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| Benchmark Results**This document was generated by browsing, searching, or listing all entities on CPALMS -** [**www.cpalms.org**](https://www.cpalms.org) |
| **Benchmark#** | **Description** | **Idea/Standard** | **Subject** | **Grade** | **Body Of Knowledge/ Strand** | **Direct Link** |
| SS.5.A.1.1 | Use primary and secondary sources to understand history. | Historical Inquiry and Analysis | Social Studies | 5 | American History | [**Click Here**](https://www.cpalms.org/PreviewStandard/Preview/3034) |
| SS.5.A.1.2 | Utilize timelines to identify and discuss American History time periods. | Historical Inquiry and Analysis | Social Studies | 5 | American History | [**Click Here**](https://www.cpalms.org/PreviewStandard/Preview/3035) |
| SS.5.A.2.1 | Compare cultural aspects of ancient American civilizations (Aztecs/Mayas; Mound Builders/Anasazi/Inuit). | Pre-Columbian North America | Social Studies | 5 | American History | [**Click Here**](https://www.cpalms.org/PreviewStandard/Preview/3036) |
| SS.5.A.2.2 | Identify Native American tribes from different geographic regions of North America (cliff dwellers and Pueblo people of the desert Southwest, coastal tribes of the Pacific Northwest, nomadic nations of the Great Plains, woodland tribes east of the Mississippi River). | Pre-Columbian North America | Social Studies | 5 | American History | [**Click Here**](https://www.cpalms.org/PreviewStandard/Preview/3037) |
| SS.5.A.2.3 | Compare cultural aspects of Native American tribes from different geographic regions of North America including but not limited to clothing, shelter, food, major beliefs and practices, music, art, and interactions with the environment. | Pre-Columbian North America | Social Studies | 5 | American History | [**Click Here**](https://www.cpalms.org/PreviewStandard/Preview/3038) |
| SS.5.A.3.1 | Describe technological developments that shaped European exploration. | Exploration and Settlement of North America | Social Studies | 5 | American History | [**Click Here**](https://www.cpalms.org/PreviewStandard/Preview/3039) |
| SS.5.A.3.2 | Investigate (nationality, sponsoring country, motives, dates and routes of travel, accomplishments) the European explorers. | Exploration and Settlement of North America | Social Studies | 5 | American History | [**Click Here**](https://www.cpalms.org/PreviewStandard/Preview/3040) |
| SS.5.A.3.3 | Describe interactions among Native Americans, Africans, English, French, Dutch, and Spanish for control of North America. | Exploration and Settlement of North America | Social Studies | 5 | American History | [**Click Here**](https://www.cpalms.org/PreviewStandard/Preview/3041) |
| SS.5.A.4.1 | Identify the economic, political and socio-cultural motivation for colonial settlement. | Colonization of North America | Social Studies | 5 | American History | [**Click Here**](https://www.cpalms.org/PreviewStandard/Preview/3042) |
| SS.5.A.4.2 | Compare characteristics of New England, Middle, and Southern colonies. | Colonization of North America | Social Studies | 5 | American History | [**Click Here**](https://www.cpalms.org/PreviewStandard/Preview/3043) |
| SS.5.A.4.3 | Identify significant individuals responsible for the development of the New England, Middle, and Southern colonies. | Colonization of North America | Social Studies | 5 | American History | [**Click Here**](https://www.cpalms.org/PreviewStandard/Preview/3044) |
| SS.5.A.4.4 | Demonstrate an understanding of political, economic, and social aspects of daily colonial life in the thirteen colonies. | Colonization of North America | Social Studies | 5 | American History | [**Click Here**](https://www.cpalms.org/PreviewStandard/Preview/3045) |
| SS.5.A.4.5 | Explain the importance of Triangular Trade linking Africa, the West Indies, the British Colonies, and Europe.  | Colonization of North America | Social Studies | 5 | American History | [**Click Here**](https://www.cpalms.org/PreviewStandard/Preview/3046) |
| SS.5.A.4.6 | Describe the introduction, impact, and role of slavery in the colonies. | Colonization of North America | Social Studies | 5 | American History | [**Click Here**](https://www.cpalms.org/PreviewStandard/Preview/3047) |
| SS.5.A.5.1 | Identify and explain significant events leading up to the American Revolution. | American Revolution & Birth of a New Nation | Social Studies | 5 | American History | [**Click Here**](https://www.cpalms.org/PreviewStandard/Preview/3048) |
| SS.5.A.5.2 | Identify significant individuals and groups who played a role in the American Revolution. | American Revolution & Birth of a New Nation | Social Studies | 5 | American History | [**Click Here**](https://www.cpalms.org/PreviewStandard/Preview/3049) |
| SS.5.A.5.3 | Explain the significance of historical documents including key political concepts, origins of these concepts, and their role in American independence. | American Revolution & Birth of a New Nation | Social Studies | 5 | American History | [**Click Here**](https://www.cpalms.org/PreviewStandard/Preview/3050) |
| SS.5.A.5.4 | Examine and explain the changing roles and impact of significant women during the American Revolution. | American Revolution & Birth of a New Nation | Social Studies | 5 | American History | [**Click Here**](https://www.cpalms.org/PreviewStandard/Preview/3051) |
| SS.5.A.5.5 | Examine and compare major battles and military campaigns of the American Revolution. | American Revolution & Birth of a New Nation | Social Studies | 5 | American History | [**Click Here**](https://www.cpalms.org/PreviewStandard/Preview/3052) |
| SS.5.A.5.6 | Identify the contributions of foreign alliances and individuals to the outcome of the Revolution. | American Revolution & Birth of a New Nation | Social Studies | 5 | American History | [**Click Here**](https://www.cpalms.org/PreviewStandard/Preview/3053) |
| SS.5.A.5.7 | Explain economic, military, and political factors which led to the end of the Revolutionary War. | American Revolution & Birth of a New Nation | Social Studies | 5 | American History | [**Click Here**](https://www.cpalms.org/PreviewStandard/Preview/3054) |
| SS.5.A.5.8 | Evaluate the personal and political hardships resulting from the American Revolution. | American Revolution & Birth of a New Nation | Social Studies | 5 | American History | [**Click Here**](https://www.cpalms.org/PreviewStandard/Preview/3055) |
| SS.5.A.5.9 | Discuss the impact and significance of land policies developed under the Confederation Congress (Northwest Ordinance of 1787). | American Revolution & Birth of a New Nation | Social Studies | 5 | American History | [**Click Here**](https://www.cpalms.org/PreviewStandard/Preview/3056) |
| SS.5.A.5.10 | Examine the significance of the Constitution including its key political concepts, origins of those concepts, and their role in American democracy. | American Revolution & Birth of a New Nation | Social Studies | 5 | American History | [**Click Here**](https://www.cpalms.org/PreviewStandard/Preview/3057) |
| SS.5.A.6.1 | Describe the causes and effects of the Louisiana Purchase. | Growth and Westward Expansion | Social Studies | 5 | American History | [**Click Here**](https://www.cpalms.org/PreviewStandard/Preview/3058) |
| SS.5.A.6.2 | Identify roles and contributions of significant people during the period of westward expansion. | Growth and Westward Expansion | Social Studies | 5 | American History | [**Click Here**](https://www.cpalms.org/PreviewStandard/Preview/3059) |
| SS.5.A.6.3 | Examine 19th century advancements (canals, roads, steamboats, flat boats, overland wagons, Pony Express, railroads) in transportation and communication. | Growth and Westward Expansion | Social Studies | 5 | American History | [**Click Here**](https://www.cpalms.org/PreviewStandard/Preview/3060) |
| SS.5.A.6.4 | Explain the importance of the explorations west of the Mississippi River. | Growth and Westward Expansion | Social Studies | 5 | American History | [**Click Here**](https://www.cpalms.org/PreviewStandard/Preview/3061) |
| SS.5.A.6.5 | Identify the causes and effects of the War of 1812. | Growth and Westward Expansion | Social Studies | 5 | American History | [**Click Here**](https://www.cpalms.org/PreviewStandard/Preview/3062) |
| SS.5.A.6.6 | Explain how westward expansion affected Native Americans. | Growth and Westward Expansion | Social Studies | 5 | American History | [**Click Here**](https://www.cpalms.org/PreviewStandard/Preview/3063) |
| SS.5.A.6.7 | Discuss the concept of Manifest Destiny. | Growth and Westward Expansion | Social Studies | 5 | American History | [**Click Here**](https://www.cpalms.org/PreviewStandard/Preview/3064) |
| SS.5.A.6.8 | Describe the causes and effects of the Missouri Compromise. | Growth and Westward Expansion | Social Studies | 5 | American History | [**Click Here**](https://www.cpalms.org/PreviewStandard/Preview/3065) |
| SS.5.A.6.9 | Describe the hardships of settlers along the overland trails to the west. | Growth and Westward Expansion | Social Studies | 5 | American History | [**Click Here**](https://www.cpalms.org/PreviewStandard/Preview/3066) |
| SS.5.C.1.1 | Explain how and why the United States government was created. | Foundations of Government, Law, and the American Political System | Social Studies | 5 | Civics and Government | [**Click Here**](https://www.cpalms.org/PreviewStandard/Preview/3081) |
| SS.5.C.1.2 | Define a constitution, and discuss its purposes.  | Foundations of Government, Law, and the American Political System | Social Studies | 5 | Civics and Government | [**Click Here**](https://www.cpalms.org/PreviewStandard/Preview/3082) |
| SS.5.C.1.3 | Explain the definition and origin of rights. | Foundations of Government, Law, and the American Political System | Social Studies | 5 | Civics and Government | [**Click Here**](https://www.cpalms.org/PreviewStandard/Preview/3083) |
| SS.5.C.1.4 | Identify the Declaration of Independence's grievances and Articles of Confederation's weaknesses. | Foundations of Government, Law, and the American Political System | Social Studies | 5 | Civics and Government | [**Click Here**](https://www.cpalms.org/PreviewStandard/Preview/3084) |
| SS.5.C.1.5 | Describe how concerns about individual rights led to the inclusion of the Bill of Rights in the U.S. Constitution. | Foundations of Government, Law, and the American Political System | Social Studies | 5 | Civics and Government | [**Click Here**](https://www.cpalms.org/PreviewStandard/Preview/3085) |
| SS.5.C.1.6 | Compare Federalist and Anti-Federalist views of government. | Foundations of Government, Law, and the American Political System | Social Studies | 5 | Civics and Government | [**Click Here**](https://www.cpalms.org/PreviewStandard/Preview/3086) |
| SS.5.C.2.1 | Differentiate political ideas of Patriots, Loyalists, and "undecideds" during the American Revolution.  | Civic and Political Participation | Social Studies | 5 | Civics and Government | [**Click Here**](https://www.cpalms.org/PreviewStandard/Preview/3087) |
| SS.5.C.2.2 | Compare forms of political participation in the colonial period to today. | Civic and Political Participation | Social Studies | 5 | Civics and Government | [**Click Here**](https://www.cpalms.org/PreviewStandard/Preview/3088) |
| SS.5.C.2.3 | Analyze how the Constitution has expanded voting rights from our nation's early history to today. | Civic and Political Participation | Social Studies | 5 | Civics and Government | [**Click Here**](https://www.cpalms.org/PreviewStandard/Preview/3089) |
| SS.5.C.2.4 | Evaluate the importance of civic responsibilities in American democracy. | Civic and Political Participation | Social Studies | 5 | Civics and Government | [**Click Here**](https://www.cpalms.org/PreviewStandard/Preview/3090) |
| SS.5.C.2.5 | Identify ways good citizens go beyond basic civic and political responsibilities to improve government and society.  | Civic and Political Participation | Social Studies | 5 | Civics and Government | [**Click Here**](https://www.cpalms.org/PreviewStandard/Preview/3091) |
| SS.5.C.3.1 | Describe the organizational structure (legislative, executive, judicial branches) and powers of the federal government as defined in Articles I, II, and III of the U.S. Constitution.  | Structure and Functions of Government | Social Studies | 5 | Civics and Government | [**Click Here**](https://www.cpalms.org/PreviewStandard/Preview/3092) |
| SS.5.C.3.2 | Explain how popular sovereignty, rule of law, separation of powers, checks and balances, federalism, and individual rights limit the powers of the federal government as expressed in the Constitution and Bill of Rights. | Structure and Functions of Government | Social Studies | 5 | Civics and Government | [**Click Here**](https://www.cpalms.org/PreviewStandard/Preview/3093) |
| SS.5.C.3.3 | Give examples of powers granted to the federal government and those reserved for the states. | Structure and Functions of Government | Social Studies | 5 | Civics and Government | [**Click Here**](https://www.cpalms.org/PreviewStandard/Preview/3094) |
| SS.5.C.3.4 | Describe the amendment process as defined in Article V of the Constitution and give examples. | Structure and Functions of Government | Social Studies | 5 | Civics and Government | [**Click Here**](https://www.cpalms.org/PreviewStandard/Preview/3095) |
| SS.5.C.3.5 | Identify the fundamental rights of all citizens as enumerated in the Bill of Rights. | Structure and Functions of Government | Social Studies | 5 | Civics and Government | [**Click Here**](https://www.cpalms.org/PreviewStandard/Preview/3096) |
| SS.5.C.3.6 | Examine the foundations of the United States legal system by recognizing the role of the courts in interpreting law and settling conflicts. | Structure and Functions of Government | Social Studies | 5 | Civics and Government | [**Click Here**](https://www.cpalms.org/PreviewStandard/Preview/3097) |
| SS.5.CG.1.1 | Recognize that the Declaration of Independence affirms that every U.S. citizen has certain unalienable rights. * Students will identify the grievances detailed in the Declaration of Independence.
* Students will describe the idea of “unalienable rights” in the Declaration of Independence as it relates to each citizen.
* Students will discuss the consequences of governments not recognizing that citizens have certain unalienable rights.
 | Foundations of Government, Law and the American Political System  | Social Studies | 5 | Civics and Government (Starting 2023-2024) | [**Click Here**](https://www.cpalms.org/PreviewStandard/Preview/16068) |
| SS.5.CG.1.2 | Explain how and why the U.S. government was created by the U.S. Constitution.* Students will identify the strengths and weaknesses of the Articles of Confederation.
* Students will explain the goals of the 1787 Constitutional Convention.
* Students will describe why compromises were made during the writing of the Constitution and identify compromises (e.g., Great Compromise, the Three-Fifths Compromise, the Electoral College).
* Students will identify Federalist and Anti-Federalist arguments supporting and opposing the ratification of the U.S. Constitution.
 | Foundations of Government, Law and the American Political System  | Social Studies | 5 | Civics and Government (Starting 2023-2024) | [**Click Here**](https://www.cpalms.org/PreviewStandard/Preview/16069) |
| SS.5.CG.1.3 | Discuss arguments for adopting a representative form of government.* Students will explain what is meant by a representative government.
 | Foundations of Government, Law and the American Political System  | Social Studies | 5 | Civics and Government (Starting 2023-2024) | [**Click Here**](https://www.cpalms.org/PreviewStandard/Preview/16070) |
| SS.5.CG.1.4 | Describe the history, meaning and significance of the Bill of Rights. * Students will describe how concerns about individual rights led to the inclusion of the Bill of Rights in the U.S. Constitution.
 | Foundations of Government, Law and the American Political System  | Social Studies | 5 | Civics and Government (Starting 2023-2024) | [**Click Here**](https://www.cpalms.org/PreviewStandard/Preview/16071) |
| SS.5.CG.2.1 | Discuss the political ideas of Patriots, Loyalists and other colonists about the American Revolution.* Students will describe the political philosophy of American Patriots and why those ideas led them to declare independence from the British Empire.
* Students will explain why colonists would choose to side with the British during the American Revolution.
* Students will examine motivations for the decision to not take a side during the American Revolution.
 | Civic and Political Participation  | Social Studies | 5 | Civics and Government (Starting 2023-2024) | [**Click Here**](https://www.cpalms.org/PreviewStandard/Preview/16072) |
| SS.5.CG.2.2 | Compare forms of political participation in the colonial period to today.* Students will describe forms of political participation in the colonial period (e.g., serving on juries, militia service, participation in elections for government).
* Students will identify ways citizens participate in the political process today (e.g., serving on juries, participation in elections for government).
 | Civic and Political Participation  | Social Studies | 5 | Civics and Government (Starting 2023-2024) | [**Click Here**](https://www.cpalms.org/PreviewStandard/Preview/16073) |
| SS.5.CG.2.3 | Analyze how the U.S. Constitution expanded civic participation over time.* Students will describe how the U.S. Constitution expanded voting rights through amendments and legislation including, but not limited to, the 15th, 19th, 24th and 26th Amendments, and the Voting Rights Act of 1965.
 | Civic and Political Participation  | Social Studies | 5 | Civics and Government (Starting 2023-2024) | [**Click Here**](https://www.cpalms.org/PreviewStandard/Preview/16074) |
| SS.5.CG.2.4 | Evaluate the importance of civic duties and responsibilities to the preservation of the United States’ constitutional republic.* Students will explain what it means for the United States to be a constitutional republic.
* Students will identify duties (e.g., obeying the law, paying taxes, serving on a jury) and responsibilities (e.g., voting, keeping informed on public issues) that citizens are expected to fulfill.
* Students will explain what could happen to the United States if citizens did not fulfill their civic duties and responsibilities.
 | Civic and Political Participation  | Social Studies | 5 | Civics and Government (Starting 2023-2024) | [**Click Here**](https://www.cpalms.org/PreviewStandard/Preview/16075) |
| SS.5.CG.2.5 | Identify individuals who represent the citizens of Florida at the national level.* Students will identify Florida’s U.S. senators and the U.S. representative for their district.
* Students will discuss the constitutional qualifications for office, term length, authority, duties, activities and compensation.
 | Civic and Political Participation  | Social Studies | 5 | Civics and Government (Starting 2023-2024) | [**Click Here**](https://www.cpalms.org/PreviewStandard/Preview/16076) |
| SS.5.CG.2.6 | Explain symbols and documents that represent the United States.* Students will recognize the Great Seal of the United States and the Star-Spangled Banner as symbols that represent the United States.
* Students will recognize the U.S. Constitution (specifically the Bill of Rights) and the Emancipation Proclamation as documents that represent the United States.
 | Civic and Political Participation  | Social Studies | 5 | Civics and Government (Starting 2023-2024) | [**Click Here**](https://www.cpalms.org/PreviewStandard/Preview/16077) |
| SS.5.CG.3.1 | Describe the organizational structure and powers of the national government as defined in Articles I, II and III of the U.S. Constitution.* Students will identify legislative, executive and judicial branch functions of the U.S. government as defined in Articles I, II and III of the U.S. Constitution.
* Students will explain why the Constitution divides the national government into three branches.
 | Structure and Functions of Government  | Social Studies | 5 | Civics and Government (Starting 2023-2024) | [**Click Here**](https://www.cpalms.org/PreviewStandard/Preview/16078) |
| SS.5.CG.3.2 | Analyze how the U.S. Constitution and Bill of Rights limit the power of the national government and protect citizens from an oppressive government.* Students will recognize examples of what to include, but not be limited to, popular sovereignty, rule of law, separation of powers, checks and balances, federalism, the amendment process, and the fundamental rights of citizens in the Bill of Rights.
 | Structure and Functions of Government  | Social Studies | 5 | Civics and Government (Starting 2023-2024) | [**Click Here**](https://www.cpalms.org/PreviewStandard/Preview/16079) |
| SS.5.CG.3.3 | Explain the role of the court system in interpreting law and settling conflicts.* Students will explain why the U.S. Supreme Court is the highest court in the system.
* Students will explain why both the United States and Florida have a Supreme Court.
 | Structure and Functions of Government  | Social Studies | 5 | Civics and Government (Starting 2023-2024) | [**Click Here**](https://www.cpalms.org/PreviewStandard/Preview/16080) |
| SS.5.CG.3.4 | Describe the process for amending the U.S. Constitution. * Students will explain why the U.S. Constitution includes the amendment process.
* Students will identify amendments to the U.S. Constitution.
 | Structure and Functions of Government  | Social Studies | 5 | Civics and Government (Starting 2023-2024) | [**Click Here**](https://www.cpalms.org/PreviewStandard/Preview/16081) |
| SS.5.CG.3.5 | Explain how the U.S. Constitution influenced the Florida Constitution.* Students will identify the purpose of a constitution (e.g., provides a framework for government, limits government authority, protects the rights of the people).
* Students will recognize the basic outline of the U.S. and Florida Constitutions (both have articles, amendments and preambles).
 | Structure and Functions of Government  | Social Studies | 5 | Civics and Government (Starting 2023-2024) | [**Click Here**](https://www.cpalms.org/PreviewStandard/Preview/16082) |
| SS.5.CG.3.6 | Explain the relationship between the state and national governments.* Students will define federalism as it applies to the United States.
* Students will provide examples of powers granted to the national government and those reserved to the states.
* Students will provide examples of cooperation between the U.S. and Florida governments.
 | Structure and Functions of Government  | Social Studies | 5 | Civics and Government (Starting 2023-2024) | [**Click Here**](https://www.cpalms.org/PreviewStandard/Preview/16083) |
| SS.5.E.1.1 | Identify how trade promoted economic growth in North America from pre-Columbian times to 1850. | Market Economy | Social Studies | 5 | Economics | [**Click Here**](https://www.cpalms.org/PreviewStandard/Preview/3077) |
| SS.5.E.1.2 | Describe a market economy, and give examples of how the colonial and early American economy exhibited these characteristics.  | Market Economy | Social Studies | 5 | Economics | [**Click Here**](https://www.cpalms.org/PreviewStandard/Preview/3078) |
| SS.5.E.1.3 | Trace the development of technology and the impact of major inventions on business productivity during the early development of the United States. | Market Economy | Social Studies | 5 | Economics | [**Click Here**](https://www.cpalms.org/PreviewStandard/Preview/3079) |
| SS.5.E.2.1 | Recognize the positive and negative effects of voluntary trade among Native Americans, European explorers, and colonists. | The International Economy | Social Studies | 5 | Economics | [**Click Here**](https://www.cpalms.org/PreviewStandard/Preview/3080) |
| SS.5.G.1.1 | Interpret current and historical information using a variety of geographic tools. | The World in Spatial Terms | Social Studies | 5 | Geography | [**Click Here**](https://www.cpalms.org/PreviewStandard/Preview/3067) |
| SS.5.G.1.2 | Use latitude and longitude to locate places. | The World in Spatial Terms | Social Studies | 5 | Geography | [**Click Here**](https://www.cpalms.org/PreviewStandard/Preview/3068) |
| SS.5.G.1.3 | Identify major United States physical features on a map of North America. | The World in Spatial Terms | Social Studies | 5 | Geography | [**Click Here**](https://www.cpalms.org/PreviewStandard/Preview/3069) |
| SS.5.G.1.4 | Construct maps, charts, and graphs to display geographic information. | The World in Spatial Terms | Social Studies | 5 | Geography | [**Click Here**](https://www.cpalms.org/PreviewStandard/Preview/3070) |
| SS.5.G.1.5 | Identify and locate the original thirteen colonies on a map of North America. | The World in Spatial Terms | Social Studies | 5 | Geography | [**Click Here**](https://www.cpalms.org/PreviewStandard/Preview/3071) |
| SS.5.G.1.6 | Locate and identify states, capitals, and United States Territories on a map. | The World in Spatial Terms | Social Studies | 5 | Geography | [**Click Here**](https://www.cpalms.org/PreviewStandard/Preview/3072) |
| SS.5.G.2.1 | Describe the push-pull factors (economy, natural hazards, tourism, climate, physical features) that influenced boundary changes within the United States.  | Places and Regions | Social Studies | 5 | Geography | [**Click Here**](https://www.cpalms.org/PreviewStandard/Preview/3073) |
| SS.5.G.3.1 | Describe the impact that past natural events have had on human and physical environments in the United States through 1850. | Environment and Society | Social Studies | 5 | Geography | [**Click Here**](https://www.cpalms.org/PreviewStandard/Preview/3074) |
| SS.5.G.4.1 | Use geographic knowledge and skills when discussing current events. | Uses of Geography | Social Studies | 5 | Geography | [**Click Here**](https://www.cpalms.org/PreviewStandard/Preview/3075) |
| SS.5.G.4.2 | Use geography concepts and skills such as recognizing patterns, mapping, graphing to find solutions for local, state, or national problems.  | Uses of Geography | Social Studies | 5 | Geography | [**Click Here**](https://www.cpalms.org/PreviewStandard/Preview/3076) |
| SS.5.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.* Students will define antisemitism as prejudice against or hatred of the Jewish people.
* Students will recognize the Holocaust as history’s most extreme example of antisemitism.
* Students will identify examples of antisemitism (e.g., calling for, aiding, or justifying the killing or harming of Jews).
 | Foundations of Holocaust Education  | Social Studies | 5 | Holocaust Education (Starting 2023-2024) | [**Click Here**](https://www.cpalms.org/PreviewStandard/Preview/16174)|  |