

FLORIDA'S STATE ACADEMIC STANDARDS SOCIAL STUDIES 2024



FLORIDA SOCIAL STUDIES STANDARDS AND BENCHMARKS
WITH CLARIFICATIONS AND EXAMPLES



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WITHOUT **EDUCATION** HE LIVES WITHIN THE NARROW, DARK AND GRIMY WALLS OF IGNORANCE. ... EDUCATION, ON THE OTHER HAND, MEANS EMANCIPATION. IT **MEANS LIGHT AND LIBERTY**. IT MEANS THE UPLIFTING OF THE SOUL OF MAN INTO THE GLORIOUS LIGHT OF TRUTH, THE LIGHT ONLY BY WHICH MEN CAN BE MADE FREE. **TO DENY EDUCATION TO ANY PEOPLE IS ONE OF THE GREATEST CRIMES AGAINST HUMAN NATURE**. IT IS TO DENY THEM THE MEANS OF FREEDOM AND THE RIGHTFUL PURSUIT OF HAPPINESS AND TO DEFEAT THE VERY END OF THEIR BEING.

-FREDERICK DOUGLASS

BLESSINGS OF LIBERTY AND EDUCATION. SPEECH. 1894.

Introduction

Access to high-quality education is a fundamental value provided to Florida's students through the Florida Constitution. It is in the best interest of all Floridians to give our children an education that fully prepares them for success. Florida leaders have a duty to ensure students are prepared to be civically engaged and knowledgeable citizens who positively impact our communities.

Pursuant to [section \(s.\) 1003.42, Florida Statutes](#), teaching social studies in Florida public schools includes the following:

- The history and content of the Declaration of Independence, including national sovereignty, natural law, self-evident truth, equality of all persons, limited government, popular sovereignty, and inalienable rights of life, liberty, and property, and how they form the philosophical foundation of our government.
- The history, meaning, significance, and effect of the provisions of the Constitution of the United States and amendments thereto, with emphasis on each of the 10 amendments that make up the Bill of Rights and how the Constitution provides the structure of our government.
- The arguments in support of adopting our republican form of government, as they are embodied in the most important of the Federalist Papers.
- Flag education, including proper flag display and salute.
- The elements of civil government, including the primary functions of and interrelationships between the Federal Government, the state, and its counties, municipalities, school districts, and special districts.
- The history of the United States, including the period of discovery, early colonies, the War for Independence, the Civil War, the expansion of the United States to its present boundaries, the world wars, and the civil rights movement to the present. American history shall be viewed as factual, not as constructed, shall be viewed as knowable,



teachable, and testable, and shall be defined as the creation of a new nation based largely on the universal principles stated in the Declaration of Independence.

- The history of the Holocaust (1933-1945), the systematic, planned annihilation of European Jews and other groups by Nazi Germany, a watershed event in the history of humanity, to be taught in a manner that leads to an investigation of human behavior, an understanding of the ramifications of prejudice, racism, and stereotyping, and an examination of what it means to be a responsible and respectful person, for the purposes of encouraging tolerance of diversity in a pluralistic society and for nurturing and protecting democratic values and institutions, including the policy, definition, and historical and current examples of anti-Semitism, as described in s. [1000.05](#)(8), and the prevention of anti-Semitism. Each school district must annually certify and provide evidence to the department, in a manner prescribed by the department, that the requirements of this paragraph are met. The department shall prepare and offer standards and curriculum for the instruction required by this paragraph and may seek input from the Commissioner of Education's Task Force on Holocaust Education or from any state or nationally recognized Holocaust educational organizations. The department may contract with any state or nationally recognized Holocaust educational organizations to develop training for instructional personnel and grade-appropriate classroom resources to support the developed curriculum. The second week in November shall be designated as "Holocaust Education Week" in this state in recognition that November is the anniversary of Kristallnacht, widely recognized as a precipitating event that led to the Holocaust.
- The history of African Americans, including the history of African peoples before the political conflicts that led to the development of slavery, the passage to America, the enslavement experience, abolition, and the history and contributions of Americans of the African diaspora to society. Students shall develop an understanding of the ramifications of prejudice, racism, and stereotyping on individual freedoms, and examine what it means to be a responsible and respectful person, for the purpose of encouraging tolerance of diversity in a pluralistic society and for nurturing and protecting democratic values and institutions. Instruction shall include the roles and contributions of individuals from all walks of life and their endeavors to learn and thrive throughout history as artists, scientists, educators, businesspeople, influential thinkers, members of the faith community, and political and governmental leaders and the courageous steps they took to fulfill the promise of democracy and unite the nation. Instructional materials shall include the vital contributions of African Americans to build and strengthen American society and celebrate the inspirational stories of African Americans who prospered, even in the most difficult circumstances. Instructional personnel may facilitate discussions and use curricula to address, in an age-appropriate manner, how the individual freedoms of persons have been infringed by slavery, racial oppression, racial segregation, and racial discrimination, as well as topics relating to the enactment and enforcement of laws resulting in racial oppression, racial segregation, and racial discrimination and how recognition of these freedoms has overturned these unjust laws. However, classroom instruction and curriculum may not be used to indoctrinate or persuade students to a particular point of view inconsistent with the principles enumerated in subsection (3) or



the state academic standards. Each school district must annually certify and provide evidence to the department, in a manner prescribed by the department, that the requirements of this paragraph are met. The department shall prepare and offer standards and curriculum for the instruction required by this paragraph and may seek input from the Commissioner of Education's African American History Task Force or from any state or nationally recognized African-American educational organizations. The department may contract with any state or nationally recognized African-American educational organizations to develop training for instructional personnel and grade-appropriate classroom resources to support the developed curriculum.

- The history of Asian Americans and Pacific Islanders, including the history of Japanese internment camps and the incarceration of Japanese-Americans during World War II; the immigration, citizenship, civil rights, identity, and culture of Asian Americans and Pacific Islanders; and the contributions of Asian Americans and Pacific Islanders to American society. Instructional materials shall include the contributions of Asian Americans and Pacific Islanders to American society.
- The history of the state.
- Instructional personnel may facilitate discussions and use curricula to address, in an age-appropriate manner, how the freedoms of persons have been infringed by sexism, slavery, racial oppression, racial segregation, and racial discrimination, including topics relating to the enactment and enforcement of laws resulting in sexism, racial oppression, racial segregation, and racial discrimination, including how recognition of these freedoms have overturned these unjust laws. However, classroom instruction and curriculum may not be used to indoctrinate or persuade students to a particular point of view inconsistent with the principles of this subsection or state academic standards.



The Four Priorities of Florida's Civics Education

1. Students study primary source documents to understand the philosophical underpinnings of the American Republic and the root cause of American exceptionalism.
2. Students compare the success of the United States and the success or failure of other nations' governing philosophies to evaluate their past, present and likely future effects.
3. Students have a sense of civic pride and participate regularly in all levels of government.
4. Students reflect upon United States civic history, so they understand their rights and responsibilities as citizens, including the process of advocating properly with government officials.

The Six Essential Elements of Geography

1. The World in Spatial Terms – using maps and other geographic representations to understand the Earth, using mental maps to organize information in a spatial context and subsequently analyzing that spatial organization of people, places and environments.
2. Places and Regions – understanding the physical and human characteristics of places, how those features help one interpret Earth's complexity and examining the role of culture and experience on people's perception of places and regions.
3. Physical Systems – understanding of the scientific processes that shape the patterns of Earth's surface, including landforms and the characteristics and spatial distribution of ecosystems.
4. Human Systems – understanding how the characteristics, distribution and migration of human populations on Earth's surface affect settlement, interdependence and cooperation or conflict.
5. Environment and Society – understanding how human actions modify the physical environment, how the environment affects human systems and the changes that occur related to the meaning, use, distribution and importance of resources.
6. The Uses of Geography – applying geography to interpret the past, present and plan for the future.



Florida's Academic Standards for Social Studies Coding Scheme

Florida has a unique coding scheme defined by 5-character places in an alphanumeric coding: the subject, grade level, strand, standard and benchmark. For kindergarten through grade 8, the coding scheme is defined by each individual grade level. For grades 9-12, the scheme is banded and organized by strands. The strand is a focal group of related standards. Standards are overarching criteria for the grade level or grade band. The benchmark is a specific expectation for the grade level or grade band that falls within the standard. The social studies content within the benchmarks is to be learned during the year and mastered by the end of the year.

K-8 Example

<i>Subject</i>	<i>Grade Level</i>	<i>Strand</i>	<i>Standard</i>	<i>Benchmark</i>
SS.	2.	A.	2.	3
Social Studies	Grade 2	American History	Historical Knowledge	Describe the impact of immigrants on Native Americans.

9-12 Example

<i>Subject</i>	<i>Grade Level</i>	<i>Strand</i>	<i>Standard</i>	<i>Benchmark</i>
SS.	912.	W.	2.	4
Social Studies	Grades 9-12	World History	Recognize significant events, figures and contributions of medieval civilizations.	Identify key figures associated with the Byzantine Empire.

Understanding the expectation of instruction – whenever there is a list of specific items included within a benchmark, educators need to understand the difference between a list preceded by e.g. and one that begins with i.e.

- e.g. means that these are suggestions of people, places or concepts that can be included in instruction. It may help to think of this as a “for example” list.
- i.e. refers to people, places or concepts that must, at a minimum, be included in instruction. It may help to think of this as “all-inclusive” or “include all.”



Progression of Florida's Academic Standards for Social Studies

The table below illustrates how the different strands of Florida's state academic standards fit within the broader category of Social Studies education. For each strand in kindergarten through grade 12, the shaded areas indicate the grade levels where it is addressed. Strands with similar social studies content are shaded with a different variation of the same color. Most of the strands span multiple grade levels, which lends itself to a deeper understanding.

K	1	2	3	4	5	6	7	8	9-12
American History (A)									
African American History (AA)									
						World History (W)			
					Holocaust Education (HE)				
Civics and Government (CG)									
Economics (E)									
				Financial Literacy (FL)					
Geography (G)									
								Humanities (H)	
								Psychology (P)	
								Sociology (S)	



Standards for Social Studies K-5



Kindergarten

In kindergarten, instructional time will emphasize:

American History – developing an awareness of calendars and timelines; stories of people in the past; holidays, symbols and landmarks.

African American History – recognizing positive influences and contributions by African American inventors and scientists.

Civics and Government – developing an understanding of rules and laws at home, school and in the community; identifying people with authority to enforce the rules; making responsible decisions and working within a group.

Economics – developing an understanding of different types of jobs; making the connection that money helps us buy the things we need and comes in different forms; differentiating between needs and wants.

Geography – developing an understanding that maps and globes represent real places; identification of basic landforms and bodies of water; identify cardinal directions; instructional focus is on school and local community, including the student's personal address.

American History

SS.K.A.1 Historical Inquiry and Analysis

SS.K.A.1.1	Develop an understanding of how to use and create a timeline.
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SS.K.A.1.2	Develop an awareness of a primary source.
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SS.K.A.2 Historical Knowledge

SS.K.A.2.1	Compare children and families of today with those in the past.
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SS.K.A.2.2	Recognize the importance of celebrations and national holidays as a way of remembering and honoring people, events, and our nation's ethnic heritage.
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SS.K.A.2.3	Compare our nation's holidays with holidays of other cultures countries.
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SS.K.A.2.4	Listen to and retell stories about people in the past who have shown character ideals and principles including honesty, courage and responsibility.
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SS.K.A.2.5 Recognize the importance of U.S. symbols.

SS.K.A.3 Chronological Thinking

SS.K.A.3.1 Use words and phrases related to chronology and time to explain how things change and to sequentially order events that have occurred in school.

SS.K.A.3.2 Explain that calendars represent days of the week and months of the year.

African American History

SS.K.AA.1 Positive influences and contributions by African Americans.

SS.K.AA.1.1 Recognize African American inventors and explorers (i.e., Lonnie Johnson [inventor], Mae C. Jemison, George Washington Carver).

Civics and Government

SS.K.CG.1 Foundations of Government, Law and the American Political System

SS.K.CG.1.1 Identify the purpose of rules and laws in the home and school.

Benchmark Clarifications:

Clarification 1: Students will define rules as standards of responsible behavior (e.g., rules for home and school).

Clarification 2: Students will define laws as a system of rules intended to protect people and property that are created and enforced by government (e.g., speed limit).

Clarification 3: Students will identify what can happen without rules and laws.

SS.K.CG.1.2 Identify people who have the authority and power to make and enforce rules and laws.

**Benchmark Clarifications:**

Clarification 1: Students will identify authority figures in their school and community including, but not limited to, parents, teachers and law enforcement officers.

SS.K.CG.2 Civic and Political Participation

SS.K.CG.2.1 Describe and demonstrate the characteristics of being a responsible citizen.

Benchmark Clarifications:

Clarification 1: Students will identify examples of responsible citizenship.

Clarification 2: Students will demonstrate that conflicts can be resolved in ways that are consistent with being a responsible citizen.

Clarification 3: Students will explain why it is important to take responsibility for one's actions.

SS.K.CG.2.2 Describe ways for groups to make decisions.

Benchmark Clarifications:

Clarification 1: Students will practice decision-making in small and large groups through voting, taking turns, class meetings and discussion.

Clarification 2: Students will identify examples of responsible decisions.

SS.K.CG.2.3 Define patriotism as the allegiance to one's country.

Benchmark Clarifications:

Clarification 1: Students will identify patriotic holidays and observances (e.g., American Founders Month, Celebrate Freedom Week, Constitution Day, Independence Day, Martin Luther King Jr. Day, Medal of Honor Day, Memorial Day, Patriot Day, Veterans Day).

Clarification 2: Students will recognize that the Pledge of Allegiance is an oath that affirms American values and freedom.

Clarification 3: Students will identify "I pledge allegiance to the flag of the United States of America and to the republic for which it stands, one nation under God, indivisible, with liberty and justice for all" as the Pledge of Allegiance.

SS.K.CG.2.4 Recognize symbols that represent the United States.

Benchmark Clarifications:

Clarification 1: Students will recognize the American flag, the bald eagle and the U.S. President as symbols that represent the United States.



SS.K.CG.2.5 Recognize symbols that represent Florida

Benchmark Clarifications:

Clarification 1: Students will recognize Florida's state flag and state nickname ("The Sunshine State") as symbols that represent the state.

Economics

SS.K.E.1 Beginning Economics

SS.K.E.1.1 Describe different kinds of jobs that people do and the tools or equipment used.

SS.K.E.1.2 Recognize that United States currency comes in different forms.

SS.K.E.1.3 Recognize that people work to earn money to buy things they need or want.

SS.K.E.1.4 Identify the difference between basic needs and wants.

Geography

SS.K.G.1 The World in Spatial Terms

SS.K.G.1.1 Describe the relative location of people, places and things by using positional words.

SS.K.G.1.2 Explain that maps and globes help to locate different places and that globes are a model of the Earth.

SS.K.G.1.3 Identify cardinal directions (north, south, east, west).

SS.K.G.1.4 Differentiate land and water features on simple maps and globes.

***SS.K.G.2 Places and Regions***

MA.K.GR.1.1 Identify two- and three-dimensional figures regardless of their size or orientation. Figures are limited to circles, triangles, rectangles, squares, spheres, cubes, cones and cylinders.

MA.K.GR.1.2 Compare two-dimensional figures based on their similarities, differences and positions. Sort two-dimensional figures based on their similarities and differences. Figures are limited to circles, triangles, rectangles and squares.

SS.K.G.3 Physical System

SS.K.G.3.1 Identify basic landforms.

SS.K.G.3.2 Identify basic bodies of water.

SS.K.G.3.3 Describe and give examples of seasonal weather changes and illustrate how weather affects people and the environment.



Grade 1

In grade 1, instructional time will emphasize:

American History – developing an understanding of primary sources to distinguish between historical fact and fiction; compare life now with the past; identifying that some celebrations honor heroic achievements; identifying individuals from the past who have shown character ideals; building on timeline knowledge to include sequentially ordered events.

African American History – recognizing positive influences and contributions by African American artists.

Civics and Government – explaining the purpose of rules and laws and the impact of their absence; differentiating between rights and responsibilities at school and home; differentiating between responsible and irresponsible citizenship at school and at home; defining patriotism and recognizing ways to show it.

Economics – building on understanding of how we use money, including choices of whether to spend or save; distinguishing between goods and services; identifying buyers, sellers and producers; define opportunity costs.

Geography – developing a working knowledge of using maps, including the key, cardinal directions and symbols; instruction expands from school and community to include Florida, the Atlantic Ocean and the Gulf of Mexico; describing how weather and physical features of a place can affect types of jobs and dwellings.

American History

SS.1.A.1 Historical Inquiry and Analysis

SS.1.A.1.1	Develop an understanding of a primary source.
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SS.1.A.1.2	Understand how to use the media center and other sources to find answers to questions about a historical topic.
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SS.1.A.2 Historical Knowledge

SS.1.A.2.1	Understand that history tells the story of people and events of other times and places.
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SS.1.A.2.2	Compare life now with life in the past.
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SS.1.A.2.3	Identify celebrations and national holidays as a way of remembering and honoring the heroism and achievements of the people, events and our nation's ethnic heritage.
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| SS.1.A.2.4 | Identify people from the past who have shown character ideals and principles including honesty, courage and responsibility. |
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| SS.1.A.2.5 | Distinguish between historical fact and fiction using various materials. |
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SS.1.A.3 Chronological Thinking

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| SS.1.A.3.1 | Use terms related to time to sequentially order events that have occurred in school, home, or community. |
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| SS.1.A.3.2 | Create a timeline based on the student's life or school events, using primary sources. |
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African American History

SS.1.AA.1 Positive influences and contributions by African Americans.

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| SS.1.AA.1.1 | Identify African American artists (i.e., Aretha Franklin, Charles White [Abraham Lincoln portrait], James Earl Jones, Maya Angelou). |
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Civics and Government

SS.1.CG.1 Foundations of Government, Law and the American Political System

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| SS.1.CG.1.1 | Explain the purpose of rules and laws in the home, school and community. |
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Benchmark Clarifications:

Clarification 1: Students will explain the role that rules and laws play in their daily life.

Clarification 2: Students will explain the difference between rules and laws.



SS.1.CG.1.2 Describe how the absence of rules and laws impacts individuals and the community.

Benchmark Clarifications:

Clarification 1: Students will provide examples of rules and laws in their lives and in the community.

Clarification 2: Students will recognize that disorder, injustice and harm to people can occur when there is an absence of rules and laws.

SS.1.CG.2 Civic and Political Participation

SS.1.CG.2.1 Explain the rights and responsibilities students have in the school community.

Benchmark Clarifications:

Clarification 1: Students will identify the rights (e.g., treated with respect, physically safe learning environment) and responsibilities (e.g., come to school on time, do not damage school property) students have as members of their school community.

Clarification 2: Students will define rights as freedoms protected by laws in society and protected by rules in the school community.

Clarification 3: Students will define responsibilities as things citizens should do to benefit the community.

SS.1.CG.2.2 Describe the characteristics of citizenship in the school community.

Benchmark Clarifications:

Clarification 1: Students will identify characteristics of responsible citizenship (e.g., respect others' property, treat people with dignity, care for environment, treat animals with kindness).

Clarification 2: Students will identify characteristics of irresponsible citizenship (e.g., damaging school property, bullying).

SS.1.CG.2.3 Recognize ways citizens can demonstrate patriotism.

Benchmark Clarifications:

Clarification 1: Students will discuss appropriate ways to show respect during the Pledge of Allegiance and National Anthem (e.g., stand at attention, face the flag, pause conversations).

Clarification 2: Students will discuss how to show respect for the American flag (e.g., how to properly display and dispose of the American flag).

Clarification 3: Students will discuss how to demonstrate patriotism during patriotic holidays and observances (e.g., American Founders Month, Celebrate Freedom Week, Constitution Day, Independence Day, Martin Luther King Jr. Day, Medal of Honor Day, Memorial Day, Patriot Day, Veterans Day).



SS.1.CG.2.4 Recognize symbols and individuals that represent the United States.

Benchmark Clarifications:

Clarification 1: Students will recognize the national motto (“In God We Trust”) and “We the People” as symbols that represent the United States.

Clarification 2: Students will recognize Benjamin Franklin, George Washington, Daniel Webster and Martin Luther King Jr. as individuals who represent the United States.

SS.1.CG.2.5 Recognize symbols and individuals that represent Florida.

Benchmark Clarifications:

Clarification 1: Students will recognize that the state motto (“In God We Trust”) and the state day (Pascua Florida Day) are symbols that represent Florida.

Clarification 2: Students will identify the current Florida governor and recognize the governor as an individual who represents the state.

SS.1.CG.3 Structure and Functions of Government

SS.1.CG.3.1 Recognize that the United States and Florida have Constitutions.

Benchmark Clarifications:

Clarification 1: Students will define a constitution as an agreed-upon set of rules or laws.

Clarification 2: Students will recognize that the U.S. Constitution starts with “We the People.”

SS.1.CG.3.2 Explain responsible ways for individuals and groups to make decisions.

Benchmark Clarifications:

Clarification 1: Students will demonstrate characteristics of responsible decision-making.

Clarification 2: Students will explain how multiple perspectives contribute to the unity of the United States.

Economics

SS.1.E.1 Beginning Economics

SS.1.E.1.1 Recognize that money is used in the exchange of goods and services.

SS.1.E.1.2 Define opportunity costs as giving up one thing for another.



SS.1.E.1.3	Distinguish between examples of goods and services.
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SS.1.E.1.4	Distinguish people as buyers, sellers and producers of goods and services.
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SS.1.E.1.5	Recognize the importance of saving money for future purchases.
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SS.1.E.1.6	Identify that people need to make choices because of scarce resources.
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Geography

SS.1.G.1 The World in Spatial Terms

SS.1.G.1.1	Use physical, political and cultural maps to locate places in Florida.
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SS.1.G.1.2	Identify key elements (i.e., compass rose, cardinal directions, title, key or legend with symbols) of maps and globes.
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SS.1.G.1.3	Construct a basic map using key elements including cardinal directions and map symbols.
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SS.1.G.1.4	Identify a variety of physical features using a map and globe.
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SS.1.G.1.5	Locate on maps and globes the student's local community, the state of Florida, the Atlantic Ocean, and the Gulf of Mexico.
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SS.1.G.1.6	Describe how location, weather and physical environment affect the way people live in our community.
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Grade 2

In grade 2, instructional time will emphasize:

American History – examining primary and secondary sources; utilizing the media center and other technology to locate information; instruction includes Native American history and culture and how immigrants impacted the way of life; colonial America and the reasons that people immigrated to the United States, compare with immigration today; compare cultural influences and contributions of immigrants then and now; identifying time order terms such as years, decades and centuries.

African American History – recognizing positive influences and contributions by African Americans in civil service; identifying oral traditions and folktales of African American culture.

Civics and Government – developing an understanding of why people form governments; explaining how the U.S. government protects citizens' rights; explaining what responsible citizenship looks like; recognizing symbols, individuals and documents that represent Florida and the U.S.; identifying the U.S. Constitution as the Law of the Land.

Economics – developing an understanding of supply and demand; recognizing that the U.S. trades with other nations; explaining personal benefits or costs of saving and spending.

Geography – building on knowledge of maps using different types (political, physical, thematic); instruction expands to include the countries of North America (Mexico, United States, Canada), continents, oceans, Equator, Prime Meridian and poles.

American History

SS.2.A.1 Historical Inquiry and Analysis

SS.2.A.1.1 Examine primary and secondary sources.

SS.2.A.1.2 Utilize the media center, technology or other informational sources to locate information that provides answers to questions about a historical topic.

SS.2.A.2 Historical Knowledge

SS.2.A.2.1 Recognize that Native Americans were the first inhabitants in North America.

SS.2.A.2.2 Compare the cultures of Native American tribes from various geographic regions of the United States.



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| SS.2.A.2.3 | Describe the impact of immigrants on the Native Americans. |
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| SS.2.A.2.4 | Explore ways the daily life of people living in Colonial America changed over time. |
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| SS.2.A.2.5 | Identify reasons people came to the United States throughout history. |
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| SS.2.A.2.6 | Discuss the importance of Ellis Island and the Statue of Liberty to immigration from 1892 – 1954. |
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| SS.2.A.2.7 | Discuss why immigration continues today. |
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| SS.2.A.2.8 | Define opportunity costs as giving up one thing for another. |
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SS.2.A.3 Chronological Thinking

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| SS.2.A.3.1 | Identify terms and designations of time sequence. |
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African American History

SS.2.AA.1 Positive influences and contributions by African Americans

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| SS.2.AA.1.1 | Identify African Americans who demonstrated civic service (i.e., Secretary of State Colin Powell, Civil Air Patrol [CAP] Lt. Willa Beatrice Brown, Carter G. Woodson, Senator Hiram Revels). |
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| SS.2.AA.1.2 | Identify oral traditions and folktales of African Americans (e.g., Anansi the Spider, Tale of the Midnight Goat Thief). |
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Civics and Government

SS.2.CG.1 Foundations of Government, Law and the American Political System

SS.2.CG.1.1 Explain why people form governments.

Benchmark Clarifications:

Clarification 1: Students will explain the role of laws in government.

Clarification 2: Students will define and provide examples of laws at the state and national levels.

Clarification 3: Students will use scenarios to identify the impact of government on daily life.

SS.2.CG.1.2 Explain how the U.S. government protects the liberty and rights of American citizens.

Benchmark Clarifications:

Clarification 1: Students will recognize that the equal rights of citizens are protected by the U.S. Constitution.

SS.2.CG.2 Civic and Political Participation

SS.2.CG.2.1 Explain what it means to be a U.S. citizen

Benchmark Clarifications:

Clarification 1: Students will recognize that there are multiple ways to obtain citizenship.

SS.2.CG.2.2 Describe the characteristics of responsible citizenship at the local and state levels.

Benchmark Clarifications:

Clarification 1: Students will identify characteristics of responsible citizenship (e.g., peaceable assembly, obeying the law, community involvement).

Clarification 2: Students will identify characteristics of irresponsible citizenship (e.g., disorderly assembly, breaking the law).

Clarification 3: Students will describe the contributions of the diverse individuals and groups that contribute to civic life in the United States and Florida.

SS.2.CG.2.3 Explain how citizens demonstrate patriotism.

**Benchmark Clarifications:**

Clarification 1: Students will explain why reciting the Pledge of Allegiance daily is an act of patriotism.

Clarification 2: Students will explain the importance of recognizing patriotic holidays or observances (e.g., American Founders Month, Celebrate Freedom Week, Constitution Day, Independence Day, Martin Luther King Jr. Day, Medal of Honor Day, Memorial Day, Patriot Day, Veterans Day).

SS.2.CG.2.4 Recognize symbols, individuals and documents that represent the United States.

Benchmark Clarifications:

Clarification 1: Students will recognize the U.S. Capitol, the White House, the U.S. Supreme Court building and the Statue of Liberty as symbols that represent the United States.

Clarification 2: Students will recognize Rosa Parks and Thomas Jefferson as individuals who represent the United States.

Clarification 3: Students will recognize the Declaration of Independence as a document that represents the United States.

SS.2.CG.2.5 Recognize symbols, individuals and documents that represent Florida.

Benchmark Clarifications:

Clarification 1: Students will recognize the Florida State Capitol and the Everglades National Park as symbols of Florida.

Clarification 2: Students will recognize Andrew Jackson and Marjory Stoneman Douglas as individuals who represent Florida.

Clarification 3: Students will recognize the Florida Constitution as a document that represents Florida.

SS.2.CG.3 Structure and Functions of Government

SS.2.CG.3.1 Identify the Constitution of the United States as the supreme law of the land.

Benchmark Clarifications:

Clarification 1: Students will recognize that the United States has a written constitution.

Clarification 2: Students will identify the United States as a constitutional republic.



Economics

SS.2.E.1 Beginning Economics

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| SS.2.E.1.1 | Recognize that people make choices because of limited resources. |
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| SS.2.E.1.2 | Recognize that people supply goods and services based on consumer demands. |
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| SS.2.E.1.3 | Recognize that the United States trades with other nations to exchange goods and services. |
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| SS.2.E.1.4 | Explain the personal benefits and costs involved in saving and spending. |
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Geography

SS.2.G.2 The World in Spatial Terms

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| SS.2.G.2.1 | Use different types of maps (political, physical and thematic) to identify map elements. |
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| SS.2.G.2.2 | Using maps and globes, locate the student's hometown, Florida, North America, and both the state and national capitals. |
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| SS.2.G.2.3 | Label on a map or globe the continents, oceans, Equator, Prime Meridian, North and South Poles. |
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| SS.2.G.2.4 | Use a map to locate the countries in North America (Canada, United States, Mexico, and the Caribbean Islands). |
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Grade 3

In grade 3, instructional time will emphasize:

American History – analyzing primary and secondary sources; using technology to gather information; defining vocabulary related to social studies.

African American History – recognizing positive influences and contributions by African American heroes and patriots.

Civics and Government – exploring ways to show volunteerism, civility and civic virtue; describing the importance of voting in elections; explaining the significance of patriotic holidays; recognizing symbols, individuals, documents and events that represent Florida and the U.S.

Economics – identifying currencies of North America; building on the idea of supply and demand and giving examples of how scarcity results in trade.

Geography – demonstrating knowledge of maps by labeling U.S. states by region, North American countries, continents and oceans; using charts, graphs and photos to analyze geographic information; comparing different types of maps and explain why you would use each; developing an understanding of scale and distortion; identifying natural and man-made landmarks in the United States; describing various climates and resources of the U.S.; explaining how the environment influences settlement patterns; examining the cultures that have settled in North America and comparing those cultures.

American History

SS.3.A.1 Historical Inquiry and Analysis

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| SS.3.A.1.1 | Analyze primary and secondary sources. |
| SS.3.A.1.2 | Utilize technology resources to gather information from primary and secondary sources. |
| SS.3.A.1.3 | Define terms related to the social sciences. |

African American History

SS.3.AA.1 Positive influences and contributions by African Americans

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| SS.3.AA.1.1 | Identify African Americans who demonstrated heroism and patriotism (e.g., Booker T. Washington, Jesse Owens, Tuskegee Airmen, Martin Luther King Jr., Rosa Parks, President Barack Obama, 1st Lt. Vernon Baker, Sgt. 1st Class Melvin Morris). |
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Civics and Government

SS.3.CG.1 Foundations of Government, Law and the American Political System

SS.3.CG.1.1 Explain how the U.S. Constitution establishes the purpose and fulfills the need for government.

Benchmark Clarifications:

Clarification 1: Students will explain the purpose of and need for government in terms of protection of rights, organization, security and services.

SS.3.CG.1.2 Describe how the U.S. government gains its power from the people.

Benchmark Clarifications:

Clarification 1: Students will recognize what is meant by “We the People” and “consent of the governed.”

Clarification 2: Students will identify sources of consent (e.g., voting and elections).

Clarification 3: Students will recognize that the U.S. republic is governed by the “consent of the governed” and government power is exercised through representatives of the people.

SS.3.CG.2 Civic and Political Participation

SS.3.CG.2.1 Describe how citizens demonstrate civility, cooperation, volunteerism and other civic virtues.

Benchmark Clarifications:

Clarification 1: Students will identify examples including, but not limited to, food drives, book drives, community clean-ups, voting, blood donation drives, volunteer fire departments and neighborhood watch programs.

SS.3.CG.2.2 Describe the importance of voting in elections.

Benchmark Clarifications:

Clarification 1: Students will recognize that it is every citizen’s responsibility to vote.

Clarification 2: Students will explain the importance of voting in a republic.



SS.3.CG.2.3 Explain the history and meaning behind patriotic holidays and observances.

Benchmark Clarifications:

Clarification 1: Students will identify patriotic holidays and observances to include, but not limited to, American Founders Month, Celebrate Freedom Week, Constitution Day, Independence Day, Martin Luther King Jr. Day, Medal of Honor Day, Memorial Day, Patriot Day, Veterans Day.

SS.3.CG.2.4 Recognize symbols, individuals, documents and events that represent the United States.

Benchmark Clarifications:

Clarification 1: Students will recognize Mount Rushmore, Uncle Sam and the Washington Monument as symbols that represent the United States.

Clarification 2: Students will recognize James Madison, Alexander Hamilton, Booker T. Washington and Susan B. Anthony as individuals who represent the United States.

Clarification 3: Students will recognize the U.S. Constitution as a document that represents the United States.

Clarification 4: Students will recognize the Constitutional Convention (May 1787 – September 1787) and the signing of the U.S. Constitution (September 17, 1787) as events that represent the United States.

SS.3.CG.2.5 Recognize symbols, individuals, documents and events that represent the State of Florida.

Benchmark Clarifications:

Clarification 1: Students will recognize the Great Seal of the State of Florida as a symbol that represents the state.

Clarification 2: Students will recognize William Pope Duval, William Dunn Moseley and Josiah T. Walls as individuals who represent Florida.

Clarification 3: Students will identify the Declaration of Rights in the Florida Constitution as a document that represents Florida.

Clarification 4: Students will recognize that Florida became the 27th state of the United States on March 3, 1845.

SS.3.CG.3 Structure and Functions of Government

SS.3.CG.3.1 Explain how the U.S. and Florida Constitutions establish the structure, function, powers and limits of government.

**Benchmark Clarifications:**

Clarification 1: Students will recognize that the U.S. Constitution and the Florida Constitution establish the framework for national and state government.

Clarification 2: Students will recognize how government is organized at the national level (e.g., three branches of government).

Clarification 3: Students will provide examples of people who make and enforce rules and laws in the United States (e.g., congress and president) and Florida (e.g., state legislature and governor).

SS.3.CG.3.2 Recognize that government has local, state and national levels.

Benchmark Clarifications:

Clarification 1: Students will recognize that each level of government has its own unique structure and responsibilities.

Clarification 2: Students will distinguish between the responsibilities of the local, state and national governments in the United States.

Economics

SS.3.E.1 Beginning Economics

SS.3.E.1.1 Give examples of how scarcity results in trade.

SS.3.E.1.2 List the characteristics of money.

SS.3.E.1.3 Recognize that buyers and sellers interact to exchange goods and services through the use of trade or money.

SS.3.E.1.4 Distinguish between currencies used in the United States, Canada, Mexico and the Caribbean.



Geography

SS.3.G.1 The World in Spatial Terms

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| SS.3.G.1.1 | Use thematic maps, tables, charts, graphs and photos to analyze geographic information. |
| SS.3.G.1.2 | Review basic map elements (coordinate grid, cardinal and intermediate directions, title, compass rose, scale, key or legend with symbols). |
| SS.3.G.1.3 | Label the continents and oceans on a world map. |
| SS.3.G.1.4 | Name and identify the purpose of maps (physical, political, elevation, population). |
| SS.3.G.1.5 | Compare maps and globes to develop an understanding of the concept of distortion. |
| SS.3.G.1.6 | Use maps to identify different types of scale to measure distances between two places. |

SS.3.G.2 Places and Regions

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| SS.3.G.2.1 | Label the countries and commonwealths in North America (Canada, United States, Mexico) and in the Caribbean (Puerto Rico, Cuba, Bahamas, Dominican Republic, Haiti, Jamaica). |
| SS.3.G.2.2 | Identify the five regions of the United States. |
| SS.3.G.2.3 | Label the states in each of the five regions of the United States. |
| SS.3.G.2.4 | Describe the physical features of the United States, Canada, Mexico and the Caribbean. |



SS.3.G.2.5	Identify natural and man-made landmarks in the United States, Canada, Mexico and the Caribbean.
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SS.3.G.2.6	Investigate how people perceive places and regions differently by conducting interviews, mental mapping and studying news, poems, legends and songs about a region or area.
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SS.3.G.3 Physical Systems

SS.3.G.3.1	Describe the climate and vegetation in the United States, Canada, Mexico and the Caribbean.
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SS.3.G.3.2	Describe the natural resources in the United States, Canada, Mexico and the Caribbean.
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SS.3.G.4 Human Systems

SS.3.G.4.1	Explain how the environment influences settlement patterns in the United States, Canada, Mexico and the Caribbean.
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SS.3.G.4.2	Identify the cultures that have settled the United States, Canada, Mexico and the Caribbean.
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SS.3.G.4.3	Compare the cultural characteristics of diverse populations in one of the five regions of the United States with Canada, Mexico or the Caribbean.
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SS.3.G.4.4	Identify contributions from various ethnic groups to the United States.
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Grade 4

In grade 4, instructional time will emphasize:

American History – analyzing primary and secondary resources specific to Florida history; examining the history of Florida from the Pre-Columbian era through present day, including but not limited to immigration, settlement, tourism and industry; utilizing timelines to sequence Florida's historical events.

African American History – recognizing positive influences and contributions by African American community leaders who positively impacted Florida.

Civics and Government – identifying and explaining why Florida has its own Constitution; identifying and describing how citizens of Florida work with local and state governments to solve problems; explaining the importance of voting, public service and volunteerism; identifying elected officials at the state level; explaining the structure and function of the state government branches; comparing local and state governments.

Economics – identifying key individuals involved in the growth and development of Florida; explaining Florida's role in the national and international economy.

Financial Literacy – exploring the reasons, rewards and methods of earning income; developing an understanding of income taxes; differentiating between wants and needs; analyzing benefits and costs of buying and selling goods and services; developing an understanding of budgets, identifying ways of saving, investing and protecting assets; examining paying or earning interest on money borrowed or saved, including buying on credit.

Geography – utilizing maps to identify places, cultures and weather impacts to Florida; using map elements (key, symbols and cardinal directions) to read and interpret political and physical maps.

American History

SS.4.A.1 Historical Inquiry and Analysis

SS.4.A.1.1	Analyze primary and secondary resources to identify significant individuals and events throughout Florida history.
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SS.4.A.1.2	Synthesize information related to Florida history through print and electronic media.
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SS.4.A.2 Pre-Columbian Florida

SS.4.A.2.1	Compare Native American tribes in Florida.
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***SS.4.A.3 Exploration and Settlement of Florida***

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| SS.4.A.3.1 | Identify explorers who came to Florida and the motivations for their expeditions. |
| SS.4.A.3.2 | Describe causes and effects of European colonization on the Native American tribes of Florida. |
| SS.4.A.3.3 | Identify the significance of St. Augustine as the oldest permanent European settlement in the United States. |
| SS.4.A.3.4 | Explain the purpose of and daily life on missions (San Luis de Talimali in present-day Tallahassee). |
| SS.4.A.3.5 | Identify the significance of Fort Mose as the first free African community in the United States. |
| SS.4.A.3.6 | Identify the effects of Spanish rule in Florida. |
| SS.4.A.3.7 | Identify nations (Spain, France, England) that controlled Florida before it became a United States territory. |
| SS.4.A.3.8 | Explain how the Seminole tribe formed and the purpose for their migration. |
| SS.4.A.3.9 | Explain how Florida (Adams-Onís Treaty) became a United States territory. |
| SS.4.A.3.10 | Identify the causes and effects of the Seminole Wars. |

SS.4.A.4 Growth of Florida

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| SS.4.A.4.1 | Identify explorers who came to Florida and the motivations for their expeditions. |
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SS.4.A.4.2 Describe causes and effects of European colonization on the Native American tribes of Florida.

SS.4.A.5 Crisis of the Union: Civil War and Reconstruction in Florida

SS.4.A.5.1 Describe Florida's involvement (secession, blockades of ports, the battles of Ft. Pickens, Olustee, Ft. Brooke, Natural Bridge, food supply) in the Civil War.

SS.4.A.5.2 Summarize challenges that Floridians faced during Reconstruction.

SS.4.A.6 Industrialization and Emergence of Modern Florida

SS.4.A.6.1 Describe the economic development of Florida's major industries.

SS.4.A.6.2 Summarize contributions that immigrant groups made to Florida.

SS.4.A.6.3 Describe the contributions of significant individuals to Florida.

SS.4.A.6.4 Describe effects of the Spanish American War on Florida.

SS.4.A.7 Roaring 20's, the Great Depression and World War II in Florida

SS.4.A.7.1 Describe the causes and effects of the 1920's Florida land boom and bust.

SS.4.A.7.2 Summarize challenges Floridians faced during the Great Depression.

SS.4.A.8 Contemporary Florida into the 21st Century



SS.4.A.8.1 Identify Florida's role in the Civil Rights Movement.

SS.4.A.8.2 Describe how and why immigration impacts Florida today.

SS.4.A.8.3 Describe the effect of the United States space program on Florida's economy and growth.

SS.4.A.8.4 Explain how tourism affects Florida's economy and growth.

SS.4.A.9 Chronological Thinking

SS.4.A.9.1 Utilize timelines to sequence key events in Florida history.

African American History

SS.4.AA.1 Positive influences and contributions by African Americans

SS.4.AA.1.1 Identify African American community leaders who made positive contributions in the state of Florida (e.g., Zora Neale Hurston, Florida Highwaymen, Mary McLeod Bethune, Evan B. Forde, Bessie Coleman, Gen. Daniel "Chappie" James, Bob Hayes, Sylvia Fowles).

Civics and Government

SS.4.CG.1 Foundations of Government, Law and the American Political System

SS.4.CG.1.1 Explain why the Florida government has a written Constitution.

Benchmark Clarifications:

Clarification 1: Students will recognize that every state has a state constitution.

Clarification 2: Students will explain the relationship between a written constitution, the government established and the citizens.



SS.4.CG.2 Civic and Political Participation

SS.4.CG.2.1 Identify and describe how citizens work with local and state governments to solve problems.

Benchmark Clarifications:

Clarification 1: Students will explain how public issues, such as taxation, roads, zoning and schools, impact citizens' daily lives.

Clarification 2: Students will describe how citizens can help solve community and state problems (e.g., attending government meetings, communicating with their elected representatives).

SS.4.CG.2.2 Explain the importance of voting, public service and volunteerism to the state and nation.

Benchmark Clarifications:

Clarification 1: Students will explain how voting, public service and volunteerism contribute to the preservation of the republic.

Clarification 2: Students will discuss different types of public service and volunteerism.

SS.4.CG.2.3 Identify individuals who represent the citizens of Florida at the state level.

Benchmark Clarifications:

Clarification 1: Students will identify their local state senator and state representative.

Clarification 2: Students will identify appropriate methods for communicating with elected officials.

Clarification 3: Students will recognize that Florida has a representative government.

SS.4.CG.3 Structure and Functions of Government

SS.4.CG.3.1 Explain the structure and functions of the legislative, executive and judicial branches of government in Florida.

Benchmark Clarifications:

Clarification 1: Students will compare the powers of Florida's three branches of government.

Clarification 2: Students will explain how the Declaration of Rights in the Florida Constitution protects the rights of citizens.

SS.4.CG.3.2 Compare the structure, functions and processes of local and state government.

**Benchmark Clarifications:**

Clarification 1: Students will identify how government is organized at the local and state level including, but not limited to, legislative branch (e.g., legislature, city or county commission), executive branch (e.g., governor, mayor) and judicial branch (e.g., county and circuit courts).

Economics

SS.4.E.1 Beginning Economics

SS.4.E.1.1 Identify entrepreneurs from various demographic backgrounds who have influenced Florida and local economy.

SS.4.E.1.2 Explain Florida's role in the national and international economy and conditions that attract businesses to the state.

Financial Literacy

SS.4.FL.1 Earning Income

SS.4.FL.1.1 People have many different types of jobs from which to choose. Identify different jobs requiring people to have different skills.

SS.4.FL.1.2 People earn an income when they are hired by an employer to work at a job. Explain why employers are willing to pay people to do their work.

SS.4.FL.1.3 Workers are paid for their labor in different ways such as wages, salaries or commissions. Explain the ways in which workers are paid.

Example: Explain how a waitress, a teacher, and a realtor are paid.

SS.4.FL.1.4 People can earn interest income from letting other people borrow their money. Explain why banks and financial institutions pay people interest when they deposit their money at those institutions.



SS.4.FL.1.5	People can earn income by renting their property to other people. Identify different types of property (such as apartments, automobiles or tools) that people own and on which rent is paid.
SS.4.FL.1.6	Describe ways that people who own a business can earn a profit, which is a source of income.
SS.4.FL.1.7	Entrepreneurs are people who start new businesses. Entrepreneurs do not know if their new businesses will be successful and earn a profit. Identify ways in which starting a business is risky for entrepreneurs.
SS.4.FL.1.8	Income earned from working and most other sources of income are taxed. Describe ways that the revenue from these taxes is used to pay for government provided goods and services.

SS.4.FL.2 Buying Goods and Services

SS.4.FL.2.1	Explain that economic wants are desires that can be satisfied by consuming a good, a service or a leisure activity.
SS.4.FL.2.2	Explain that people make choices about what goods and services they buy because they can't have everything they want. This requires individuals to prioritize their wants.
SS.4.FL.2.3	Identify some of the ways that people spend a portion of their income on goods and services in order to increase their personal satisfaction or happiness.
SS.4.FL.2.4	Discuss that whenever people buy something, they incur an opportunity cost. Opportunity cost is the value of the next best alternative that is given up when a person makes a choice.



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| SS.4.FL.2.5 | Explain that costs are things that a decision maker gives up; benefits are things that a decision maker gains. Make an informed decision by comparing the costs and benefits of spending alternatives. |
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| SS.4.FL.2.6 | Predict how people's spending choices are influenced by prices as well as many other factors, including advertising, the spending choices of others, and peer pressure. |
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| SS.4.FL.2.7 | Planning for spending can help people make informed choices. Develop a budget plan for spending, saving, and managing income. |
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SS.4.FL.3 Saving

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| SS.4.FL.3.1 | Identify ways that income is saved, spent on goods and services, or used to pay taxes. |
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| SS.4.FL.3.2 | Explain that when people save money, they give up the opportunity to buy things now in order to buy things later. |
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| SS.4.FL.3.3 | Identify ways that people can choose to save money in many places - for example, at home in a piggy bank or at a commercial bank, credit union, or savings and loan. |
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| SS.4.FL.3.4 | Identify savings goals that people set as incentives to save. One savings goal might be to buy goods and services in the future. |
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| SS.4.FL.3.5 | Explain that when people deposit money into a bank (or other financial institution), the bank may pay them interest. Banks attract savings by paying interest. People also deposit money into banks because banks are safe places to keep their savings. |
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***SS.4.FL.4 Using Credit***

SS.4.FL.4.1 Discuss that interest is the price the borrower pays for using someone else's money.

SS.4.FL.4.2 Identify instances when people use credit, that they receive something of value now and agree to repay the lender over time, or at some date in the future, with interest.

SS.4.FL.5 Financial Investing

SS.4.FL.5.1 Explain that after people have saved some of their income, they must decide how to invest their savings so that it can grow over time.

SS.4.FL.5.2 Explain that a financial investment is the purchase of a financial asset, such as a stock, with the expectation of an increase in the value of the asset and/or increase in future income.

SS.4.FL.6 Protecting and Insuring

SS.4.FL.6.1 Explain that risk is the chance of loss or harm.

SS.4.FL.6.2 Explain that risk from accidents and unexpected events is an unavoidable part of daily life.

SS.4.FL.6.3 Describe ways that individuals can either choose to accept risk or take steps to protect themselves by avoiding or reducing risk.

SS.4.FL.6.4 Discuss that one method to cope with unexpected losses is to save for emergencies.



Geography

SS.4.G.1 The World in Spatial Terms

SS.4.G.1.1 Identify physical features of Florida.

SS.4.G.1.2 Locate and label cultural features on a Florida map.

SS.4.G.1.3 Explain how weather impacts Florida.

SS.4.G.1.4 Interpret political and physical maps using map elements (title, compass rose, cardinal directions, intermediate directions, symbols, legend, scale, longitude, latitude).



Grade 5

In grade 5, instructional time will emphasize:

American History – utilizing primary and secondary resources and timelines to examine American History from the Pre-Columbian Era through Westward Expansion, including but not limited to early settlements, the American Revolution and the War of 1812, the Louisiana Purchase and the expedition of Louis and Clark, transportation and industry advances of the 19th century.

African American History – recognizing resiliency, contributions and influences of African Americans specific to the time between the colonial era through westward expansion.

Holocaust Education – defining the Holocaust and identifying other examples of antisemitism.

Civics and Government – exploring founding documents of American Independence; discussing arguments for adopting a representative government; exploring political ideas of the colonial period and comparing to modern political participation; evaluating civic participation and how it has expanded over time; identifying elected officials at the national level; explaining symbols and documents that represent the U.S.; describing the structure and function of the national government and its relationship to state government; analyzing how the Constitution and Bill of Rights limits the government; describing the amendment process.

Geography – introduction of latitude and longitude; learning to construct maps; identifying the original 13 colonies; locating states and capitals; describing push-pull factors of immigration; describing how weather and natural events determine settlement of an area; applying geographic concepts such as mapping and recognizing patterns to address current events.

American History

SS.5.A.1 Historical Inquiry and Analysis

SS.5.A.1.1 Use primary and secondary sources to understand history.

SS.5.A.1.2 Utilize timelines to identify and discuss American History time periods.

SS.5.A.2 Pre-Columbian North America

SS.5.A.2.1 Compare cultural aspects of ancient American civilizations (e.g., Aztecs, Mayas, Mound Builders, Anasazi, Inuit).



SS.5.A.2.2	Identify Native American tribes from different geographic regions of North America (e.g., 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).
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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.
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SS.5.A.3 Exploration and Settlement of North America

SS.5.A.3.1	Describe technological developments that shaped European exploration.
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SS.5.A.3.2	Investigate (nationality, sponsoring country, motives, dates and routes of travel, accomplishments) the European explorers.
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SS.5.A.3.3	Describe interactions among Native Americans, Africans, English, French, Dutch and Spanish for control of North America.
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SS.5.A.4 Colonization of North America

SS.5.A.4.1	Identify the economic, political and socio-cultural motivation for colonial settlement.
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SS.5.A.4.2	Compare characteristics of New England, Middle and Southern colonies.
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SS.5.A.4.3	Identify significant individuals responsible for the development of the New England, Middle and Southern colonies.
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SS.5.A.4.4	Demonstrate an understanding of political, economic and social aspects of daily colonial life in the thirteen colonies.
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SS.5.A.4.5	Explain the importance of Triangular Trade linking Africa, the West Indies, the British Colonies and Europe.
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SS.5.A.4.6	Describe the introduction, impact and role of slavery in the colonies.
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SS.5.A.5 Colonization of North America

SS.5.A.5.1	Identify and explain significant events leading up to the American Revolution.
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SS.5.A.5.2	Identify significant individuals and groups who played a role in the American Revolution.
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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.
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SS.5.A.5.4	Examine and explain the changing roles and impact of significant women during the American Revolution.
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SS.5.A.5.5	Examine and compare major battles and military campaigns of the American Revolution.
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SS.5.A.5.6	Identify the contributions of foreign alliances and individuals to the outcome of the Revolution.
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SS.5.A.5.7	Explain economic, military and political factors which led to the end of the Revolutionary War.
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SS.5.A.5.8	Evaluate the personal and political hardships resulting from the American Revolution.
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SS.5.A.5.9	Discuss the impact and significance of land policies developed under the Confederation Congress (Northwest Ordinance of 1787).
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| 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. |
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SS.5.A.6 Growth and Westward Expansion

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| SS.5.A.6.1 | Describe the causes and effects of the Louisiana Purchase. |
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| SS.5.A.6.2 | Identify roles and contributions of significant people during the period of westward expansion. |
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| SS.5.A.6.3 | Examine 19th century advancements (e.g., canals, roads, steamboats, flat boats, overland wagons, Pony Express, railroads) in transportation and communication. |
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| SS.5.A.6.4 | Explain the importance of the explorations west of the Mississippi River. |
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| SS.5.A.6.5 | Identify the causes and effects of the War of 1812. |
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| SS.5.A.6.6 | Explain how westward expansion affected Native Americans. |
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| SS.5.A.6.7 | Discuss the concept of Manifest Destiny. |
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| SS.5.A.6.8 | Describe the causes and effects of the Missouri Compromise. |
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| SS.5.A.6.9 | Describe the hardships of settlers along the overland trails to the west. |
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African American History

SS.5.AA.1 Resiliency, contributions and influence of African Americans on the United States beginning in the colonial era through westward expansion.

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| SS.5.AA.1.1 | Examine the life of African Americans in the colonial era. |
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Benchmark Clarifications:

Clarification 1: Instruction includes what life was like for the earliest slaves and the emancipated in North America.

SS.5.AA.1.2	Examine the Underground Railroad and how former slaves partnered with other free people and groups in assisting those escaping from slavery.
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SS.5.AA.1.3	Examine key figures and events in abolitionist movements.
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SS.5.AA.1.4	Identify freedoms and rights secured for and by former slaves.
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Benchmark Clarifications:

Clarification 1: Instruction will include the Emancipation Proclamation, 13th, 14th and 15th Amendments to the Constitution of the United States.

SS.5.AA.1.5	Examine the roles and contributions of significant African Americans during westward expansion (e.g., Benjamin “Pap” Singleton, James Beckwourth, Buffalo Soldiers, York [American explorer]).
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SS.5.AA.1.6	Examine the experiences and contributions of African Americans in early Florida.
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Benchmark Clarifications:

Clarification 1: Instruction includes African American communities (e.g., Fort Mose, Angola Community, Black Seminoles, Fort Gadsden, Lincolnville, Eatonville).

Holocaust Education

SS.5.HE.1 Foundations of Holocaust Education

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.
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**Benchmark Clarifications:**

Clarification 1: Students will define antisemitism as prejudice against or hatred of the Jewish people.

Clarification 2: Students will recognize the Holocaust as history's most extreme example of antisemitism.

Clarification 3: Students will identify examples of antisemitism (e.g., calling for, aiding, or justifying the killing or harming of Jews).

Civics and Government

SS.5.CG.1 Foundations of Government, Law and the American Political System

SS.5.CG.1.1 Recognize that the Declaration of Independence affirms that every U.S. citizen has certain unalienable rights.

Benchmark Clarifications:

Clarification 1: Students will identify the grievances detailed in the Declaration of Independence.

Clarification 2: Students will describe the idea of "unalienable rights" in the Declaration of Independence as it relates to each citizen.

Clarification 3: Students will discuss the consequences of governments not recognizing that citizens have certain unalienable rights.

SS.5.CG.1.2 Explain how and why the U.S. government was created by the U.S. Constitution.

Benchmark Clarifications:

Clarification 1: Students will identify the strengths and weaknesses of the Articles of Confederation.

Clarification 2: Students will explain the goals of the 1787 Constitutional Convention.

Clarification 3: 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).

Clarification 4: Students will identify Federalist and Anti-Federalist arguments supporting and opposing the ratification of the U.S. Constitution.

SS.5.CG.1.3 Discuss arguments for adopting a representative form of government.

Benchmark Clarifications:

Clarification 1: Students will explain what is meant by a representative government.

SS.5.CG.1.4 Describe the history, meaning and significance of the Bill of Rights

**Benchmark Clarifications:**

Clarification 1: Students will describe how concerns about individual rights led to the inclusion of the Bill of Rights in the U.S. Constitution.

SS.5.CG.2 Civic and Political Participation

SS.5.CG.2.1 Discuss the political ideas of Patriots, Loyalists and other colonists about the American Revolution.

Benchmark Clarifications:

Clarification 1: Students will describe the political philosophy of American Patriots and why those ideas led them to declare independence from the British Empire.

Clarification 2: Students will explain why colonists would choose to side with the British during the American Revolution.

Clarification 3: Students will examine motivations for the decision to not take a side during the American Revolution.

SS.5.CG.2.2 Compare forms of political participation in the colonial period to today.

Benchmark Clarifications:

Clarification 1: Students will describe forms of political participation in the colonial period (e.g., serving on juries, militia service, participation in elections for government).

Clarification 2: Students will identify ways citizens participate in the political process today (e.g., serving on juries, participation in elections for government).

SS.5.CG.2.3 Analyze how the U.S. Constitution expanded civic participation over time.

Benchmark Clarifications:

Clarification 1: 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.

SS.5.CG.2.4 Evaluate the importance of civic duties and responsibilities to the preservation of the United States' constitutional republic.

Benchmark Clarifications:

Clarification 1: Students will explain what it means for the United States to be a constitutional republic.

Clarification 2: 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.

Clarification 3: Students will explain what could happen to the United States if citizens did not fulfill their civic duties and responsibilities.



SS.5.CG.2.5 Identify individuals who represent the citizens of Florida at the national level.

Benchmark Clarifications:

Clarification 1: Students will identify Florida's U.S. senators and the U.S. representative for their district.

Clarification 2: Students will discuss the constitutional qualifications for office, term length, authority, duties, activities and compensation.

SS.5.CG.2.6 Explain symbols and documents that represent the United States.

Benchmark Clarifications:

Clarification 1: Students will recognize the Great Seal of the United States and the Star-Spangled Banner as symbols that represent the United States.

Clarification 2: Students will recognize the U.S. Constitution (specifically the Bill of Rights) and the Emancipation Proclamation as documents that represent the United States.

SS.5.CG.3 Structure and Functions of Government

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.

Benchmark Clarifications:

Clarification 1: 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.

Clarification 2: Students will explain why the Constitution divides the national government into three branches.

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.

Benchmark Clarifications:

Clarification 1: 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.

SS.5.CG.3.3 Explain the role of the court system in interpreting law and settling conflicts.

**Benchmark Clarifications:**

Clarification 1: Students will explain why the U.S. Supreme Court is the highest court in the system.

Clarification 2: Students will explain why both the United States and Florida have a Supreme Court.

SS.5.CG.3.4 Describe the process for amending the U.S. Constitution.

Benchmark Clarifications:

Clarification 1: Students will explain why the U.S. Constitution includes the amendment process.

Clarification 2: Students will identify amendments to the U.S. Constitution.

SS.5.CG.3.5 Explain how the U.S. Constitution influenced the Florida Constitution.

Benchmark Clarifications:

Clarification 1: Students will identify the purpose of a constitution (e.g., provides a framework for government, limits government authority, protects the rights of the people).

Clarification 2: Students will recognize the basic outline of the U.S. and Florida Constitutions (both have articles, amendments and preambles).

SS.5.CG.3.6 Explain the relationship between the state and national governments.

Benchmark Clarifications:

Clarification 1: Students will define federalism as it applies to the United States.

Clarification 2: Students will provide examples of powers granted to the national government and those reserved to the states.

Clarification 3: Students will provide examples of cooperation between the U.S. and Florida governments.

Economics

SS.5.E.1 Market Economy

SS.5.E.1.1 Identify how trade promoted economic growth in North America from pre-Columbian times to 1850.

SS.5.E.1.2 Describe a market economy and give examples of how the colonial and early American economy exhibited these characteristics.



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| 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. |
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SS.5.E.2 The International Economy

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| SS.5.E.2.1 | Recognize the positive and negative effects of voluntary trade among Native Americans, European explorers and colonists. |
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Geography

SS.5.G.1 The World in Spatial Terms

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| SS.5.G.1.1 | Interpret current and historical information using a variety of geographic tools. |
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| SS.5.G.1.2 | Use latitude and longitude to locate places. |
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| SS.5.G.1.3 | Identify major United States physical features on a map of North America. |
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| SS.5.G.1.4 | Construct maps, charts and graphs to display geographic information. |
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| SS.5.G.1.5 | Identify and locate the original thirteen colonies on a map of North America. |
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| SS.5.G.1.6 | Locate and identify states, capitals and United States Territories on a map. |
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SS.5.G.2 Places and Regions

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| SS.5.G.2.1 | Describe the push-pull factors (e.g., economy, natural hazards, tourism, climate, physical features) that influenced boundary changes within the United States. |
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SS.5.G.3 Environment and Society

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.

SS.5.G.4 Uses of Geography

SS.5.G.4.1 Use geographic knowledge and skills when discussing current events.

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.
