



## Social Studies Standards

### GRADE: K

#### Strand: AMERICAN HISTORY

##### Standard 1: Historical Inquiry and Analysis

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

##### Standard 2: Historical Knowledge

BENCHMARK CODE	BENCHMARK
SS.K.A.2.1	Compare children and families of today with those in the past.
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.
SS.K.A.2.3	Compare our nation's holidays with holidays of other cultures.
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.
SS.K.A.2.5	Recognize the importance of U.S. symbols.

##### Standard 3: Chronological Thinking

BENCHMARK CODE	BENCHMARK
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.

#### Strand: GEOGRAPHY

##### Standard 1: The World in Spatial Terms

BENCHMARK CODE	BENCHMARK
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.

**Standard 2: Places and Regions**

<b>BENCHMARK CODE</b>	<b>BENCHMARK</b>
SS.K.G.2.1	Locate and describe places in the school and community.
SS.K.G.2.2	Know one's own phone number, street address, city or town and that Florida is the state in which the student lives.

**Standard 3: Physical System**

<b>BENCHMARK CODE</b>	<b>BENCHMARK</b>
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.

**Strand: ECONOMICS****Standard 1: Beginning Economics**

<b>BENCHMARK CODE</b>	<b>BENCHMARK</b>
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.

**Strand: CIVICS AND GOVERNMENT****Standard 1: Foundations of Government, Law, and the American Political System**

<b>BENCHMARK CODE</b>	<b>BENCHMARK</b>
SS.K.C.1.1	Define and give examples of rules and laws, and why they are important.
SS.K.C.1.2	Explain the purpose and necessity of rules and laws at home, school, and community.

**Standard 2: Civic and Political Participation**

<b>BENCHMARK CODE</b>	<b>BENCHMARK</b>
SS.K.C.2.1	Demonstrate the characteristics of being a good citizen.
SS.K.C.2.2	Demonstrate that conflicts among friends can be resolved in ways that are consistent with being a good citizen.
SS.K.C.2.3	Describe fair ways for groups to make decisions.

**GRADE: 1****Strand: AMERICAN HISTORY****Standard 1: Historical Inquiry and Analysis**

<b>BENCHMARK CODE</b>	<b>BENCHMARK</b>
SS.1.A.1.1	Develop an understanding of a primary source.
SS.1.A.1.2	Understand how to use the media center/other sources to find answers to questions about a historical topic.

## Standard 2: Historical Knowledge

BENCHMARK CODE	BENCHMARK
SS.1.A.2.1	Understand history tells the story of people and events of other times and places.
SS.1.A.2.2	Compare life now with life in the past.
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.
SS.1.A.2.4	Identify people from the past who have shown character ideals and principles including honesty, courage, and responsibility.
SS.1.A.2.5	Distinguish between historical fact and fiction using various materials.

## Standard 3: Chronological Thinking

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

## Strand: GEOGRAPHY

### Standard 1: The World in Spatial Terms

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

## Strand: ECONOMICS

### Standard 1: Beginning Economics

BENCHMARK CODE	BENCHMARK
SS.1.E.1.1	Recognize that money is a method of exchanging 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.
SS.1.E.1.4	Distinguish people as buyers, sellers, and producers of goods and services.
SS.1.E.1.5	Recognize the importance of saving money for future purchases.
SS.1.E.1.6	Identify that people need to make choices because of scarce resources.

## Strand: CIVICS AND GOVERNMENT

### Standard 1: Foundations of Government, Law, and the American Political System

BENCHMARK CODE	BENCHMARK
SS.1.C.1.1	Explain the purpose of rules and laws in the school and community.

SS.1.C.1.2	Give examples of people who have the power and authority to make and enforce rules and laws in the school and community.
SS.1.C.1.3	Give examples of the use of power without authority in the school and community.

### Standard 2: Civic and Political Participation

BENCHMARK CODE	BENCHMARK
SS.1.C.2.1	Explain the rights and responsibilities students have in the school community.
SS.1.C.2.2	Describe the characteristics of responsible citizenship in the school community.
SS.1.C.2.3	Identify ways students can participate in the betterment of their school and community.
SS.1.C.2.4	Show respect and kindness to people and animals.

### Standard 3: Structure and Functions of Government

BENCHMARK CODE	BENCHMARK
SS.1.C.3.1	Explain how decisions can be made or how conflicts might be resolved in fair and just ways.
SS.1.C.3.2	Recognize symbols and individuals that represent American constitutional democracy.

## GRADE: 2

### Strand: AMERICAN HISTORY

#### Standard 1: Historical Inquiry and Analysis

BENCHMARK CODE	BENCHMARK
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.

#### Standard 2: Historical Knowledge

BENCHMARK CODE	BENCHMARK
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.
SS.2.A.2.3	Describe the impact of immigrants on the Native Americans.
SS.2.A.2.4	Explore ways the daily life of people living in Colonial America changed over time.
SS.2.A.2.5	Identify reasons people came to the United States throughout history.
SS.2.A.2.6	Discuss the importance of Ellis Island and the Statue of Liberty to immigration from 1892 - 1954.
SS.2.A.2.7	Discuss why immigration continues today.
SS.2.A.2.8	Explain the cultural influences and contributions of immigrants today.

#### Standard 3: Chronological Thinking

BENCHMARK CODE	BENCHMARK
SS.2.A.3.1	Identify terms and designations of time sequence.

### Strand: GEOGRAPHY

**Standard 1: The World in Spatial Terms**

BENCHMARK CODE	BENCHMARK
SS.2.G.1.1	Use different types of maps (political, physical, and thematic) to identify map elements.
SS.2.G.1.2	Using maps and globes, locate the student's hometown, Florida, and North America, and locate the state capital and the national capital.
SS.2.G.1.3	Label on a map or globe the continents, oceans, Equator, Prime Meridian, North and South Pole.
SS.2.G.1.4	Use a map to locate the countries in North America (Canada, United States, Mexico, and the Caribbean Islands).

**Strand: ECONOMICS****Standard 1: Beginning Economics**

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

**Strand: CIVICS AND GOVERNMENT****Standard 1: Foundations of Government, Law, and the American Political System**

BENCHMARK CODE	BENCHMARK
SS.2.C.1.1	Explain why people form governments.
SS.2.C.1.2	Explain the consequences of an absence of rules and laws.

**Standard 2: Civic and Political Participation**

BENCHMARK CODE	BENCHMARK
SS.2.C.2.1	Identify what it means to be a United States citizen either by birth or by naturalization.
SS.2.C.2.2	Define and apply the characteristics of responsible citizenship.
SS.2.C.2.3	Explain why United States citizens have guaranteed rights and identify rights.
SS.2.C.2.4	Identify ways citizens can make a positive contribution in their community.
SS.2.C.2.5	Evaluate the contributions of various African Americans, Hispanics, Native Americans, veterans, and women.

**Standard 3: Structure and Functions of Government**

BENCHMARK CODE	BENCHMARK
SS.2.C.3.1	Identify the Constitution as the document which establishes the structure, function, powers, and limits of American government.
SS.2.C.3.2	Recognize symbols, individuals, events, and documents that represent the United States.

**GRADE: 3****Strand: AMERICAN HISTORY**

### Standard 1: Historical Inquiry and Analysis

BENCHMARK CODE	BENCHMARK
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.

## Strand: GEOGRAPHY

### Standard 1: The World in Spatial Terms

BENCHMARK CODE	BENCHMARK
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/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.

### Standard 2: Places and Regions

BENCHMARK CODE	BENCHMARK
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.
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.

### Standard 3: Physical Systems

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

### Standard 4: Human Systems

BENCHMARK CODE	BENCHMARK
SS.3.G.4.1	Explain how the environment influences settlement patterns in the United States, Canada, Mexico, and the Caribbean.
SS.3.G.4.2	Identify the cultures that have settled the United States, Canada, Mexico, and the Caribbean.
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.

SS.3.G.4.4	Identify contributions from various ethnic groups to the United States.
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### Strand: ECONOMICS

#### Standard 1: Beginning Economics

BENCHMARK CODE	BENCHMARK
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.

### Strand: CIVICS AND GOVERNMENT

#### Standard 1: Foundations of Government, Law, and the American Political System

BENCHMARK CODE	BENCHMARK
SS.3.C.1.1	Explain the purpose and need for government.
SS.3.C.1.2	Describe how government gains its power from the people.
SS.3.C.1.3	Explain how government was established through a written Constitution.

#### Standard 2: Civic and Political Participation

BENCHMARK CODE	BENCHMARK
SS.3.C.2.1	Identify group and individual actions of citizens that demonstrate civility, cooperation, volunteerism, and other civic virtues.

#### Standard 3: Structure and Functions of Government

BENCHMARK CODE	BENCHMARK
SS.3.C.3.1	Identify the levels of government (local, state, federal).
SS.3.C.3.2	Describe how government is organized at the local level.
SS.3.C.3.3	Recognize that every state has a state constitution.
SS.3.C.3.4	Recognize that the Constitution of the United States is the supreme law of the land.

## GRADE: 4

### Strand: AMERICAN HISTORY

#### Standard 1: Historical Inquiry and Analysis

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

#### Standard 2: Pre-Columbian Florida

BENCHMARK CODE	BENCHMARK
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SS.4.A.2.1	Compare Native American tribes in Florida.
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### Standard 3: Exploration and Settlement of Florida

BENCHMARK CODE	BENCHMARK
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-Onis Treaty) became a U.S. territory.
SS.4.A.3.10	Identify the causes and effects of the Seminole Wars.

### Standard 4: Growth of Florida

BENCHMARK CODE	BENCHMARK
SS.4.A.4.1	Explain the effects of technological advances on Florida.
SS.4.A.4.2	Describe pioneer life in Florida.

### Standard 5: Crisis of the Union: Civil War and Reconstruction in Florida

BENCHMARK CODE	BENCHMARK
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 Floridians faced during Reconstruction.

### Standard 6: Industrialization and Emergence of Modern Florida

BENCHMARK CODE	BENCHMARK
SS.4.A.6.1	Describe the economic development of Florida's major industries.
SS.4.A.6.2	Summarize contributions 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.

### Standard 7: Roaring 20's, the Great Depression, and WWII in Florida

BENCHMARK CODE	BENCHMARK
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.7.3	Identify Florida's role in World War II.

### Standard 8: Contemporary Florida into the 21st Century

BENCHMARK CODE	BENCHMARK
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.

Standard 9: Chronological Thinking	
BENCHMARK CODE	BENCHMARK
SS.4.A.9.1	Utilize timelines to sequence key events in Florida history.

Strand: GEOGRAPHY	
Standard 1: The World in Spatial Terms	
BENCHMARK CODE	BENCHMARK
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).

Strand: ECONOMICS	
Standard 1: Beginning Economics	
BENCHMARK CODE	BENCHMARK
SS.4.E.1.1	Identify entrepreneurs from various social and ethnic 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.

Strand: CIVICS AND GOVERNMENT	
Standard 1: Foundations of Government, Law, and the American Political System	
BENCHMARK CODE	BENCHMARK
SS.4.C.1.1	Describe how Florida's constitution protects the rights of citizens and provides for the structure, function, and purposes of state government.

Standard 2: Civic and Political Participation	
BENCHMARK CODE	BENCHMARK
SS.4.C.2.1	Discuss public issues in Florida that impact the daily lives of its citizens.
SS.4.C.2.2	Identify ways citizens work together to influence government and help solve community and state problems.
SS.4.C.2.3	Explain the importance of public service, voting, and volunteerism.

Standard 3: Structure and Functions of Government	
BENCHMARK CODE	BENCHMARK
SS.4.C.3.1	Identify the three branches (Legislative, Judicial, Executive) of government in Florida and the powers of each.
SS.4.C.3.2	Distinguish between state (governor, state representative, or senator) and local

government (mayor, city commissioner).
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## GRADE: 5

### Strand: AMERICAN HISTORY

#### Standard 1: Historical Inquiry and Analysis

BENCHMARK CODE	BENCHMARK
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.

#### Standard 2: Pre-Columbian North America

BENCHMARK CODE	BENCHMARK
SS.5.A.2.1	Compare cultural aspects of ancient American civilizations (Aztecs/Mayas; Mound Builders/Anasazi/Inuit).
SS.5.A.2.2	Identify Native American tribes from different geographic regions of North America (cliff dwellers and Pueblo people of the desert Southwest, coastal tribes of the Pacific Northwest, nomadic nations of the Great Plains, woodland tribes east of the Mississippi River).
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.

#### Standard 3: Exploration and Settlement of North America

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

#### Standard 4: Colonization of North America

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

#### Standard 5: American Revolution & Birth of a New Nation

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

### Standard 6: Growth and Westward Expansion

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

## Strand: GEOGRAPHY

### Standard 1: The World in Spatial Terms

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

### Standard 2: Places and Regions

BENCHMARK CODE	BENCHMARK
SS.5.G.2.1	Describe the push-pull factors (economy, natural hazards, tourism, climate, physical features) that influenced boundary changes within the United States.

### Standard 3: Environment and Society

BENCHMARK CODE	BENCHMARK
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.

#### Standard 4: Uses of Geography

BENCHMARK CODE	BENCHMARK
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.

### Strand: ECONOMICS

#### Standard 1: Market Economy

BENCHMARK CODE	BENCHMARK
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.
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.

#### Standard 2: The International Economy

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

### Strand: CIVICS AND GOVERNMENT

#### Standard 1: Foundations of Government, Law, and the American Political System

BENCHMARK CODE	BENCHMARK
SS.5.C.1.1	Explain how and why the United States government was created.
SS.5.C.1.2	Define a constitution, and discuss its purposes.
SS.5.C.1.3	Explain the definition and origin of rights.
SS.5.C.1.4	Identify the Declaration of Independence's grievances and Articles of Confederation's weaknesses.
SS.5.C.1.5	Describe how concerns about individual rights led to the inclusion of the Bill of Rights in the U.S. Constitution.
SS.5.C.1.6	Compare Federalist and Anti-Federalist views of government.

#### Standard 2: Civic and Political Participation

BENCHMARK CODE	BENCHMARK
SS.5.C.2.1	Differentiate political ideas of Patriots, Loyalists, and "undecideds" during the American Revolution.
SS.5.C.2.2	Compare forms of political participation in the colonial period to today.
SS.5.C.2.3	Analyze how the Constitution has expanded voting rights from our nation's early history to today.
SS.5.C.2.4	Evaluate the importance of civic responsibilities in American democracy.
SS.5.C.2.5	Identify ways good citizens go beyond basic civic and political responsibilities to improve government and society.

#### Standard 3: Structure and Functions of Government

BENCHMARK CODE	BENCHMARK
SS.5.C.3.1	Describe the organizational structure (legislative, executive, judicial branches) and powers of the federal government as defined in Articles I, II, and III of the U.S. Constitution.
SS.5.C.3.2	Explain how popular sovereignty, rule of law, separation of powers, checks and balances, federalism, and individual rights limit the powers of the federal government as expressed in the Constitution and Bill of Rights.
SS.5.C.3.3	Give examples of powers granted to the federal government and those reserved for the states.
SS.5.C.3.4	Describe the amendment process as defined in Article V of the Constitution and give examples.
SS.5.C.3.5	Identify the fundamental rights of all citizens as enumerated in the Bill of Rights.
SS.5.C.3.6	Examine the foundations of the United States legal system by recognizing the role of the courts in interpreting law and settling conflicts.

## GRADE: 6

<b>Strand: GEOGRAPHY</b>	
Standard 1: Understand how to use maps and other geographic representations, tools and technology to report information.	
BENCHMARK CODE	BENCHMARK
SS.6.G.1.1	Use latitude and longitude coordinates to understand the relationship between people and places on the Earth.
SS.6.G.1.2	Analyze the purposes of map projections (political, physical, special purpose) and explain the applications of various types of maps.
SS.6.G.1.3	Identify natural wonders of the ancient world.
SS.6.G.1.4	Utilize tools geographers use to study the world.
SS.6.G.1.5	Use scale, cardinal, and intermediate directions, and estimation of distances between places on current and ancient maps of the world.
SS.6.G.1.6	Use a map to identify major bodies of water of the world, and explain ways they have impacted the development of civilizations.
SS.6.G.1.7	Use maps to identify characteristics and boundaries of ancient civilizations that have shaped the world today.

Standard 2: Understand physical and cultural characteristics of places.	
BENCHMARK CODE	BENCHMARK
SS.6.G.2.1	Explain how major physical characteristics, natural resources, climate, and absolute and relative locations have influenced settlement, interactions, and the economies of ancient civilizations of the world.
SS.6.G.2.2	Differentiate between continents, regions, countries, and cities in order to understand the complexities of regions created by civilizations.
SS.6.G.2.3	Analyze the relationship of physical geography to the development of ancient river valley civilizations.
SS.6.G.2.4	Explain how the geographical location of ancient civilizations contributed to the culture and politics of those societies.
SS.6.G.2.5	Interpret how geographic boundaries invite or limit interaction with other regions and cultures.
SS.6.G.2.6	Explain the concept of cultural diffusion, and identify the influences of different ancient cultures on one another.
SS.6.G.2.7	Interpret choropleths or dot-density maps to explain the distribution of population in the ancient world.

Standard 3: Understand the relationships between the Earth's ecosystems and the populations that dwell within them.

BENCHMARK CODE	BENCHMARK
SS.6.G.3.1	Explain how the physical landscape has affected the development of agriculture and industry in the ancient world.
SS.6.G.3.2	Analyze the impact of human populations on the ancient world's ecosystems.

Standard 4: Understand the characteristics, distribution, and migration of human populations.

BENCHMARK CODE	BENCHMARK
SS.6.G.4.1	Explain how family and ethnic relationships influenced ancient cultures.
SS.6.G.4.2	Use maps to trace significant migrations, and analyze their results.
SS.6.G.4.3	Locate sites in Africa and Asia where archaeologists have found evidence of early human societies, and trace their migration patterns to other parts of the world.
SS.6.G.4.4	Map and analyze the impact of the spread of various belief systems in the ancient world.

Standard 5: Understand how human actions can impact the environment.

BENCHMARK CODE	BENCHMARK
SS.6.G.5.1	Identify the methods used to compensate for the scarcity of resources in the ancient world.
SS.6.G.5.2	Use geographic terms and tools to explain why ancient civilizations developed networks of highways, waterways, and other transportation linkages.
SS.6.G.5.3	Use geographic tools and terms to analyze how famine, drought, and natural disasters plagued many ancient civilizations.

Standard 6: Understand how to apply geography to interpret the past and present and plan for the future.

BENCHMARK CODE	BENCHMARK
SS.6.G.6.1	Describe the Six Essential Elements of Geography (The World in Spatial Terms, Places and Regions, Physical Systems, Human Systems, Environment, The Uses of Geography) as the organizing framework for understanding the world and its people.
SS.6.G.6.2	Compare maps of the world in ancient times with current political maps.

## Strand: ECONOMICS

Standard 1: Understand the fundamental concepts relevant to the development of a market economy.

BENCHMARK CODE	BENCHMARK
SS.6.E.1.1	Identify the factors (new resources, increased productivity, education, technology, slave economy, territorial expansion) that increase economic growth.
SS.6.E.1.2	Describe and identify traditional and command economies as they appear in different civilizations.
SS.6.E.1.3	Describe the following economic concepts as they relate to early civilization: scarcity, opportunity cost, supply and demand, barter, trade, productive resources (land, labor, capital, entrepreneurship).

Standard 2: Understand the fundamental concepts relevant to the institutions, structure, and

functions of a national economy.

BENCHMARK CODE	BENCHMARK
SS.6.E.2.1	Evaluate how civilizations through clans, leaders, and family groups make economic decisions for that civilization providing a framework for future city-state or nation development.

Standard 3: Understand the fundamental concepts and interrelationships of the United States economy in the international marketplace.

BENCHMARK CODE	BENCHMARK
SS.6.E.3.1	Identify examples of mediums of exchange (currencies) used for trade (barter) for each civilization, and explain why international trade requires a system for a medium of exchange between trading both inside and among various regions.
SS.6.E.3.2	Categorize products that were traded among civilizations, and give examples of barriers to trade of those products.
SS.6.E.3.3	Describe traditional economies (Egypt, Greece, Rome, Kush) and elements of those economies that led to the rise of a merchant class and trading partners.
SS.6.E.3.4	Describe the relationship among civilizations that engage in trade, including the benefits and drawbacks of voluntary trade.

## Strand: WORLD HISTORY

Standard 1: Utilize historical inquiry skills and analytical processes.

BENCHMARK CODE	BENCHMARK
SS.6.W.1.1	Use timelines to identify chronological order of historical events.
SS.6.W.1.2	Identify terms (decade, century, epoch, era, millennium, BC/BCE, AD/CE) and designations of time periods.
SS.6.W.1.3	Interpret primary and secondary sources.
SS.6.W.1.4	Describe the methods of historical inquiry and how history relates to the other social sciences.
SS.6.W.1.5	Describe the roles of historians and recognize varying historical interpretations (historiography).
SS.6.W.1.6	Describe how history transmits culture and heritage and provides models of human character.

Standard 2: Describe the emergence of early civilizations (Nile, Tigris-Euphrates, Indus, and Yellow Rivers, Meso and South American).

BENCHMARK CODE	BENCHMARK
SS.6.W.2.1	Compare the lifestyles of hunter-gatherers with those of settlers of early agricultural communities.
SS.6.W.2.2	Describe how the developments of agriculture and metallurgy related to settlement, population growth, and the emergence of civilization.
SS.6.W.2.3	Identify the characteristics of civilization.
SS.6.W.2.4	Compare the economic, political, social, and religious institutions of ancient river civilizations.
SS.6.W.2.5	Summarize important achievements of Egyptian civilization.
SS.6.W.2.6	Determine the contributions of key figures from ancient Egypt.
SS.6.W.2.7	Summarize the important achievements of Mesopotamian civilization.
SS.6.W.2.8	Determine the impact of key figures from ancient Mesopotamian civilizations.
SS.6.W.2.9	Identify key figures and basic beliefs of the Israelites and determine how these beliefs compared with those of others in the geographic area.
SS.6.W.2.10	Compare the emergence of advanced civilizations in Meso and South America with the

four early river valley civilizations.
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**Standard 3: Recognize significant events, figures, and contributions of classical civilizations (Phoenicia, Greece, Rome, Axum).**

<b>BENCHMARK CODE</b>	<b>BENCHMARK</b>
SS.6.W.3.1	Analyze the cultural impact the ancient Phoenicians had on the Mediterranean world with regard to colonization (Carthage), exploration, maritime commerce (purple dye, tin), and written communication (alphabet).
SS.6.W.3.2	Explain the democratic concepts (polis, civic participation and voting rights, legislative bodies, written constitutions, rule of law) developed in ancient Greece.
SS.6.W.3.3	Compare life in Athens and Sparta (government and the status of citizens, women and children, foreigners, helots).
SS.6.W.3.4	Explain the causes and effects of the Persian and Peloponnesian Wars.
SS.6.W.3.5	Summarize the important achievements and contributions of ancient Greek civilization.
SS.6.W.3.6	Determine the impact of key figures from ancient Greece.
SS.6.W.3.7	Summarize the key achievements, contributions, and figures associated with The Hellenistic Period.
SS.6.W.3.8	Determine the impact of significant figures associated with ancient Rome.
SS.6.W.3.9	Explain the impact of the Punic Wars on the development of the Roman Empire.
SS.6.W.3.10	Describe the government of the Roman Republic and its contribution to the development of democratic principles (separation of powers, rule of law, representative government, civic duty).
SS.6.W.3.11	Explain the transition from Roman Republic to empire and Imperial Rome, and compare Roman life and culture under each one.
SS.6.W.3.12	Explain the causes for the growth and longevity of the Roman Empire.
SS.6.W.3.13	Identify key figures and the basic beliefs of early Christianity and how these beliefs impacted the Roman Empire.
SS.6.W.3.14	Describe the key achievements and contributions of Roman civilization.
SS.6.W.3.15	Explain the reasons for the gradual decline of the Western Roman Empire after the Pax Romana.
SS.6.W.3.16	Compare life in the Roman Republic for patricians, plebeians, women, children, and slaves.
SS.6.W.3.17	Explain the spread and influence of the Latin language on Western Civilization.
SS.6.W.3.18	Describe the rise and fall of the ancient east African kingdoms of Kush and Axum and Christianity's development in Ethiopia.

**Standard 4: Recognize significant events, figures, and contributions of classical Asian civilizations (China, India).**

<b>BENCHMARK CODE</b>	<b>BENCHMARK</b>
SS.6.W.4.1	Discuss the significance of Aryan and other tribal migrations on Indian civilization.
SS.6.W.4.2	Explain the major beliefs and practices associated with Hinduism and the social structure of the caste system in ancient India.
SS.6.W.4.3	Recognize the political and cultural achievements of the Mauryan and Gupta empires.
SS.6.W.4.4	Explain the teachings of Buddha, the importance of Asoka, and how Buddhism spread in India, Ceylon, and other parts of Asia.
SS.6.W.4.5	Summarize the important achievements and contributions of ancient Indian civilization.
SS.6.W.4.6	Describe the concept of the Mandate of Heaven and its connection to the Zhou and later dynasties.
SS.6.W.4.7	Explain the basic teachings of Laozi, Confucius, and Han Fei Zi.
SS.6.W.4.8	Describe the contributions of classical and post classical China.
SS.6.W.4.9	Identify key figures from classical and post classical China.
SS.6.W.4.10	Explain the significance of the silk roads and maritime routes across the Indian Ocean to the movement of goods and ideas among Asia, East Africa, and the Mediterranean

	Basin.
SS.6.W.4.11	Explain the rise and expansion of the Mongol empire and its effects on peoples of Asia and Europe including the achievements of Ghengis and Kublai Khan.
SS.6.W.4.12	Identify the causes and effects of Chinese isolation and the decision to limit foreign trade in the 15th century.

### Strand: CIVICS AND GOVERNMENT

Standard 1: Demonstrate an understanding of the origins and purposes of government, law, and the American political system.

BENCHMARK CODE	BENCHMARK
SS.6.C.1.1	Identify democratic concepts developed in ancient Greece that served as a foundation for American constitutional democracy.
SS.6.C.1.2	Identify how the government of the Roman Republic contributed to the development of democratic principles (separation of powers, rule of law, representative government, civic duty).

Standard 2: Evaluate the roles, rights, and responsibilities of United States citizens, and determine methods of active participation in society, government, and the political system.

BENCHMARK CODE	BENCHMARK
SS.6.C.2.1	Identify principles (civic participation, role of government) from ancient Greek and Roman civilizations which are reflected in the American political process today, and discuss their effect on the American political process.

## GRADE: 7

### Strand: GEOGRAPHY

Standard 1: Understand how to use maps and other geographic representations, tools, and technology to report information.

BENCHMARK CODE	BENCHMARK
SS.7.G.1.1	Locate the fifty states and their capital cities in addition to the nation's capital on a map.
SS.7.G.1.2	Locate on a world map the territories and protectorates of the United States of America.
SS.7.G.1.3	Interpret maps to identify geopolitical divisions and boundaries of places in North America.

Standard 2: Understand physical and cultural characteristics of places.

BENCHMARK CODE	BENCHMARK
SS.7.G.2.1	Locate major cultural landmarks that are emblematic of the United States.
SS.7.G.2.2	Locate major physical landmarks that are emblematic of the United States.
SS.7.G.2.3	Explain how major physical characteristics, natural resources, climate, and absolute and relative location have influenced settlement, economies, and inter-governmental relations in North America.
SS.7.G.2.4	Describe current major cultural regions of North America.

Standard 3: Understand the relationships between the Earth's ecosystems and the populations that dwell within them.

BENCHMARK CODE	BENCHMARK
SS.7.G.3.1	Use maps to describe the location, abundance, and variety of natural resources in North America.

Standard 4: Understand the characteristics, distribution, and migration of human populations.

BENCHMARK CODE	BENCHMARK
SS.7.G.4.1	Use geographic terms and tools to explain cultural diffusion throughout North America.
SS.7.G.4.2	Use maps and other geographic tools to examine the importance of demographics within political divisions of the United States.

Standard 5: Understand how human actions can impact the environment.

BENCHMARK CODE	BENCHMARK
SS.7.G.5.1	Use a choropleth or other map to geographically represent current information about issues of conservation or ecology in the local community.

Standard 6: Understand how to apply geography to interpret the past and present and plan for the future.

BENCHMARK CODE	BENCHMARK
SS.7.G.6.1	Use Geographic Information Systems (GIS) or other technology to view maps of current information about the United States.

## Strand: ECONOMICS

Standard 1: Understand the fundamental concepts relevant to the development of a market economy.

BENCHMARK CODE	BENCHMARK
SS.7.E.1.1	Explain how the principles of a market and mixed economy helped to develop the United States into a democratic nation.
SS.7.E.1.2	Discuss the importance of borrowing and lending in the United States, the government's role in controlling financial institutions, and list the advantages and disadvantages of using credit.
SS.7.E.1.3	Review the concepts of supply and demand, choice, scarcity, and opportunity cost as they relate to the development of the mixed market economy in the United States.
SS.7.E.1.4	Discuss the function of financial institutions in the development of a market economy.
SS.7.E.1.5	Assess how profits, incentives, and competition motivate individuals, households, and businesses in a free market economy.
SS.7.E.1.6	Compare the national budget process to the personal budget process.

Standard 2: Understand the fundamental concepts relevant to the institutions, structure, and functions of a national economy.

BENCHMARK CODE	BENCHMARK
SS.7.E.2.1	Explain how federal, state, and local taxes support the economy as a function of the United States government.
SS.7.E.2.2	Describe the banking system in the United States and its impact on the money supply.
SS.7.E.2.3	Identify and describe United States laws and regulations adopted to promote economic competition.
SS.7.E.2.4	Identify entrepreneurs from various gender, social, and ethnic backgrounds who started a business seeking to make a profit.
SS.7.E.2.5	Explain how economic institutions impact the national economy.

Standard 3: Understand the fundamental concepts and interrelationships of the United States economy in the international marketplace.

BENCHMARK CODE	BENCHMARK
SS.7.E.3.1	Explain how international trade requires a system for exchanging currency between and among nations.
SS.7.E.3.2	Assess how the changing value of currency affects trade of goods and services between nations.
SS.7.E.3.3	Compare and contrast a single resource economy with a diversified economy.
SS.7.E.3.4	Compare and contrast the standard of living in various countries today to that of the United States using gross domestic product (GDP) per capita as an indicator.

### Strand: CIVICS AND GOVERNMENT

Standard 1: Demonstrate an understanding of the origins and purposes of government, law, and the American political system.

BENCHMARK CODE	BENCHMARK
SS.7.C.1.1	Recognize how Enlightenment ideas including Montesquieu's view of separation of power and John Locke's theories related to natural law and how Locke's social contract influenced the Founding Fathers.
SS.7.C.1.2	Trace the impact that the Magna Carta, English Bill of Rights, Mayflower Compact, and Thomas Paine's "Common Sense" had on colonists' views of government.
SS.7.C.1.3	Describe how English policies and responses to colonial concerns led to the writing of the Declaration of Independence.
SS.7.C.1.4	Analyze the ideas (natural rights, role of the government) and complaints set forth in the Declaration of Independence.
SS.7.C.1.5	Identify how the weaknesses of the Articles of Confederation led to the writing of the Constitution.
SS.7.C.1.6	Interpret the intentions of the Preamble of the Constitution.
SS.7.C.1.7	Describe how the Constitution limits the powers of government through separation of powers and checks and balances.
SS.7.C.1.8	Explain the viewpoints of the Federalists and the Anti-Federalists regarding the ratification of the Constitution and inclusion of a bill of rights.
SS.7.C.1.9	Define the rule of law and recognize its influence on the development of the American legal, political, and governmental systems.

Standard 2: Evaluate the roles, rights, and responsibilities of United States citizens, and determine methods of active participation in society, government, and the political system.

BENCHMARK CODE	BENCHMARK
SS.7.C.2.1	Define the term "citizen," and identify legal means of becoming a United States citizen.
SS.7.C.2.2	Evaluate the obligations citizens have to obey laws, pay taxes, defend the nation, and serve on juries.
SS.7.C.2.3	Experience the responsibilities of citizens at the local, state, or federal levels.
SS.7.C.2.4	Evaluate rights contained in the Bill of Rights and other amendments to the Constitution.
SS.7.C.2.5	Distinguish how the Constitution safeguards and limits individual rights.
SS.7.C.2.6	Simulate the trial process and the role of juries in the administration of justice.
SS.7.C.2.7	Conduct a mock election to demonstrate the voting process and its impact on a school, community, or local level.
SS.7.C.2.8	Identify America's current political parties, and illustrate their ideas about government.
SS.7.C.2.9	Evaluate candidates for political office by analyzing their qualifications, experience, issue-based platforms, debates, and political ads.
SS.7.C.2.10	Examine the impact of media, individuals, and interest groups on monitoring and

	influencing government.
SS.7.C.2.11	Analyze media and political communications (bias, symbolism, propaganda).
SS.7.C.2.12	Develop a plan to resolve a state or local problem by researching public policy alternatives, identifying appropriate government agencies to address the issue, and determining a course of action.
SS.7.C.2.13	Examine multiple perspectives on public and current issues.
SS.7.C.2.14	Conduct a service project to further the public good.

Standard 3: Demonstrate an understanding of the principles, functions, and organization of government.

BENCHMARK CODE	BENCHMARK
SS.7.C.3.1	Compare different forms of government (direct democracy, representative democracy, socialism, communism, monarchy, oligarchy, autocracy).
SS.7.C.3.2	Compare parliamentary, federal, confederal, and unitary systems of government.
SS.7.C.3.3	Illustrate the structure and function (three branches of government established in Articles I, II, and III with corresponding powers) of government in the United States as established in the Constitution.
SS.7.C.3.4	Identify the relationship and division of powers between the federal government and state governments.
SS.7.C.3.5	Explain the Constitutional amendment process.
SS.7.C.3.6	Evaluate Constitutional rights and their impact on individuals and society.
SS.7.C.3.7	Analyze the impact of the 13th, 14th, 15th, 19th, 24th, and 26th amendments on participation of minority groups in the American political process.
SS.7.C.3.8	Analyze the structure, functions, and processes of the legislative, executive, and judicial branches.
SS.7.C.3.9	Illustrate the law making process at the local, state, and federal levels.
SS.7.C.3.10	Identify sources and types (civil, criminal, constitutional, military) of law.
SS.7.C.3.11	Diagram the levels, functions, and powers of courts at the state and federal levels.
SS.7.C.3.12	Analyze the significance and outcomes of landmark Supreme Court cases including, but not limited to, Marbury v. Madison, Plessy v. Ferguson, Brown v. Board of Education, Gideon v. Wainwright, Miranda v. Arizona, in re Gault, Tinker v. Des Moines, Hazelwood v. Kuhlmeier, United States v. Nixon, and Bush v. Gore.
SS.7.C.3.13	Compare the constitutions of the United States and Florida.
SS.7.C.3.14	Differentiate between local, state, and federal governments' obligations and services.

Standard 4: Demonstrate an understanding of contemporary issues in world affairs, and evaluate the role and impact of United States foreign policy.

BENCHMARK CODE	BENCHMARK
SS.7.C.4.1	Differentiate concepts related to United States domestic and foreign policy.
SS.7.C.4.2	Recognize government and citizen participation in international organizations.
SS.7.C.4.3	Describe examples of how the United States has dealt with international conflicts.

## GRADE: 8

### Strand: AMERICAN HISTORY

Standard 1: Use research and inquiry skills to analyze American History using primary and secondary sources.

BENCHMARK CODE	BENCHMARK
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.
SS.8.A.1.2	Analyze charts, graphs, maps, photographs and timelines; analyze political cartoons; determine cause and effect.
SS.8.A.1.3	Analyze current events relevant to American History topics through a variety of electronic and print media resources.
SS.8.A.1.4	Differentiate fact from opinion, utilize appropriate historical research and fiction/nonfiction support materials.
SS.8.A.1.5	Identify, within both primary and secondary sources, the author, audience, format, and purpose of significant historical documents.
SS.8.A.1.6	Compare interpretations of key events and issues throughout American History.
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.

**Standard 2: Examine the causes, course, and consequences of British settlement in the American colonies.**

<b>BENCHMARK CODE</b>	<b>BENCHMARK</b>
SS.8.A.2.1	Compare the relationships among the British, French, Spanish, and Dutch in their struggle for colonization of North America.
SS.8.A.2.2	Compare the characteristics of the New England, Middle, and Southern colonies.
SS.8.A.2.3	Differentiate economic systems of New England, Middle and Southern colonies including indentured servants and slaves as labor sources.
SS.8.A.2.4	Identify the impact of key colonial figures on the economic, political, and social development of the colonies.
SS.8.A.2.5	Discuss the impact of colonial settlement on Native American populations.
SS.8.A.2.6	Examine the causes, course, and consequences of the French and Indian War.
SS.8.A.2.7	Describe the contributions of key groups (Africans, Native Americans, women, and children) to the society and culture of colonial America.

**Standard 3: Demonstrate an understanding of the causes, course, and consequences of the American Revolution and the founding principles of our nation.**

<b>BENCHMARK CODE</b>	<b>BENCHMARK</b>
SS.8.A.3.1	Explain the consequences of the French and Indian War in British policies for the American colonies from 1763 - 1774.
SS.8.A.3.2	Explain American colonial reaction to British policy from 1763 - 1774.
SS.8.A.3.3	Recognize the contributions of the Founding Fathers (John Adams, Sam Adams, Benjamin Franklin, John Hancock, Alexander Hamilton, Thomas Jefferson, James Madison, George Mason, George Washington) during American Revolutionary efforts.
SS.8.A.3.4	Examine the contributions of influential groups to both the American and British war efforts during the American Revolutionary War and their effects on the outcome of the war.
SS.8.A.3.5	Describe the influence of individuals on social and political developments during the Revolutionary era.
SS.8.A.3.6	Examine the causes, course, and consequences of the American Revolution.
SS.8.A.3.7	Examine the structure, content, and consequences of the Declaration of Independence.
SS.8.A.3.8	Examine individuals and groups that affected political and social motivations during the American Revolution.
SS.8.A.3.9	Evaluate the structure, strengths, and weaknesses of the Articles of Confederation and its aspects that led to the Constitutional Convention.
SS.8.A.3.10	Examine the course and consequences of the Constitutional Convention (New Jersey Plan, Virginia Plan, Great Compromise, Three-Fifths Compromise, compromises regarding taxation and slave trade, Electoral College, state vs. federal power, empowering a president).
SS.8.A.3.11	Analyze support and opposition (Federalists, Federalist Papers, AntiFederalists, Bill of Rights) to ratification of the U.S. Constitution.

SS.8.A.3.12	Examine the influences of George Washington's presidency in the formation of the new nation.
SS.8.A.3.13	Explain major domestic and international economic, military, political, and socio-cultural events of John Adams's presidency.
SS.8.A.3.14	Explain major domestic and international economic, military, political, and socio-cultural events of Thomas Jefferson's presidency.
SS.8.A.3.15	Examine this time period (1763-1815) from the perspective of historically under-represented groups (children, indentured servants, Native Americans, slaves, women, working class).
SS.8.A.3.16	Examine key events in Florida history as each impacts this era of American history.

**Standard 4: Demonstrate an understanding of the domestic and international causes, course, and consequences of westward expansion.**

<b>BENCHMARK CODE</b>	<b>BENCHMARK</b>
SS.8.A.4.1	Examine the causes, course, and consequences of United States westward expansion and its growing diplomatic assertiveness (War of 1812, Convention of 1818, Adams-Onís Treaty, Missouri Compromise, Monroe Doctrine, Trail of Tears, Texas annexation, Manifest Destiny, Oregon Territory, Mexican American War/Mexican Cession, California Gold Rush, Compromise of 1850, Kansas Nebraska Act, Gadsden Purchase).
SS.8.A.4.2	Describe the debate surrounding the spread of slavery into western territories and Florida.
SS.8.A.4.3	Examine the experiences and perspectives of significant individuals and groups during this era of American History.
SS.8.A.4.4	Discuss the impact of westward expansion on cultural practices and migration patterns of Native American and African slave populations.
SS.8.A.4.5	Explain the causes, course, and consequences of the 19th century transportation revolution on the growth of the nation's economy.
SS.8.A.4.6	Identify technological improvements (inventions/inventors) that contributed to industrial growth.
SS.8.A.4.7	Explain the causes, course, and consequences (industrial growth, subsequent effect on children and women) of New England's textile industry.
SS.8.A.4.8	Describe the influence of individuals on social and political developments of this era in American History.
SS.8.A.4.9	Analyze the causes, course and consequences of the Second Great Awakening on social reform movements.
SS.8.A.4.10	Analyze the impact of technological advancements on the agricultural economy and slave labor.
SS.8.A.4.11	Examine the aspects of slave culture including plantation life, resistance efforts, and the role of the slaves' spiritual system.
SS.8.A.4.12	Examine the effects of the 1804 Haitian Revolution on the United States acquisition of the Louisiana Territory.
SS.8.A.4.13	Explain the consequences of landmark Supreme Court decisions (McCulloch v. Maryland [1819], Gibbons v. Odgen [1824], Cherokee Nation v. Georgia [1831], and Worcester v. Georgia [1832]) significant to this era of American history.
SS.8.A.4.14	Examine the causes, course, and consequences of the women's suffrage movement (1848 Seneca Falls Convention, Declaration of Sentiments).
SS.8.A.4.15	Examine the causes, course, and consequences of literature movements (Transcendentalism) significant to this era of American history.
SS.8.A.4.16	Identify key ideas and influences of Jacksonian democracy.
SS.8.A.4.17	Examine key events and peoples in Florida history as each impacts this era of American history.
SS.8.A.4.18	Examine the experiences and perspectives of different ethnic, national, and religious groups in Florida, explaining their contributions to Florida's and America's society and culture during the Territorial Period.

Standard 5: Examine the causes, course, and consequence of the Civil War and Reconstruction including its effects on American peoples.

BENCHMARK CODE	BENCHMARK
SS.8.A.5.1	Explain the causes, course, and consequence of the Civil War (sectionalism, slavery, states' rights, balance of power in the Senate).
SS.8.A.5.2	Analyze the role of slavery in the development of sectional conflict.
SS.8.A.5.3	Explain major domestic and international economic, military, political, and socio-cultural events of Abraham Lincoln's presidency.
SS.8.A.5.4	Identify the division (Confederate and Union States, Border states, western territories) of the United States at the outbreak of the Civil War.
SS.8.A.5.5	Compare Union and Confederate strengths and weaknesses.
SS.8.A.5.6	Compare significant Civil War battles and events and their effects on civilian populations.
SS.8.A.5.7	Examine key events and peoples in Florida history as each impacts this era of American history.
SS.8.A.5.8	Explain and evaluate the policies, practices, and consequences of Reconstruction (presidential and congressional reconstruction, Johnson's impeachment, Civil Rights Act of 1866, the 13th, 14th, and 15th Amendments, opposition of Southern whites to Reconstruction, accomplishments and failures of Radical Reconstruction, presidential election of 1876, end of Reconstruction, rise of Jim Crow laws, rise of Ku Klux Klan).

**Strand: GEOGRAPHY**

Standard 1: Understand how to use maps and other geographic representations, tools, and technology to report information.

BENCHMARK CODE	BENCHMARK
SS.8.G.1.1	Use maps to explain physical and cultural attributes of major regions throughout American history.
SS.8.G.1.2	Use appropriate geographic tools and terms to identify and describe significant places and regions in American history.

Standard 2: Understand physical and cultural characteristics of places.

BENCHMARK CODE	BENCHMARK
SS.8.G.2.1	Identify the physical elements and the human elements that define and differentiate regions as relevant to American history.
SS.8.G.2.2	Use geographic terms and tools to analyze case studies of regional issues in different parts of the United States that have had critical economic, physical, or political ramifications.
SS.8.G.2.3	Use geographic terms and tools to analyze case studies of how selected regions of the United States have changed over time.

Standard 3: Understand the relationships between the Earth's ecosystems and the populations that dwell within them.

BENCHMARK CODE	BENCHMARK
SS.8.G.3.1	Locate and describe in geographic terms the major ecosystems of the United States.
SS.8.G.3.2	Use geographic terms and tools to explain differing perspectives on the use of renewable and non-renewable resources in the United States and Florida over time.

Standard 4: Understand the characteristics, distribution, and migration of human populations.

BENCHMARK CODE	BENCHMARK
SS.8.G.4.1	Interpret population growth and other demographic data for any given place in the United States throughout its history.
SS.8.G.4.2	Use geographic terms and tools to analyze the effects throughout American history of migration to and within the United States, both on the place of origin and destination.
SS.8.G.4.3	Use geographic terms and tools to explain cultural diffusion throughout the United States as it expanded its territory.
SS.8.G.4.4	Interpret databases, case studies, and maps to describe the role that regions play in influencing trade, migration patterns, and cultural/political interaction in the United States throughout time.
SS.8.G.4.5	Use geographic terms and tools to analyze case studies of the development, growth, and changing nature of cities and urban centers in the United States over time.
SS.8.G.4.6	Use political maps to describe changes in boundaries and governance throughout American history.

Standard 5: Understand how human actions can impact the environment.

BENCHMARK CODE	BENCHMARK
SS.8.G.5.1	Describe human dependence on the physical environment and natural resources to satisfy basic needs in local environments in the United States.
SS.8.G.5.2	Describe the impact of human modifications on the physical environment and ecosystems of the United States throughout history.

Standard 6: Understand how to apply geography to interpret the past and present and plan for the future.

BENCHMARK CODE	BENCHMARK
SS.8.G.6.1	Use appropriate maps and other graphic representations to analyze geographic problems and changes over time throughout American history.
SS.8.G.6.2	Illustrate places and events in U.S. history through the use of narratives and graphic representations.

## Strand: ECONOMICS

Standard 1: Understand the fundamental concepts relevant to the development of a market economy.

BENCHMARK CODE	BENCHMARK
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.

Standard 2: Understand the fundamental concepts relevant to the institutions, structure, and functions of a national economy.

BENCHMARK CODE	BENCHMARK
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.
SS.8.E.2.2	Explain the economic impact of government policies.
SS.8.E.2.3	Assess the role of Africans and other minority groups in the economic development of the United States.

Standard 3: Understand the fundamental concepts and interrelationships of the United States economy in the international marketplace.

BENCHMARK CODE	BENCHMARK
SS.8.E.3.1	Evaluate domestic and international interdependence.

**Strand: CIVICS AND GOVERNMENT**

Standard 1: The student will evaluate the roles, rights, and responsibilities of United States citizens and determine methods of active participation in society, government, and the political system.

BENCHMARK CODE	BENCHMARK
SS.8.C.1.1	Identify the constitutional provisions for establishing citizenship.
SS.8.C.1.2	Compare views of self-government and the rights and responsibilities of citizens held by Patriots, Loyalists, and other colonists.
SS.8.C.1.3	Recognize the role of civic virtue in the lives of citizens and leaders from the colonial period through Reconstruction.
SS.8.C.1.4	Identify the evolving forms of civic and political participation from the colonial period through Reconstruction.
SS.8.C.1.5	Apply the rights and principles contained in the Constitution and Bill of Rights to the lives of citizens today.
SS.8.C.1.6	Evaluate how amendments to the Constitution have expanded voting rights from our nation's early history to present day.

Standard 2: The student will demonstrate an understanding of the principles, functions, and organization of government.

BENCHMARK CODE	BENCHMARK
SS.8.C.2.1	Evaluate and compare the essential ideals and principles of American constitutional government expressed in primary sources from the colonial period to Reconstruction.



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