicial review in the American constitutional government.
•	Students will examine the role of district courts, the courts of appeals and the Supreme Court in the judicial review process.	This standard is beyond the scope of <i>AP United States History</i> .
•	Students will explain the relationship between the concept of judicial review and the language of the Supremacy Clause in Article VI of the U.S. Constitution.	This standard is beyond the scope of <i>AP United States History</i> .
SS.912.CG.3.9	Compare the role of state and federal	judges with other elected officials.
•	Students will compare the ways state and federal judges are appointed compared to other elected officials.	This standard is beyond the scope of <i>AP United States History</i> .
•	Students will distinguish the qualifications needed for a judge at the state or federal level versus other elected officials.	This standard is beyond the scope of <i>AP United States History</i> .
•	Students will compare the decision-making process of judges compared to other political figures.	This standard is beyond the scope of <i>AP United States History</i> .
SS.912.CG.3.10	Analyze the levels and responsibilities	of state and federal courts.
•	Students will describe what Article III of the U.S. Constitution states about the relationship between state and federal courts.	This standard is beyond the scope of <i>AP United States History</i> .
•	Students will recognize the role of the Federal Judiciary Act of 1789 in establishing the structure and	<b>SE:</b> 136

**Perfection Learning *AP United States History* correlated to the Next Generation Sunshine State Standards for Social Studies (2021)**

Standard	Descriptor	Citations
	jurisdiction of the federal court system.	
•	Students will contrast the differences among civil trials and criminal trials at the state level.	This standard is beyond the scope of <i>AP United States History</i> .
•	Students will describe the relationship among the Supreme Court, federal appellate courts and federal district courts (e.g., Erie Doctrine, Rooker-Feldman Doctrine).	This standard is beyond the scope of <i>AP United States History</i> .
SS.912.CG.3.11	Evaluate how landmark Supreme Court decisions affect law, liberty and the interpretation of the U.S. Constitution.	
•	Students will recognize landmark Supreme Court cases (e.g., <i>Marbury v. Madison</i> ; <i>McCulloch v. Maryland</i> ; <i>Dred Scott v. Sandford</i> ; <i>Plessy v. Ferguson</i> ; <i>Brown v. Board of Education</i> ; <i>Gideon v. Wainwright</i> ; <i>Miranda v. Arizona</i> ; <i>Korematsu v. United States</i> ; <i>Mapp v. Ohio</i> ; <i>In re Gault</i> ; <i>United States v. Nixon</i> ; <i>Regents of the University of California v. Bakke</i> ; <i>Hazelwood v. Kuhlmeier</i> ; <i>District of Columbia v. Heller</i> ).	<b>SE:</b> 171, 293, 367, 559, 622, 650–651, 660, 679, 680, 700 <b>TR:</b> 57
•	Students will explain the foundational constitutional issues underlying landmark Supreme Court decisions related to the Bill of Rights and other amendments.	This standard is beyond the scope of <i>AP United States History</i> .
•	Students will explain the outcomes of landmark Supreme Court cases related to the Bill of Rights and other amendments.	<b>SE:</b> 171, 293, 367, 559, 622, 650–651, 660, 679, 680, 700

**Perfection Learning *AP United States History* correlated to the  
Next Generation Sunshine State Standards for Social Studies (2021)**

Standard	Descriptor	Citations
SS.912.CG.3.12	Analyze the concept of federalism in the United States and its role in establishing the relationship between the state and national governments.	
•	Students will identify examples of the powers reserved and shared among state and the national governments in the American federal system of government.	<b>SE:</b> 125, 130
•	Students will examine the role the Great Compromise had on the eventual establishment of a federal system of fifty equal states.	<b>SE:</b> 125
•	Students will explain specific rights that are granted to the states in the language of the U.S. Constitution and its amendments (e.g., 10th Amendment, defense and extradition).	<b>SE:</b> 132
•	Students will analyze how states have challenged the national government regarding states' rights (e.g., Civil War, the New Deal, No Child Left Behind, Affordable Health Care Act, Civil Rights Movement).	<b>SE:</b> 237–238, 289–294, 422, 525–538, 621–624, 660–661, 703, 734, 737
SS.912.CG.3.13	Explain how issues between Florida, other states and the national government are resolved.	
•	Students will explain the concept of federalism as it applies to each issue.	This standard is beyond the scope of <i>AP United States History</i> .
•	Students will use historical and issue-based scenarios to demonstrate understanding of how disputes between Florida, other states and the national government	This standard is beyond the scope of <i>AP United States History</i> .

**Perfection Learning *AP United States History* correlated to the  
Next Generation Sunshine State Standards for Social Studies (2021)**

Standard	Descriptor	Citations
	are resolved (e.g., water rights arguments between Florida and Georgia, national and state conflict over rights to adjacent waters and seabeds, civil rights).	
SS.912.CG.3.14	Explain the judicial decision-making process in interpreting law at the state and national levels.	
•	Students will explain the role of the U.S. Constitution in interpreting law at the state and national levels.	This standard is beyond the scope of <i>AP United States History</i> .
•	Students will explain the process used by judges at the state and national levels when making a decision or writing summary opinions.	This standard is beyond the scope of <i>AP United States History</i> .
•	Students will incorporate language from the U.S. Constitution or court briefs to justify a legal decision when interpreting state or national law.	This standard is beyond the scope of <i>AP United States History</i> .
SS.912.CG.3.15	Explain how citizens are affected by the local, state and national governments.	
•	Students will identify local government officials and employees who affect the daily lives of citizens.	This standard is beyond the scope of <i>AP United States History</i> .
•	Students will identify the role of state governmental officials and employees who affect the daily lives of citizens.	This standard is beyond the scope of <i>AP United States History</i> .
•	Students will identify the role of national governmental officials and employees who affect the daily lives of citizens.	This standard is beyond the scope of <i>AP United States History</i> .

**Perfection Learning *AP United States History* correlated to the  
Next Generation Sunshine State Standards for Social Studies (2021)**

Standard	Descriptor	Citations
•	Students will explain how government at all levels impacts the daily lives of citizens.	This standard is beyond the scope of <i>AP United States History</i> .
<b>Standard 4: SS.912.CG.4 Demonstrate an understanding of contemporary issues in world affairs and evaluate the role and impact of U.S. foreign policy.</b>		
SS.912.CG.4.1	Analyze how liberty and economic freedom generate broad-based opportunity and prosperity in the United States.	
•	Students will differentiate between government systems (e.g., autocracy, democracy, monarchy, oligarchy republic, theocracy).	This standard is beyond the scope of <i>AP United States History</i> .
•	Students will differentiate between economic systems (e.g., capitalism, communism, mixed market, socialism).	This standard is beyond the scope of <i>AP United States History</i> .
•	Students will analyze the disadvantages of authoritarian control over the economy (e.g., communism and socialism) in generating broad-based economic prosperity for their population.	This standard is beyond the scope of <i>AP United States History</i> .
SS.912.CG.4.2	Explain how the United States uses foreign policy to influence other nations.	
•	Students will explain how the policies of other nations influence U.S. policy and society.	This standard is beyond the scope of <i>AP United States History</i> .
•	Students will identify agencies of the U.S. government that contribute to its foreign policy agenda (e.g., National Security Agency, Central Intelligence Agency).	<b>SE:</b> 586
•	Students will explain the advantages and disadvantages of how nongovernmental organizations (NGOs) influence foreign policy	This standard is beyond the scope of <i>AP United States History</i> .

**Perfection Learning *AP United States History* correlated to the Next Generation Sunshine State Standards for Social Studies (2021)**

Standard	Descriptor	Citations
	(e.g., United States Agency for International Development, Red Cross, American Woman Suffrage Association, Amnesty International).	
•	Students will explain how U.S. trade policy influences its relationships with other nations (e.g., China, Saudi Arabia).	<b>SE:</b> 592
•	Students will explain how the use of embargos and economic sanctions by the United States has affected other nations (e.g., Cuba, Iran, Syria).	<b>SE:</b> 183, 456, 596, 628
•	Students will explain the U.S. response to international conflicts.	<b>SE:</b> 584, 587, 588, 592, 626–631, 635 <b>TR:</b> 105–106, 116, 119, 139
SS.912.CG.4.3	Explain how U.S. foreign policy supports democratic principles and protects human rights around the world.	
•	Students will explain how U.S. foreign policy aims to protect liberty around the world and describe how the founding documents support the extension of liberty to all mankind.	This standard is beyond the scope of <i>AP United States History</i> .
SS.912.CG.4.4	Identify indicators of democratization in foreign countries.	
•	Students will recognize indicators of democratization as a system of free and fair elections, active civic participation, the protection of human rights, and the rule of law.	This standard is beyond the scope of <i>AP United States History</i> .
<b>2021 New Holocaust Education (HE) Strand</b>		
<b>Standard 1: SS.HE.912.1 Analyze the origins of antisemitism and its use by the National Socialist German Workers’ Party (Nazi) regime.</b>		
SS.912.HE.1.1	Define the Holocaust as the planned and systematic state-sponsored persecution and murder of European Jews by Nazi Germany and its collaborators between 1933 and 1945.	

**Perfection Learning *AP United States History* correlated to the Next Generation Sunshine State Standards for Social Studies (2021)**

Standard	Descriptor	Citations
•	Students will explain why the Holocaust is history’s most extreme example of antisemitism.	This standard is beyond the scope of <i>AP United States History</i> .
SS.912.HE.1.2	Analyze how the Nazi regime utilized	and built on historical antisemitism to create a common enemy of the Jews.
•	Students will explain the origins of antisemitism and trace it from the Ancient World through the twenty-first century (e.g., Pagan, Christian, Muslim, Middle Ages, Modern era).	This standard is beyond the scope of <i>AP United States History</i> .
•	Students will explain the political, social and economic applications of antisemitism that led to the organized pogroms against Jewish people.	This standard is beyond the scope of <i>AP United States History</i> .
•	Students will examine propaganda (e.g., the Protocols of the Elders of Zion; The Poisonous Mushroom) that was and still is utilized against Jewish people both in Europe and around the world.	This standard is beyond the scope of <i>AP United States History</i> .
SS.912.HE.1.3	Analyze how the Treaty of Versailles	was a causal factor leading the rise of the Nazis, and how the increasing spread of antisemitism was manipulated to the Nazi’s advantage.
•	Students will explain how the Nazis used antisemitism to foment hate and create a shared enemy in order to gain power prior to World War I.	This standard is beyond the scope of <i>AP United States History</i> .
•	Students will explain how events during the Weimar Republic led to the rise of Nazism (e.g., Dolchstoss, Ruhr Crisis, hyperinflation, the Great Depression, unemployment, the 1920’s Nazi platform, the Dawes Plan, the Golden Age, the failure of the Weimar Republic).	This standard is beyond the scope of <i>AP United States History</i> .

**Perfection Learning *AP United States History* correlated to the  
Next Generation Sunshine State Standards for Social Studies (2021)**

Standard	Descriptor	Citations
•	Students will recognize German culpability, reparations and military downsizing as effects of the Treaty of Versailles.	This standard is beyond the scope of <i>AP United States History</i> .
SS.912.HE.1.4	Explain how the National Socialist German Workers’ Party, or Nazi Party, grew into a mass movement and gained and maintained power in Germany through totalitarian means from 1933 to 1945 under the leadership of Adolf Hitler.	
•	Students will compare Germany’s political parties and their system of proportional representation in national elections from 1920 to 1932.	This standard is beyond the scope of <i>AP United States History</i> .
•	Students will explain how the Sturmabteilung (SA), the Schutzstaffel (SS), the Wehrmacht, the Gestapo and Hitler’s inner circle helped him gain and maintain power after 1933.	This standard is beyond the scope of <i>AP United States History</i> .
•	Students will explain how the following contributed to Hitler’s rise to power: Adolf Hitler’s Munich Beer Hall Putsch, Hitler’s arrest and trial, Mein Kampf, the Reichstag fire, the Enabling Act, the Concordat of 1933, the Night of the Long Knives (the Rohm Purge), Hindenburg’s death and Hitler as Fuhrer.	This standard is beyond the scope of <i>AP United States History</i> .
SS.912.HE.1.5	Describe how the Nazis utilized various forms of propaganda to indoctrinate the German population.	
•	Students will explain how opposing views were eliminated (e.g., book burnings, censorship, state control over the media).	This standard is beyond the scope of <i>AP United States History</i> .

**Perfection Learning *AP United States History* correlated to the Next Generation Sunshine State Standards for Social Studies (2021)**

Standard	Descriptor	Citations
•	Students will explain how identification, legal status, economic status and pseudoscience supported propaganda that was used to perpetuate the Nazi ideology of “The Master Race.”	This standard is beyond the scope of <i>AP United States History</i> .
SS.912.HE.1.6	Examine how the Nazis used education and youth programs to indoctrinate young people into the Nazi ideology.	
•	Students will explain the impact of the Hitler Youth Program and Band of German Maidens (German: Bund Deutscher Mädel).	This standard is beyond the scope of <i>AP United States History</i> .
•	Students will examine how the Nazis used the public education system to indoctrinate youth and children.	This standard is beyond the scope of <i>AP United States History</i> .
•	Students will explain how Nazi ideology supplanted prior beliefs.	This standard is beyond the scope of <i>AP United States History</i> .
SS.912.HE.1.7	Explain what is meant by “the Aryan Race” and why this terminology was used.	
•	Students will compare the meaning of Aryan to the Nazi meaning of Aryan Race.	This standard is beyond the scope of <i>AP United States History</i> .
•	Students will explain how the Nazis used propaganda, pseudoscience and the law to transform Judaism from a religion to a race.	This standard is beyond the scope of <i>AP United States History</i> .
•	Students will examine the manipulation of the international community to obtain the votes to host the 1936 Olympics and how the Berlin Games were utilized as propaganda for Nazi ideology to bolster the “superiority” of the Aryan race.	This standard is beyond the scope of <i>AP United States History</i> .

Perfection Learning *AP United States History* correlated to the  
Next Generation Sunshine State Standards for Social Studies (2021)

Standard	Descriptor	Citations
•	Students will explain how eugenics, scientific racism and Social Darwinism provided a foundation for Nazi racial beliefs.	This standard is beyond the scope of <i>AP United States History</i> .
<b>Standard 2: SS.HE.912.2 Explain the significant events, public policies and experiences of the Holocaust.</b>		
SS.912.HE.2.1	Describe how the life of Jews deteriorated under the Third Reich and the Nuremberg Laws in Germany and its annexed territories (e.g., the Rhineland, Sudetenland, Austria) from 1933 to 1938.	
•	Students will analyze the Nuremberg Laws and describe their effects.	This standard is beyond the scope of <i>AP United States History</i> .
•	Students will explain how the Nazis used birth records, religious symbols and practices to identify and target Jews.	This standard is beyond the scope of <i>AP United States History</i> .
SS.912.HE.2.2	Analyze the causes and effects of Kristallnacht and how it became a watershed event in the transition from targeted persecution and anti-Jewish policy to open, public violence against Jews in Nazi-controlled Europe.	
•	Students will understand the reasons for Herschel Grynszpan’s actions at the German embassy in Paris and how the assassination of Ernst vom Rath was a pretext used by the Nazis for Kristallnacht.	This standard is beyond the scope of <i>AP United States History</i> .
•	Students will describe the different types of persecution that were utilized during Kristallnacht, both inside and outside Germany.	This standard is beyond the scope of <i>AP United States History</i> .
•	Students will analyze the effects of Kristallnacht on European and world Jewry using primary sources (e.g., newspapers, images, video, survivor testimony).	This standard is beyond the scope of <i>AP United States History</i> .

**Perfection Learning *AP United States History* correlated to the  
Next Generation Sunshine State Standards for Social Studies (2021)**

Standard	Descriptor	Citations
•	Students will analyze the effects of Kristallnacht on the international community using primary sources (e.g., newspapers, images, video, survivor testimony).	This standard is beyond the scope of <i>AP United States History</i> .
SS.912.HE.2.3	Analyze Hitler’s motivations for the annexations of Austria and the Sudetenland, and the invasion of Poland.	
•	Students will define the term <i>lebensraum</i> , or living space, as an essential piece of Nazi ideology and explain how it led to territorial expansion and invasion.	This standard is beyond the scope of <i>AP United States History</i> .
•	Students will analyze Hitler’s use of the Munich Pact to expand German territory and the Molotov-Ribbentrop Pact to keep the Soviet Union out of the war.	This standard is beyond the scope of <i>AP United States History</i> .
SS.912.HE.2.4	Describe how Jewish immigration was perceived and restricted by various nations from 1933 to 1939.	
•	Students will examine why immigration was difficult for Jewish people (e.g., MS St. Louis, the Evian Conference, immigration quota systems).	This standard is beyond the scope of <i>AP United States History</i> .
•	Students will explain how the Kindertransport saved the lives of Jewish children.	This standard is beyond the scope of <i>AP United States History</i> .
SS.912.HE.2.5	Explain the effect Nazi policies had on other groups targeted by the government of Nazi Germany.	
•	Students will explain the effects of Nazi “racial hygiene” policies on various groups including, but not limited to, ethnic (e.g., Roma-Sinti, Slavs) and religious groups (e.g., Jehovah’s Witnesses), political opposition, the physically and mentally disabled and homosexuals.	This standard is beyond the scope of <i>AP United States History</i> .

**Perfection Learning *AP United States History* correlated to the Next Generation Sunshine State Standards for Social Studies (2021)**

Standard	Descriptor	Citations
SS.912.HE.2.6	Identify the various armed and unarmed resistance efforts in Europe from 1933 to 1945.	
•	Students will recognize resistance efforts including, but not limited to, the White Rose, the Rosenstrasse Protest, Bishop Clemens von Galen, the Swing Movement, Reverend Niemöller, Dietrich Bonhoeffer, the Bielski Brothers and the Partisans in Eastern and Western Europe.	This standard is beyond the scope of <i>AP United States History</i> .
•	Students will discuss resistance and uprisings in the ghettos using primary sources (e.g., newspapers, images, video, survivor testimony).	This standard is beyond the scope of <i>AP United States History</i> .
SS.912.HE.2.7	Examine the role that bystanders, collaborators and perpetrators played in the implementation of Nazi policies against Jewish people and other targeted groups, as well as the role of rescuers in opposing the Nazis and their policies.	
•	Students will discuss the choices and actions of heroes and heroines in defying Nazi policy at great personal risk, to help rescue Jews (e.g., the Righteous Among the Nations designation).	This standard is beyond the scope of <i>AP United States History</i> .
SS.912.HE.2.8	Analyze how corporate complicity aided Nazi goals.	
•	Students will analyze corporate complicity as including, but not limited to, supporting methods of identification and record keeping, continuing trade relationships, financial resources, the use of slave labor, production for the war effort and moral and ethical corporate decisions (1930–1945).	This standard is beyond the scope of <i>AP United States History</i> .
SS.912.HE.2.9	Explain how killing squads, including the Einsatzgruppen, conducted mass shooting operations in Eastern Europe with the assistance of the Schutzstaffel (SS), police units, the army and local collaborators.	

**Perfection Learning *AP United States History* correlated to the  
Next Generation Sunshine State Standards for Social Studies (2021)**

Standard	Descriptor	Citations
•	Students will discuss major events of the killing squads to include, but not be limited to, Babi Yar, Vilnius, Rumbula, Kovno, Ponar and the Palmiry Forest.	This standard is beyond the scope of <i>AP United States History</i> .
•	Students will describe the psychological and physical impact on the Einsatzgruppen and how it led to the implementation of the Final Solution.	This standard is beyond the scope of <i>AP United States History</i> .
•	Students will explain the purpose of the Wannsee Conference and how it impacted the Final Solution.	This standard is beyond the scope of <i>AP United States History</i> .
SS.912.HE.2.10	Explain the origins and purpose of ghettos in Europe.	
•	Students will trace the use of ghettos in Europe prior to World War II.	This standard is beyond the scope of <i>AP United States History</i> .
•	Students will explain the methods used for the identification, displacement and deportation of Jews to ghettos.	This standard is beyond the scope of <i>AP United States History</i> .
•	Students will explain what ghettos were in context of World War II and Nazi ideology.	This standard is beyond the scope of <i>AP United States History</i> .
SS.912.HE.2.11	Discuss life in the various ghettos.	
•	Students will explain the origins and purpose of the Judenrat.	This standard is beyond the scope of <i>AP United States History</i> .
•	Students will explain the effects of the Judenrat on daily life in ghettos, specifically students should recognize Adam Czerniakow (Warsaw) and Mordechai Chaim Rumkowski (Lodz) and how these	This standard is beyond the scope of <i>AP United States History</i> .

**Perfection Learning *AP United States History* correlated to the  
Next Generation Sunshine State Standards for Social Studies (2021)**

Standard	Descriptor	Citations
	men differed in their approach to leading the Judenrat in their respective ghettos.	
•	Students will discuss the difference between open ghettos and closed ghettos and how that impacted life within those ghettos.	This standard is beyond the scope of <i>AP United States History</i> .
•	Students will describe various attempts at escape and forms of armed and unarmed resistance (before liquidation and liberation) including, but not limited to, the Warsaw Ghetto Uprising.	This standard is beyond the scope of <i>AP United States History</i> .
•	Students will explain how and why the Nazis liquidated the ghettos, including the forced decisions of the Judenrat to select individuals for deportation transports to the camps.	This standard is beyond the scope of <i>AP United States History</i> .
SS.912.HE.2.12	Define “partisan” and explain the role	partisans played in World War II.
•	Students will identify countries that had partisan groups who fought the Nazis.	This standard is beyond the scope of <i>AP United States History</i> .
•	Students will explain the warfare tactics utilized by the resistance movements against the Nazis.	This standard is beyond the scope of <i>AP United States History</i> .
•	Students will recognize that not all resistance movements accepted Jews.	This standard is beyond the scope of <i>AP United States History</i> .
SS.912.HE.2.13	Examine the origins, purpose and conditions	associated with various types of camps.
•	Students will explain the differences between forced labor camps, concentration camps, transit camps	This standard is beyond the scope of <i>AP United States History</i> .

**Perfection Learning *AP United States History* correlated to the  
Next Generation Sunshine State Standards for Social Studies (2021)**

Standard	Descriptor	Citations
	and death camps, including the geographic location, physical structure, camp commandants and SS leadership and mechanics of murder.	
•	Students will describe the daily routines within the camps to include food intake, showers, bathrooms, sleeping arrangements, roll call, work details, illness, environmental conditions, clothing, selection process, torture, medical experiments, public executions, suicides and other aspects of daily life.	This standard is beyond the scope of <i>AP United States History</i> .
•	Students will describe various attempts at escape and forms of resistance within the camps.	This standard is beyond the scope of <i>AP United States History</i> .
•	Students will discuss how the use of existing transportation infrastructure facilitated the deportation of Jewish people to the camps, including the non-Aryan management of the transportation system that collaborated with the Nazis.	This standard is beyond the scope of <i>AP United States History</i> .
•	Students will describe life in Terezin, including its function as a transit camp, its unique culture that generated art, music, literature, poetry, opera (notably Brundibar) and the production of Vedem Magazine as a form of resistance; its use by the Nazis as propaganda to fool the International Red Cross; and the creation of the film	This standard is beyond the scope of <i>AP United States History</i> .

**Perfection Learning *AP United States History* correlated to the  
Next Generation Sunshine State Standards for Social Studies (2021)**

Standard	Descriptor	Citations
	“Terezin: A Documentary Film of Jewish Resettlement.”	
•	Students will identify and examine the 6 major death camps (e.g., Auschwitz-Birkenau, Belzec, Chelmno, Majdanek, Sobibor, Treblinka) and their locations.	This standard is beyond the scope of <i>AP United States History</i> .
•	Students will explain why the 6 major death camps were only in Nazi-occupied Poland.	This standard is beyond the scope of <i>AP United States History</i> .
•	Students will describe the significance of Auschwitz-Birkenau as the most prolific site of mass murder in the history of mankind.	This standard is beyond the scope of <i>AP United States History</i> .
SS.912.HE.2.14	Explain the purpose of the death marches.	
•	Students will recognize death marches as the forcible movement of prisoners by Nazis with the dual purpose of removing evidence and murdering as many people as possible (toward the end of World War II and the Holocaust) from Eastern Europe to Germany proper.	This standard is beyond the scope of <i>AP United States History</i> .
SS.912.HE.2.15	Describe the experience of Holocaust survivors following World War II.	
•	Students will explain how Allied Forces liberated camps, including the relocation and treatment of the survivors.	This standard is beyond the scope of <i>AP United States History</i> .
•	Students will discuss the experiences of survivors after liberation (e.g., repatriations, displaced persons camps, pogroms, relocation).	This standard is beyond the scope of <i>AP United States History</i> .

**Perfection Learning *AP United States History* correlated to the Next Generation Sunshine State Standards for Social Studies (2021)**

Standard	Descriptor	Citations
•	Students will explain the various ways that Holocaust survivors lived through the state-sponsored persecution and murder of European Jews by Nazi Germany and its collaborators (e.g., became partisans, escaped from Nazi controlled territory, went into hiding).	This standard is beyond the scope of <i>AP United States History</i> .
•	Students will describe the psychological and physical struggles of Holocaust survivors.	This standard is beyond the scope of <i>AP United States History</i> .
•	Students will examine the settlement patterns of Holocaust survivors after World War II, including immigration and the establishment of the modern state of Israel.	This standard is beyond the scope of <i>AP United States History</i> .
<b>Standard 3: SS.HE.912.3 Discuss the impact and aftermath of the Holocaust.</b>		
SS.912.HE.3.1	Analyze the international community's efforts to hold perpetrators responsible for their involvement in the Holocaust.	
•	Students will discuss the purpose and outcomes of the Nuremberg Trials and other subsequent trials related to the Holocaust.	This standard is beyond the scope of <i>AP United States History</i> .
•	Students will compare arguments by the prosecution and recognize the falsehoods offered by the defense during the Nuremberg Trials (e.g., Justice Robert Jackson's opening statement, Prosecutor Ben Ferencz's opening statement, ex post facto laws, non-existent terminology, crimes against humanity, genocide, statute of limitations, jurisdictional issues).	This standard is beyond the scope of <i>AP United States History</i> .

**Perfection Learning *AP United States History* correlated to the Next Generation Sunshine State Standards for Social Studies (2021)**

Standard	Descriptor	Citations
•	Students will discuss how members of the international community were complicit in assisting perpetrators' escape from both Germany and justice following World War II.	This standard is beyond the scope of <i>AP United States History</i> .
SS.912.HE.3.2	Explain the impact of the Eichmann Trial on policy concerning crimes against humanity, capital punishment, accountability, the testimony of survivors and acknowledgment of the international community.	
•	Students will recognize the Eichmann Trial as the first time that Israel held a Nazi war criminal accountable.	This standard is beyond the scope of <i>AP United States History</i> .
SS.912.HE.3.3	Explain the effects of Holocaust denial on contemporary society.	
•	Students will explain how Holocaust denial has helped contribute to the creation of contemporary propaganda and the facile denial of political and social realities.	This standard is beyond the scope of <i>AP United States History</i> .
SS.912.HE.3.4	Explain why it is important for current and future generations to learn from the Holocaust.	
•	Students will explain the significance of learning from Holocaust era primary sources created by Jews who perished and those who survived.	This standard is beyond the scope of <i>AP United States History</i> .
•	Students will explain the significance of listening to the testimony of Holocaust survivors (e.g., live and through organizations that offer pre-recorded digital testimony).	This standard is beyond the scope of <i>AP United States History</i> .
•	Students will describe the contributions of the Jews (e.g., arts,	This standard is beyond the scope of <i>AP United States History</i> .

**Perfection Learning *AP United States History* correlated to the  
Next Generation Sunshine State Standards for Social Studies (2021)**

Standard	Descriptor	Citations
	culture, medicine, sciences) to the United States and the world.	
•	Students will explain the significance of “Never Again.”	This standard is beyond the scope of <i>AP United States History</i> .
SS.912.HE.3.5	Recognize that antisemitism includes a certain perception of the Jewish people, which may be expressed as hatred toward Jewish people, rhetorical and physical manifestations of antisemitism directed toward a person or his or her property or toward Jewish community institutions or religious facilities.	
•	Students will analyze examples of antisemitism (e.g., calling for, aiding, or justifying the killing or harming of Jews, often in the name of a radical ideology or an extremist view of religion; making mendacious, dehumanizing, demonizing or stereotypical allegations about Jews as such or the power of Jews as a collective, especially, but not exclusively, the myth about a world Jewish conspiracy or of Jews controlling the media, economy, government or other societal institutions; accusing Jews as a people of being responsible for real or imagined wrongdoing committed by a single Jewish person or group, the State of Israel, or even for acts committed by non-Jews; accusing Jews as a people or the State of Israel of inventing or exaggerating the Holocaust; accusing Jewish citizens of being more loyal to Israel, or the alleged priorities of Jews worldwide, than to the interest of their own nations).	This standard is beyond the scope of <i>AP United States History</i> .
•	Students will analyze examples of antisemitism related to Israel (e.g.,	This standard is beyond the scope of <i>AP United States History</i> .

**Perfection Learning *AP United States History* correlated to the  
Next Generation Sunshine State Standards for Social Studies (2021)**

Standard	Descriptor	Citations
	demonizing Israel by using the symbols and images associated with classic anti-Semitism to characterize Israel or Israelis, drawing comparisons of contemporary Israeli policy to that of the Nazis, or blaming Israel for all inter-religious or political tensions; applying a double standard to Israel by requiring behavior of Israel that is not expected or demanded of any other democratic nation or focusing peace or human rights investigations only on Israel; delegitimizing Israel by denying the Jewish people their right to self-determination and denying Israel the right to exist).	
<b>Strand: American History</b>		
<b>Standard 1: Use research and inquiry skills to analyze American history using primary and secondary sources.</b>		
SS.912.A.1.1	Describe the importance of historiography, which includes how historical knowledge is obtained and transmitted, when interpreting events in history.	<p><i>This standard is addressed in all Historical Perspectives and Think as a Historian sections of the Student Edition and Teacher Resource. A representative sample is listed below.</i></p> <p><b>SE:</b> 15, 28, 30, 72, 101, 742 <b>TR:</b> 18, 30, 34, 59, 104</p>
SS.912.A.1.2	Utilize a variety of primary and secondary sources to identify author, historical significance, audience, and authenticity to understand a historical period.	<p><i>This standard is addressed in all Historical Perspectives and Think as a Historian sections of the Student Edition and Teacher Resource. A representative sample is listed below.</i></p> <p><b>SE:</b> 207, 255, 273, 341, 574 <b>TR:</b> 53–54, 72, 95, 111, 168</p>
SS.912.A.1.3	Utilize timelines to identify the time sequence of historical data.	<p><i>This standard is addressed in all Landmark Events sections of the Student Edition. A representative sample is listed below.</i></p> <p><b>SE:</b> 2, 85, 261, 439, 580, 693</p>
SS.912.A.1.4	Analyze how images, symbols, objects, cartoons, graphs, charts,	<p><i>This standard is addressed in the Document Based Questions throughout the Student Edition and Teacher Resource. A representative sample is listed below.</i></p>

**Perfection Learning *AP United States History* correlated to the  
Next Generation Sunshine State Standards for Social Studies (2021)**

<b>Standard</b>	<b>Descriptor</b>	<b>Citations</b>
	maps, and artwork may be used to interpret the significance of time periods and events from the past.	<b>SE:</b> 80–83, 256–259, 434–437, 688–691 <b>TR:</b> 20, 57, 76, 100, 154
SS.912.A.1.5	Evaluate the validity, reliability, bias, and authenticity of current events and Internet resources.	This standard is beyond the scope of <i>AP United States History</i> .
SS.912.A.1.6	Use case studies to explore social, political, legal, and economic relationships in history.	<i>Students explore social, political, legal, and economic relationships in history in the Historical Perspectives and Think as a Historian sections of the Student Edition and Teacher Resource. A representative sample is listed below.</i>  <b>SE:</b> 207, 255, 273, 341, 574 <b>TR:</b> 53–54, 72, 95, 111, 168
SS.912.A.1.7	Describe various socio-cultural aspects of American life including arts, artifacts, literature, education, and publications.	<b>SE:</b> 287
<b>Standard 2: Understand the causes, course, and consequences of the Civil War and Reconstruction and its effects on the American people.</b>		
SS.912.A.2.1	Review causes and consequences of the Civil War.	<b>SE:</b> 285, 287, 290–294, 297–300 <b>TR:</b> 65–68
SS.912.A.2.2	Assess the influence of significant people or groups on Reconstruction.	<b>SE:</b> 320–328 <b>TR:</b> 70, 71
SS.912.A.2.3	Describe the issues that divided Republicans during the early Reconstruction era.	<b>SE:</b> 323–327 <b>TR:</b> 69–70
SS.912.A.2.4	Distinguish the freedoms guaranteed to African Americans and other groups with the 13th, 14th, and 15th Amendments to the Constitution.	<b>SE:</b> 323–326 <b>TR:</b> 68
SS.912.A.2.5	Assess how Jim Crow Laws influenced life for African	<b>SE:</b> 367 <b>TR:</b> 70

**Perfection Learning *AP United States History* correlated to the  
Next Generation Sunshine State Standards for Social Studies (2021)**

Standard	Descriptor	Citations
	Americans and other racial/ethnic minority groups.	
SS.912.A.2.6	Compare the effects of the Black Codes and the Nadir on freed people, and analyze the sharecropping system and debt peonage as practiced in the United States.	<i>These pages mention Black Codes, the Nadir, and sharecropping but do not ask students to compare or analyze.</i> <b>SE:</b> 261, 322, 324, 334 <b>TR:</b> 70
SS.912.A.2.7	Review the Native American experience.	<b>SE:</b> 358–360 <b>TR:</b> 77, 79
<b>Standard 3: Analyze the transformation of the American economy and the changing social and political conditions in response to the Industrial Revolution.</b>		
SS.912.A.3.1	Analyze the economic challenges to American farmers and farmers' responses to these challenges in the mid to late 1800s.	<b>SE:</b> 351–354, 366, 422–423 <b>TR:</b> 82, 84
SS.912.A.3.10	Review different economic and philosophic ideologies.	This standard is beyond the scope of <i>AP United States History</i> .
SS.912.A.3.11	Analyze the impact of political machines in United States cities in the late 19th and early 20th centuries.	<b>SE:</b> 395
SS.912.A.3.12	Compare how different nongovernmental organizations and progressives worked to shape public policy, restore economic opportunities, and correct injustices in American life.	<i>Nongovernmental organizations are mentioned, but students are not asked to compare them.</i> <b>SE:</b> 361–362, 384, 396, 402, 408–410, 462–474 <b>TR:</b> 104
SS.912.A.3.13	Examine key events and peoples in Florida history as they relate to United States history.	This standard is beyond the scope of <i>AP United States History</i> .

**Perfection Learning *AP United States History* correlated to the  
Next Generation Sunshine State Standards for Social Studies (2021)**

<b>Standard</b>	<b>Descriptor</b>	<b>Citations</b>
SS.912.A.3.2	Examine the social, political, and economic causes, course, and consequences of the second Industrial Revolution that began in the late 19th century.	<b>SE:</b> 346–347, 377–380 <b>TR:</b> 82, 84, 85, 86, 88, 90, 92, 93
SS.912.A.3.3	Compare the first and second Industrial Revolutions in the United States.	<b>SE:</b> 193–197, 346–347, 377–380 <b>TR:</b> 88, 90, 92
SS.912.A.3.4	Determine how the development of steel, oil, transportation, communication, and business practices affected the United States economy.	<b>SE:</b> 193, 328, 346, 365, 371–373, 378–380 <b>TR:</b> 37
SS.912.A.3.5	Identify significant inventors of the Industrial Revolution including African Americans and women.	<b>SE:</b> 195, 196, 284, 372 <b>TR:</b> 80
SS.912.A.3.6	Analyze changes that occurred as the United States shifted from agrarian to an industrial society.	<i>Changes are mentioned, but students are not asked to analyze the shift.</i> <b>SE:</b> 352–353, 400–406, 427 <b>TR:</b> 82, 85
SS.912.A.3.7	Compare the experience of European immigrants in the east to that of Asian immigrants in the west (the Chinese Exclusion Act, Gentlemen's Agreement with Japan).	<i>Immigrant experiences are mentioned, but students are not asked to compare the experiences.</i> <b>SE:</b> 283–284, 389–391 <b>TR:</b> 85, 86, 90
SS.912.A.3.8	Examine the importance of social change and reform in the late 19th and early 20th centuries (class system, migration from farms to cities, Social Gospel movement, role of settlement houses and churches in providing services to the poor).	<b>SE:</b> 396, 408–410, 415 <b>TR:</b> 90, 104

**Perfection Learning *AP United States History* correlated to the  
Next Generation Sunshine State Standards for Social Studies (2021)**

<b>Standard</b>	<b>Descriptor</b>	<b>Citations</b>
SS.912.A.3.9	Examine causes, course, and consequences of the labor movement in the late 19th and early 20th centuries.	<b>SE:</b> 383–387 <b>TR:</b> 84
<b>Standard 4: Demonstrate an understanding of the changing role of the United States in world affairs through the end of World War I.</b>		
SS.912.A.4.1	Analyze the major factors that drove United States imperialism.	<b>SE:</b> 440–443 <b>TR:</b> 100–102
SS.912.A.4.10	Examine the provisions of the Treaty of Versailles and the failure of the United States to support the League of Nations.	<b>SE:</b> 484–487 <b>TR:</b> 106
SS.912.A.4.11	Examine key events and peoples in Florida history as they relate to United States history.	This standard is beyond the scope of <i>AP United States History</i> .
SS.912.A.4.2	Explain the motives of the United States acquisition of the territories.	<b>SE:</b> 440–443 <b>TR:</b> 100–102
SS.912.A.4.3	Examine causes, course, and consequences of the Spanish American War.	<b>SE:</b> 446–452 <b>TR:</b> 102
SS.912.A.4.4	Analyze the economic, military, and security motivations of the United States to complete the Panama Canal as well as major obstacles involved in its construction.	This standard is beyond the scope of <i>AP United States History</i> .
SS.912.A.4.5	Examine causes, course, and consequences of United States involvement in World War I.	<b>SE:</b> 428–485, 491–496 <b>TR:</b> 106, 107
SS.912.A.4.6	Examine how the United States government prepared the nation for war with war measures (Selective Service Act, War Industries Board,	<b>SE:</b> 493–494

**Perfection Learning *AP United States History* correlated to the  
Next Generation Sunshine State Standards for Social Studies (2021)**

Standard	Descriptor	Citations
	war bonds, Espionage Act, Sedition Act, Committee of Public Information).	
SS.912.A.4.7	Examine the impact of airplanes, battleships, new weaponry and chemical warfare in creating new war strategies (trench warfare, convoys).	<b>SE:</b> 483 <b>TR:</b> 106
SS.912.A.4.8	Compare the experiences Americans (African Americans, Hispanics, Asians, women, conscientious objectors) had while serving in Europe.	This standard is beyond the scope of <i>AP United States History</i> .
SS.912.A.4.9	Compare how the war impacted German Americans, Asian Americans, African Americans, Hispanic Americans, Jewish Americans, Native Americans, women and dissenters in the United States.	<i>Experiences of several groups are mentioned, but not all groups are discussed, and students are not asked to compare experiences.</i> <b>SE:</b> 493, 494, 496 <b>TR:</b> 107
<b>Standard 5: Analyze the effects of the changing social, political, and economic conditions of the Roaring Twenties and the Great Depression.</b>		
SS.912.A.5.1	Discuss the economic outcomes of demobilization.	<b>SE:</b> 495
SS.912.A.5.10	Analyze support for and resistance to civil rights for women, African Americans, Native Americans, and other minorities.	<b>SE:</b> 509–511 <b>TR:</b> 110–111, 113
SS.912.A.5.11	Examine causes, course, and consequences of the Great Depression and the New Deal.	<b>SE:</b> 518–522, 526–533 <b>TR:</b> 114–115

**Perfection Learning *AP United States History* correlated to the  
Next Generation Sunshine State Standards for Social Studies (2021)**

<b>Standard</b>	<b>Descriptor</b>	<b>Citations</b>
SS.912.A.5.12	Examine key events and people in Florida history as they relate to United States history.	This standard is beyond the scope of <i>AP United States History</i> .
SS.912.A.5.2	Explain the causes of the public reaction (Sacco and Vanzetti, labor, racial unrest) associated with the Red Scare.	<b>SE:</b> 507–508, 600–602
SS.912.A.5.3	Examine the impact of United States foreign economic policy during the 1920s.	<b>SE:</b> 520, 542 <b>TR:</b> 111
SS.912.A.5.4	Evaluate how the economic boom during the Roaring Twenties changed consumers, businesses, manufacturing, and marketing practices.	<b>SE:</b> 499–502 <b>TR:</b> 109, 111
SS.912.A.5.5	Describe efforts by the United States and other world powers to avoid future wars.	<b>SE:</b> 485, 541–546 <b>TR:</b> 106
SS.912.A.5.6	Analyze the influence that Hollywood, the Harlem Renaissance, the Fundamentalist movement, and prohibition had in changing American society in the 1920s.	<b>SE:</b> 505–507, 510–511 <b>TR:</b> 111, 113
SS.912.A.5.7	Examine the freedom movements that advocated civil rights for African Americans, Latinos, Asians, and women.	<b>SE:</b> 621–622, 651–653, 657–660, 663–665, <b>TR:</b> 110, 111
SS.912.A.5.8	Compare the views of Booker T. Washington, W.E.B. DuBois, and Marcus Garvey relating to the African American experience.	<i>Washington and DuBois are mentioned, but students are not asked to compare their views.</i> <b>SE:</b> 368, 511 <b>TR:</b> 80, 131

**Perfection Learning *AP United States History* correlated to the  
Next Generation Sunshine State Standards for Social Studies (2021)**

Standard	Descriptor	Citations
SS.912.A.5.9	Explain why support for the Ku Klux Klan varied in the 1920s with respect to issues such as anti-immigration, anti-African American, anti-Catholic, anti-Jewish, anti-women, and anti-union ideas.	<i>The Ku Klux Klan is explained, but specific explanation of support in relation to different groups is not discussed.</i> <b>SE:</b> 333, 496, 508–509 <b>TR:</b> 110
<b>Standard 6: Understand the causes and course of World War II, the character of the war at home and abroad, and its reshaping of the United States role in the post-war world.</b>		
SS.912.A.6.1	Examine causes, course, and consequences of World War II on the United States and the world.	<b>SE:</b> 547–553, 558, 567–569 <b>TR:</b> 116, 117, 119, 121, 122
SS.912.A.6.10	Examine causes, course, and consequences of the early years of the Cold War (Truman Doctrine, Marshall Plan, NATO, Warsaw Pact).	<b>SE:</b> 581–592 <b>TR:</b> 128–129, 130, 131
SS.912.A.6.11	Examine the controversy surrounding the proliferation of nuclear technology in the United States and the world.	<b>SE:</b> 564–565, 582, 586, 590, 591, 593–595, 672 <b>TR:</b> 128, 129, 147, 194
SS.912.A.6.12	Examine causes, course, and consequences of the Korean War.	<b>SE:</b> 588–590 <b>TR:</b> 128
SS.912.A.6.13	Analyze significant foreign policy events during the Truman, Eisenhower, Kennedy, Johnson, and Nixon administrations.	<b>SE:</b> 581–592, 588–590, 626–631, 635–643 705–707, 732–733 <b>TR:</b> 129, 137, 139, 148
SS.912.A.6.14	Analyze causes, course, and consequences of the Vietnam War.	<b>SE:</b> 635–643 <b>TR:</b> 139

**Perfection Learning *AP United States History* correlated to the  
Next Generation Sunshine State Standards for Social Studies (2021)**

<b>Standard</b>	<b>Descriptor</b>	<b>Citations</b>
SS.912.A.6.15	Examine key events and peoples in Florida history as they relate to United States history.	This standard is beyond the scope of <i>AP United States History</i> .
SS.912.A.6.2	Describe the United States response in the early years of World War II (Neutrality Acts, Cash and Carry, Lend Lease Act).	<b>SE:</b> 548–552 <b>TR:</b> 117
SS.912.A.6.3	Analyze the impact of the Holocaust during World War II on Jews as well as other groups.	<i>The Holocaust is described, but students are not asked to analyze its impact.</i> <b>SE:</b> 563
SS.912.A.6.4	Examine efforts to expand or contract rights for various populations during World War II.	<b>SE:</b> 558–559 <b>TR:</b> 119, 128
SS.912.A.6.5	Explain the impact of World War II on domestic government policy.	<b>SE:</b> 569–570, 605–608 <b>TR:</b> 119
SS.912.A.6.6	Analyze the use of atomic weapons during World War II and the aftermath of the bombings.	<i>The use of atomic weapons is discussed, but there is not analysis of the use and its aftermath.</i> <b>SE:</b> 564–565 <b>TR:</b> 121, 129
SS.912.A.6.7	Describe the attempts to promote international justice through the Nuremberg Trials.	<b>SE:</b> 582
SS.912.A.6.8	Analyze the effects of the Red Scare on domestic United States policy.	<b>SE:</b> 600–602 <b>TR:</b> 131
SS.912.A.6.9	Describe the rationale for the formation of the United Nations, including the contribution of Mary McLeod Bethune.	<b>SE:</b> 485 <b>TR:</b> 105, 122
<b>Standard 7: Understand the rise and continuing international influence of the United States as a world leader and the impact of contemporary social and political movements on American life.</b>		

**Perfection Learning *AP United States History* correlated to the  
Next Generation Sunshine State Standards for Social Studies (2021)**

<b>Standard</b>	<b>Descriptor</b>	<b>Citations</b>
SS.912.A.7.1	Identify causes for Post-World War II prosperity and its effects on American society.	<b>SE:</b> 569, 605 <b>TR:</b> 132, 134
SS.912.A.7.10	Analyze the significance of Vietnam and Watergate on the government and people of the United States.	<b>SE:</b> 639–640, 675 <b>TR:</b> 139, 196
SS.912.A.7.11	Analyze the foreign policy of the United States as it relates to Africa, Asia, the Caribbean, Latin America, and the Middle East.	<b>SE:</b> 626–631, 705–707, 732–733 <b>TR:</b> 139
SS.912.A.7.12	Analyze political, economic, and social concerns that emerged at the end of the 20th century and into the 21st century.	<b>SE:</b> 715, 717, 720, 726, 727 –739, 741–742 <b>TR:</b> 155, 162, 163, 165
SS.912.A.7.13	Analyze the attempts to extend New Deal legislation through the Great Society and the successes and failures of these programs to promote social and economic stability.	<b>SE:</b> 646–648 <b>TR:</b> 114–115
SS.912.A.7.14	Review the role of the United States as a participant in the global economy (trade agreements, international competition, impact on American labor, environmental concerns).	<b>SE:</b> 705–707
SS.912.A.7.15	Analyze the effects of foreign and domestic terrorism on the American people.	<b>SE:</b> 726–729, 732 <b>TR:</b> 164
SS.912.A.7.16	Examine changes in immigration policy and attitudes toward immigration since 1950.	<b>SE:</b> 720–722 <b>TR:</b> 111, 162

**Perfection Learning *AP United States History* correlated to the  
Next Generation Sunshine State Standards for Social Studies (2021)**

<b>Standard</b>	<b>Descriptor</b>	<b>Citations</b>
SS.912.A.7.17	Examine key events and key people in Florida history as they relate to United States history.	This standard is beyond the scope of <i>AP United States History</i> .
SS.912.A.7.2	Compare the relative prosperity between different ethnic groups and social classes in the post-World War II period.	<i>Prosperity after World War II is discussed, but the prosperity of different groups is not compared.</i> <b>SE:</b> 605–607, 615–618, 717 <b>TR:</b> 111
SS.912.A.7.3	Examine the changing status of women in the United States from post-World War II to present.	<b>SE:</b> 606, 617, 657–658, 701 <b>TR:</b> 144
SS.912.A.7.4	Evaluate the success of 1960s era presidents' foreign and domestic policies.	<i>Presidents' foreign and domestic policies are described, but the success is not evaluated.</i> <b>SE:</b> 592–594, 610–611, 626–632, 635–640, 646–648 <b>TR:</b> 140
SS.912.A.7.5	Compare nonviolent and violent approaches utilized by groups (African Americans, women, Native Americans, Hispanics) to achieve civil rights.	<b>SE:</b> 621–622, 651–653, 657–660 <b>TR:</b> 126, 142, 144, 150
SS.912.A.7.6	Assess key figures and organizations in shaping the Civil Rights Movement and Black Power Movement.	<b>SE:</b> 621–622, 651–653 <b>TR:</b> 126, 142, 144
SS.912.A.7.7	Assess the building of coalitions between African Americans, whites, and other groups in achieving integration and equal rights.	<i>Efforts by different groups to achieve equal rights are mentioned, but the building of coalitions is not assessed.</i> <b>SE:</b> 237, 385, 622–623, 651 <b>TR:</b> 142, 144, 146
SS.912.A.7.8	Analyze significant Supreme Court decisions relating to integration, busing, affirmative action, the rights	<b>SE:</b> 660, 679, 680

Perfection Learning *AP United States History* correlated to the  
 Next Generation Sunshine State Standards for Social Studies (2021)

Standard	Descriptor	Citations
	of the accused, and reproductive rights.	
SS.912.A.7.9	Examine the similarities of social movements (Native Americans, Hispanics, women, anti-war protesters) of the 1960s and 1970s.	<i>Social movements are discussed, but similarities are not examined.</i> <b>SE:</b> 657–660, 663–665 <b>TR:</b> 142, 144, 146