

Benchmarks by Course - Subject: Social Studies

Social Studies 8	Grade(s): 08 70 Benchmarks 70 Assessed	Assessed	Instructed
SS.8.A.1.1	Provide supporting details for an answer from text, interview for oral history, check validity of information from research/text, and identify strong vs. weak arguments.	1	0
SS.8.A.1.2	Analyze charts, graphs, maps, photographs and timelines; analyze political cartoons; determine cause and effect.	1	0
SS.8.A.1.3	Analyze current events relevant to American History topics through a variety of electronic and print media resources.	1	0
SS.8.A.1.4	Differentiate fact from opinion, utilize appropriate historical research and fiction/nonfiction support materials.	1	0
SS.8.A.1.5	Identify, within both primary and secondary sources, the author, audience, format, and purpose of significant historical documents.	1	0
SS.8.A.1.6	Compare interpretations of key events and issues throughout American History.	1	0
SS.8.A.1.7	View historic events through the eyes of those who were there as shown in their art, writings, music, and artifacts.	1	0
SS.8.E.1.1	Examine motivating economic factors that influenced the development of the United States economy over time including scarcity, supply and demand, opportunity costs, incentives, profits, and entrepreneurial aspects.	1	0
SS.8.E.2.1	Analyze contributions of entrepreneurs, inventors, and other key individuals from various gender, social, and ethnic backgrounds in the development of the United States economy.	1	0
SS.8.E.2.2	Explain the economic impact of government policies.	1	0
SS.8.E.2.3	Assess the role of Africans and other minority groups in the economic development of the United States.	1	0
SS.8.E.3.1	Evaluate domestic and international interdependence.	1	0
SS.8.FL.1.1	Explain that careers are based on working at jobs in the same occupation or profession for many years. Describe the different types of education and training required by various careers.	1	0
SS.8.FL.1.2	Identify the many decisions people must make over a lifetime about their education, jobs, and careers that affect their incomes and job opportunities.	1	0
SS.8.FL.1.3	Explain that getting more education and learning new job skills can increase a persons human capital and productivity.	1	0
SS.8.FL.1.4	Examine the fact that people with less education and fewer job skills tend to earn lower incomes than people with more education and greater job skills.	1	0
SS.8.FL.1.5	Examine the fact that investment in education and training generally has a positive rate of return in terms of the income that people earn over a lifetime, with some education or training having a higher rate of return than others.	1	0
SS.8.FL.1.6	Identify the opportunity costs that education, training, and development of job skills have in the terms of time, effort, and money.	1	0
SS.8.FL.1.7	Identify that interest, dividends, and capital appreciation (gains) are forms of income earned from financial investments.	1	0
SS.8.FL.1.8	Discuss the fact that some people receive income support from government because they have low incomes or qualify in other ways for government assistance.	1	0
SS.8.FL.2.1	Explain why when deciding what to buy, consumers may choose to gather information from a variety of sources. Describe how the quality and usefulness of information provided by sources can vary greatly from source to source. Explain that, while many sources provide valuable information, other sources provide information that is deliberately misleading.	1	0
SS.8.FL.2.2	Analyze a source's incentives in providing information about a good or service, and how a consumer can better assess the quality and usefulness of the information.	1	0
SS.8.FL.2.3	Describe the variety of payment methods people can use in order to buy goods and services.	1	0
SS.8.FL.2.4	Examine choosing a payment method, by weighing the costs and benefits of the different payment options.	1	0

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SS.8.FL.2.5	Discuss the fact that people may revise their budget based on unplanned expenses and changes in income.	1	0
SS.8.FL.3.1	Explain that banks and other financial institutions loan funds received from depositors to borrowers and that part of the interest received from these loans is used to pay interest to depositors for the use of their money.	1	0
SS.8.FL.3.2	Explain that, for the saver, an interest rate is the price a financial institution pays for using a saver's money and is normally expressed as an annual percentage of the amount saved.	1	0
SS.8.FL.3.3	Discuss that interest rates paid on savings and charged on loans, like all prices, are determined in a market.	1	0
SS.8.FL.3.4	Explain that, when interest rates increase, people earn more on their savings and their savings grow more quickly.	1	0
SS.8.FL.3.5	Identify principal as the initial amount of money upon which interest is paid.	1	0
SS.8.FL.3.6	Identify the value of a person's savings in the future as determined by the amount saved and the interest rate. Explain why the earlier people begin to save, the more savings they will be able to accumulate, all other things equal, as a result of the power of compound interest.	1	0
SS.8.FL.3.7	Discuss the different reasons that people save money, including large purchases (such as higher education, autos, and homes), retirement, and unexpected events. Discuss how people's tastes and preferences influence their choice of how much to save and for what to save.	1	0
SS.8.FL.3.8	Explain that, to assure savers that their deposits are safe from bank failures, federal agencies guarantee depositors' savings in most commercial banks, savings banks, and savings associations up to a set limit.	1	0
SS.8.FL.4.1	Explain that people who apply for loans are told what the interest rate on the loan will be. An interest rate is the price of using someone else's money expressed as an annual percentage of the loan principal.	1	0
SS.8.FL.4.2	Identify a credit card purchase as a loan from the financial institution that issued the card. Explain that credit card interest rates tend to be higher than rates for other loans. In addition, financial institutions may charge significant fees related to a credit card and its use.	1	0
SS.8.FL.4.3	Examine the fact that borrowers who use credit cards for purchases and who do not pay the full balance when it is due pay much higher costs for their purchases because interest is charged monthly. Explain how a credit card user can avoid interest charges by paying the entire balance within the grace period specified by the financial institution.	1	0
SS.8.FL.4.4	Explain that lenders charge different interest rates based on the risk of nonpayment by borrowers. Describe why the higher the risk of nonpayment, the higher the interest rate charged by financial institutions, and the lower the risk of nonpayment, the lower the interest rate charged.	1	0
SS.8.FL.5.1	Describe the differences among the different types of financial assets, including a wide variety of financial instruments such as bank deposits, stocks, bonds, and mutual funds. Explain that real estate and commodities are also often viewed as financial assets.	1	0
SS.8.FL.5.2	Calculate the amount of interest income received from depositing a certain amount of money in a bank account paying 1 percent per year and from owning a bond paying 5 percent per year in order to analyze that interest is received from money deposited in bank accounts as well as by owning a corporate or government bond or making a loan.	1	0
SS.8.FL.5.3	Discuss that when people buy corporate stock, they are purchasing ownership shares in a business that if the business is profitable, they will expect to receive income in the form of dividends and/or from the increase in the stock's value, that the increase in the value of an asset (like a stock) is called a capital gain, and if the business is not profitable, investors could lose the money they have invested.	1	0
SS.8.FL.5.4	Explain that the price of a financial asset is determined by the interaction of buyers and sellers in a financial market.	1	0
SS.8.FL.5.5	Explain that the rate of return earned from investments will vary according to the amount of risk and, in general, a trade-off exists between the security of an investment and its expected rate of return.	1	0
SS.8.FL.6.1	Analyze the fact that personal financial risk exists when unexpected events can damage health, income, property, wealth, or future opportunities.	1	0
SS.8.FL.6.2	Identify insurance as a product that allows people to pay a fee (called a premium) now to transfer the costs of a potential loss to a third party.	1	0
SS.8.FL.6.3	Describe how a person may self-insure by accepting a risk and saving money on a regular basis to cover a potential loss.	1	0

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SS.912.CG.1.1	<p>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.</p> <ul style="list-style-type: none"> •Students will recognize the influence of the Judeo-Christian tradition, 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); Common Sense (1776); Declaration of Independence (1776); the Constitution of Massachusetts (1780); the Articles of Confederation (1781); the Northwest Ordinance (1787); U.S. Constitution (1789)). 	1	0
SS.912.CG.1.2	<p>Explain the influence of Enlightenment ideas on the Declaration of Independence.</p> <ul style="list-style-type: none"> •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. •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. •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. 	1	0
SS.912.CG.1.3	<p>Explain arguments presented in the Federalist Papers in support of ratifying the U.S. Constitution and a republican form of government.</p> <ul style="list-style-type: none"> •Students will recognize that the Federalist Papers argued for a federal system of government, 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. 	1	0
SS.912.CG.1.4	<p>Analyze how the ideals and principles expressed in the founding documents shape America as a constitutional republic.</p> <ul style="list-style-type: none"> •Students will differentiate among the documents and determine how each one was individually significant to the founding of the United States. •Students will evaluate how the documents are connected to one another. •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. •Students will identify key individuals who contributed to the founding documents (e.g., Thomas Jefferson, Alexander Hamilton, John Jay, James Madison, George Mason). 	1	0
SS.912.CG.1.5	<p>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.</p> <ul style="list-style-type: none"> •Students will explain how the structure and function of the U.S. government reflects these political principles. •Students will differentiate between republicanism and democracy, and discuss how the United States reflects both. •Students will describe compromises made during the Constitutional Convention (e.g., the Great Compromise, the Three-Fifths Compromise, the Electoral College). 	1	0
SS.912.CG.2.1	<p>Explain the constitutional provisions that establish and affect citizenship.</p> <ul style="list-style-type: none"> •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). •Students will compare birthright citizenship, permanent residency and naturalization in the United States. •Students will differentiate the rights held by native-born citizens, permanent residents and naturalized citizens (e.g., running for public office). 	1	0
SS.912.CG.2.10	<p>Analyze factors that contribute to voter turnout in local, state and national elections.</p> <ul style="list-style-type: none"> •Students will explain trends in voter turnout. •Students will discuss attempts to increase voter turnout (e.g., get out the vote campaigns, social movements). •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). 	1	0
SS.912.CG.2.11	<p>Evaluate political communication for bias, factual accuracy, omission and emotional appeal.</p> <ul style="list-style-type: none"> •Students will compare the reporting on the same political event or issue from multiple perspectives. •Students will identify various forms of propaganda (e.g., plain folks, glittering generalities, testimonial, fear, logical fallacies). •Students will discuss the historical impact of political communication on American political process and public opinion. •Examples of political communication may include, but are not limited to, political cartoons, propaganda, campaign advertisements, political speeches, bumper stickers, blogs, press and social media. 	1	0
SS.912.CG.2.12	<p>Explain how interest groups, the media and public opinion influence local, state and national decision-making related to public issues.</p> <ul style="list-style-type: none"> •Students will objectively discuss current public issues in Florida and use both the U.S. and Florida Constitutions to justify pro and con positions. •Students will examine the relationship and responsibilities of both the state and national governments regarding these public issues. •Students will analyze public policy solutions related to local, state and national issues. 	1	0
SS.912.CG.2.13	<p>Analyze the influence and effects of various forms of media and the internet in political communication.</p> <ul style="list-style-type: none"> •Students will explain how the methods of political communication has changed over time (e.g., television, radio, press, social media). •Students will describe how the methods used by political officials to communicate with the public has changed over time. •Students will discuss the strengths and weaknesses of different methods of political communication. 	1	0

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SS.912.CG.2.2	<p>Explain the importance of political and civic participation to the success of the United States' constitutional republic.</p> <ul style="list-style-type: none"> •Students will discuss various ways in which U.S. citizens can exercise political and civic participation. •Students will identify historical examples of political and civic participation (e.g., Civil Rights Movement, Women's Suffrage Movement). •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). 	1	0
SS.912.CG.2.3	<p>Explain the responsibilities of citizens at the local, state and national levels.</p> <ul style="list-style-type: none"> •Students will identify various responsibilities held by citizens (e.g., voting, volunteering and being informed, respecting laws). •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). •Students will discuss appropriate methods of communication with public officials (e.g., corresponding, attending public meetings, requesting a meeting and providing information). •Students will participate in classroom activities that simulate exercising the responsibilities of citizenship. 	1	0
SS.912.CG.2.4	<p>Evaluate, take and defend objective, evidence-based positions on issues that cause the government to balance the interests of individuals with the public good.</p> <ul style="list-style-type: none"> •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). •Students will analyze how environmental and financial policies place limitations on citizens and private industry for the public good. •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). 	1	0
SS.912.CG.2.5	<p>Analyze contemporary and historical examples of government-imposed restrictions on rights.</p> <ul style="list-style-type: none"> •Students will identify historical examples of government-imposed restrictions on rights (e.g., suspension of habeas corpus, rationing during wartime and limitations on speech). •Students will examine the rationale for government-imposed restrictions on rights (e.g., inciting a crime, campaign contributions, defamation, military secrets). 	1	0
SS.912.CG.2.6	<p>Explain how the principles contained in foundational documents contributed to the expansion of civil rights and liberties over time.</p> <ul style="list-style-type: none"> •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., Brown v. Board of Education; In re Gault). •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. 	1	0
SS.912.CG.2.7	<p>Analyze the impact of civic engagement as a means of preserving or reforming institutions.</p> <ul style="list-style-type: none"> •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). •Students will identify historical examples of citizens achieving or preventing political and social change through civic engagement (e.g., the Abolitionist Movement). 	1	0
SS.912.CG.2.8	<p>Explain the impact of political parties, interest groups, media and individuals on determining and shaping public policy.</p> <ul style="list-style-type: none"> •Students will explain the origins of the Republican and Democratic political parties and evaluate their roles in shaping public policy. •Students will identify historical examples of interest groups, media and individuals influencing public policy. •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). 	1	0
SS.912.CG.2.9	<p>Explain the process and procedures of elections at the state and national levels.</p> <ul style="list-style-type: none"> •Students will identify the different primary formats and how political parties nominate candidates using primaries. •Students will compare and contrast the different ways in which elections are decided (e.g., Electoral College, proportional representation, popular vote, winner-take-all). •Students will explain the process by which candidates register to be part of state and national elections. •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). •Students will evaluate the role of debates in elections. 	1	0
SS.912.CG.3.1	<p>Analyze how certain political ideologies conflict with the principles of freedom and democracy.</p> <ul style="list-style-type: none"> •Students will identify political ideologies that conflict with the principles of freedom and democracy (e.g., communism and totalitarianism). •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. 	1	0
SS.912.CG.3.2	<p>Explain how the U.S. Constitution safeguards and limits individual rights.</p> <ul style="list-style-type: none"> •Students will identify the individual rights protected by the U.S. Constitution, the Bill of Rights and other constitutional amendments. •Students will describe the role of the Supreme Court in further defining the safeguards and limits of constitutional rights. 	1	0

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SS.912.CG.3.11	<p>Evaluate how landmark Supreme Court decisions affect law, liberty and the interpretation of the U.S. Constitution.</p> <ul style="list-style-type: none">•Students will recognize landmark Supreme Court cases (e.g., Marbury v. Madison; McCulloch v. Maryland; Dred Scott v. Sandford; Plessy v. Ferguson; Brown v. Board of Education; Gideon v. Wainwright; Miranda v. Arizona; Korematsu v. United States; Mapp v. Ohio; In re Gault; United States v. Nixon; Regents of the University of California v. Bakke; Hazelwood v. Kuhlmeier; District of Columbia v. Heller).•Students will explain the foundational constitutional issues underlying landmark Supreme Court decisions related to the Bill of Rights and other amendments.•Students will explain the outcomes of landmark Supreme Court cases related to the Bill of Rights and other amendments.	1	0
SS.912.CG.3.12	<p>Analyze the concept of federalism in the United States and its role in establishing the relationship between the state and national governments.</p> <ul style="list-style-type: none">•Students will identify examples of the powers reserved and shared among state and the national governments in the American federal system of government.•Students will examine the role the Great Compromise had on the eventual establishment of a federal system of fifty equal states.•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).•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).	1	0
SS.912.CG.3.13	<p>Explain how issues between Florida, other states and the national government are resolved.</p> <ul style="list-style-type: none">•Students will explain the concept of federalism as it applies to each issue.•Students will use historical and issue-based scenarios to demonstrate understanding of how disputes between Florida, other states and the national government are resolved (e.g., water rights arguments between Florida and Georgia, national and state conflict over rights to adjacent waters and seabeds, civil rights).	1	0
SS.912.CG.3.14	<p>Explain the judicial decision-making process in interpreting law at the state and national levels.</p> <ul style="list-style-type: none">•Students will explain the role of the U.S. Constitution in interpreting law at the state and national levels.•Students will explain the process used by judges at the state and national levels when making a decision or writing summary opinions.•Students will incorporate language from the U.S. Constitution or court briefs to justify a legal decision when interpreting state or national law.	1	0
SS.912.CG.3.15	<p>Explain how citizens are affected by the local, state and national governments.</p> <ul style="list-style-type: none">•Students will identify local government officials and employees who affect the daily lives of citizens.•Students will identify the role of state governmental officials and employees who affect the daily lives of citizens.•Students will identify the role of national governmental officials and employees who affect the daily lives of citizens.•Students will explain how government at all levels impacts the daily lives of citizens.	1	0