

Standards		Weekly Issues
<b>Strand: American History</b>		
<b>Standard One: Historical Analysis</b>		
SS.K.A.1.1	Develop an understanding of how to use and create a timeline.	24: Changes Over Time
SS.K.A.1.2	Develop an awareness of a primary source.	25: History
<b>Standard Two: Historical Knowledge</b>		
SS.K.A.2.1	Compare children and families of today with those in the past.	26: Life Long Ago and Today 27: Transportation Over Time 28: Communication Over Time
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.	6: Celebrate Freedom Week 13: National Patriotic Holidays
SS.K.A.2.3	Compare our nation's holidays with holidays of other cultures.	14: Holidays and Celebrations
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.	9: Characteristics of Active Citizens
SS.K.A.2.5	Recognize the importance of U.S. symbols.	10- Patriotism 11: National Symbols
<b>Standard 3: Chronological Thinking</b>		
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.	22: Calendars 23: Words About Time
SS.K.A.3.2	Explain that calendars represent days of the week and months of the year.	22: Calendars
<b>Strand: Geography</b>		
<b>Standard One: The World in Spatial Terms</b>		
SS.K.G.1.1	Describe the relative location of people, places, and things by using positional words.	16: Location 17: Finding Places Around Me
SS.K.G.1.2	Explain that maps and globes help to locate different places and that globes are a model of the Earth.	15- Map Skills
SS.K.G.1.3	Identify cardinal directions (north, south, east, west).	15: Map Skills

Standards		Weekly Issues
SS.K.G.1.4	Differentiate land and water features on simple maps and globes.	18: Physical Characteristics of a Place
<b>Standard Two: Places and regions</b>		
SS.K.G.2.1	Locate and describe places in the school and community.	17: Finding Places Around Me
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.	21: My World
<b>Standard Three: Physical Systems</b>		
SS.K.G.3.1	Identify basic landforms.	18: Physical Characteristics of a Place
SS.K.G.3.2	Identify basic bodies of water.	18: Physical Characteristics of a Place
SS.K.G.3.3	Describe and give examples of seasonal weather changes, and illustrate how weather affects people and the environment.	19: Weather
<b>Strand: Economics</b>		
<b>Standard One: Beginning Economics</b>		
SS.K.E.1.1	Describe different kinds of jobs that people do and the tools or equipment used.	30: Jobs
SS.K.E.1.2	Recognize that United States currency comes in different forms.	31: Economics 32: Spending and Saving
SS.K.E.1.3	Recognize that people work to earn money to buy things they need or want.	30: Jobs 32: Spending and Saving
SS.K.E.1.4	Identify the difference between basic needs and wants.	29: Needs and Wants
<b>Strand: Civics and Government</b>		
<b>Standard One: Foundations of Government, Law, and the American Political System</b>		
SS.K.CG.1.1	Identify the purpose of rules and laws in the home and school.	3: What Are Rules? 4: What Are Laws?
SS.K.CG.1.2	Identify people who have the authority and power to make and enforce rules and laws.	2: Authority Figures 3: What Are Rules? 4: What Are Laws?

Standards		Weekly Issues
<b>Standard Two: Civic and Political Participation</b>		
SS.K.CG.2.1	Describe and demonstrate the characteristics of being a responsible citizen.	8: Citizens 9: Characteristics of Active Citizens
SS.K.CG.2.2	Describe ways for groups to make decisions.	5: Government
SS.K.CG.2.3	Define patriotism as the allegiance to one's country.	6: Celebrate Freedom Week 10: Patriotism 13: National Patriotic Holidays
SS.K.CG.2.4	Recognize symbols that represent the United States.	10: Patriotism 11: National Symbols
SS.K.CG.2.5	Recognize symbols that represent Florida.	12: Florida State Symbols

Standards		Weekly Issues
<b>Strand: American History</b>		
<b>Standard One: Historical Inquiry and Analysis</b>		
SS.1.A.1.1	Develop an understanding of a primary source.	23: History
SS.1.A.1.2	Understand how to use the media center/other sources to find answers to questions about a historical topic.	23: History
<b>Standard Two: Historical Knowledge</b>		
SS.1.A.2.1	Understand history tells the story of people and events of other times and places.	23: History
SS.1.A.2.2	Compare life now with life in the past.	24: Life Long Ago and Today 26: Transportation Over Time 27: Communication Over Time
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.	13: National Patriotic Holidays
SS.1.A.2.4	Identify people from the past who have shown character ideals and principles including honesty, courage, and responsibility.	9: Responsible Citizens in History 10: Patriotism
SS.1.A.2.5	Distinguish between historical fact and fiction using various materials.	23: History
<b>Standard Three: Chronological Thinking</b>		
SS.1.A.3.1	Use terms related to time to sequentially order events that have occurred in school, home, or community.	21: Calendars 22: Changes Over Time
SS.1.A.3.2	Create a timeline based on the student's life or school events, using primary sources.	22: Changes Over Time
<b>Strand: Geography</b>		
<b>Standard One: The World in Spatial Terms</b>		
SS.1.G.1.1	Use physical and political/cultural maps to locate places in Florida.	14: Map Skills
SS.1.G.1.2	Identify key elements (compass rose, cardinal directions, title, key/legend with symbols) of maps and globes.	14: Map Skills
SS.1.G.1.3	Construct a basic map using key elements including cardinal directions and map symbols.	14: Map Skills

Standards		Weekly Issues
SS.1.G.1.4	Identify a variety of physical features using a map and globe.	16: Physical Characteristics of a Place
SS.1.G.1.5	Locate on maps and globes the student's local community, Florida, the Atlantic Ocean, and the Gulf of Mexico.	14: Map Skills
SS.1.G.1.6	Describe how location, weather, and physical environment affect the way people live in our community.	18: Adapting to Our Environment
<b>Strand: Economics</b>		
<b>Standard One: Beginning Economics</b>		
SS.1.E.1.1	Recognize that money is a method of exchanging goods and services.	28: Needs and Wants 29: Economics 31: Spending and Saving
SS.1.E.1.2	Define opportunity costs as giving up one thing for another.	30: Economic Choices
SS.1.E.1.3	Distinguish between examples of goods and services.	29: Economics
SS.1.E.1.4	Distinguish people as buyers, sellers, and producers of goods and services.	29: Economics
SS.1.E.1.5	Recognize the importance of saving money for future purchases.	31: Spending and Saving
SS.1.E.1.6	Identify that people need to make choices because of scarce resources.	30: Economic Choices
<b>Strand: Civics and Government</b>		
<b>Standard One: Foundations of Government, Law, and the American Political System</b>		
SS.1.CG.1.1	Explain the purpose of rules and laws in the school and community.	3: Rules and Laws
SS.1.CG.1.2	Describe how the absence of rules and laws impacts individuals and the community.	3: Rules and Laws
<b>Standard Two: Civic and Political Participation</b>		
SS.1.CG.2.1	Explain the rights and responsibilities students have in the school community.	7: Citizens
SS.1.CG.2.2	Describe the characteristics of citizenship in the school community.	7: Citizens 8: Characteristics of Responsible Citizens
SS.1.CG.2.3	Recognize ways citizens can demonstrate patriotism.	5: Celebrate Freedom Week 13: National Patriotic Holidays

Standards		Weekly Issues
SS.1.CG.2.4	Recognize symbols and individuals that represent the United States.	6: Founders 9: responsible Citizens in History 10: Patriotism 11: National Patriotic Symbols
SS.1.CG.2.5	Recognize symbols and individuals that represent Florida.	4: Government 12: Florida State Symbols
<b>Standard Three: Structure and Functions of Government</b>		
SS.1.CG.3.1	Recognize that the United States and Florida have Constitutions.	5: Celebrate Freedom Week
SS.1.CG.3.2	Explain responsible ways for individuals and groups to make decisions.	4: Government 7: Citizens

Standards		Weekly Issues
<b>Strand: American History</b>		
<b>Standard One: Historical Inquiry and Analysis</b>		
SS.2.A.1.1	Examine primary and secondary sources.	1: Thinking Like a Historian
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.	14: First Inhabitants 15: Native American Cultures 16: Coming to America 17: The Impact of Immigration 18: Immigration Today 19: Cultural Influences
<b>Standard Two: Historical Knowledge</b>		
SS.2.A.2.1	Recognize that Native Americans were the first inhabitants in North America.	14: First Inhabitants
SS.2.A.2.2	Compare the cultures of Native American tribes from various geographic regions of the United States.	8: Regions 9: Culture 15: Native American Cultures
SS.2.A.2.3	Describe the impact of immigrants on the Native Americans.	17: The Impact of Immigration
SS.2.A.2.4	Explore ways the daily life of people living in Colonial America changed over time.	16: Coming to America
SS.2.A.2.5	Identify reasons people came to the United States throughout history.	7: Movement 16: Coming to America
SS.2.A.2.6	Discuss the importance of Ellis Island and the Statue of Liberty to immigration from 1892 - 1954.	18: Immigration Today
SS.2.A.2.7	Discuss why immigration continues today.	18: Immigration Today
SS.2.A.2.8	Explain the cultural influences and contributions of immigrants today.	19: Cultural Influences
<b>Standard Three: Chronological Thinking</b>		
SS.2.A.3.1	Identify terms and designations of time sequence.	2: Timelines

Standards		Weekly Issues
<b>Strand: Geography</b>		
<b>Standard One: the World in Spatial Terms</b>		
SS.2.G.1.1	Use different types of maps (political, physical, and thematic) to identify map elements.	3: Map Skills 5: Place: Physical Features
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.	6: Place: Human Features
SS.2.G.1.3	Label on a map or globe the continents, oceans, Equator, Prime Meridian, North and South Pole.	4: Location
SS.2.G.1.4	Use a map to locate the countries in North America (Canada, United States, Mexico, and the Caribbean Islands).	6: Place: Human Features
<b>Strand: Economics</b>		
<b>Standard One: Beginning Economics</b>		
SS.2.E.1.1	Recognize that people make choices because of limited resources.	10: Resources at Work
SS.2.E.1.2	Recognize that people supply goods and services based on consumer demands.	11: Economic Concepts
SS.2.E.1.3	Recognize that the United States trades with other nations to exchange goods and services.	12: Trade
SS.2.E.1.4	Explain the personal benefits and costs involved in saving and spending.	13: Spending and Saving
<b>Strand: Civics and Government</b>		
<b>Standard One: Foundations of GOVERNMENT, Law, and the American System</b>		
SS.2.CG.1.1	Explain why people form governments.	20: The Purpose of Government 22: The Structure of National Government 23: The Structure of State and Local Government
SS.2.CG.1.2	Explain how the U.S. government protects the liberty and rights of American citizens.	21: Important Documents
<b>Standard Two: Civic and Political Participation</b>		



Standards		Weekly Issues
SS.2.CG.2.1	Explain what it means to be a U.S. citizen.	24: Citizenship
SS.2.CG.2.2	Describe the characteristics of responsible citizenship at the local and state levels.	25: Rights and Responsibility of Citizenship 26: Examples of Citizenship
SS.2.CG.2.3	Explain how citizens demonstrate patriotism.	27: Patriotism 28: Patriotic Holidays
SS.2.CG.2.4	Recognize symbols, individuals and documents that represent the United States.	29: U.S. Symbols 30: Patriotic People
SS.2.CG.2.5	Recognize symbols, individuals and documents that represent Florida.	31: Florida Symbols 32: People Who represent Florida
<b>Standard Three: Structure and Functions of Government</b>		
SS.2.CG.3.1	Identify the Constitution of the United States as the supreme law of the land.	22: The Structure of National Government

Standards		Weekly Issues
<b>Strand: American History</b>		
<b>Standard One: Historical Inquiry and Analysis</b>		
SS.3.A.1.1	Analyze primary and secondary sources.	2: Primary and Secondary Sources
SS.3.A.1.2	Utilize technology resources to gather information from primary and secondary sources.	1: The Year Ahead 2: Primary and Secondary Sources
SS.3.A.1.3	Define terms related to the social sciences.	1: The Year Ahead
<b>Strand: Geography</b>		
<b>Standard One: The World in Spatial terms</b>		
SS.3.G.1.1	Use thematic maps, tables, charts, graphs, and photos to analyze geographic information.	4: Maps
SS.3.G.1.2	Review basic map elements (coordinate grid, cardinal and intermediate directions, title, compass rose, scale, key/legend with symbols).	4: Maps
SS.3.G.1.3	Label the continents and oceans on a world map.	5: Map Skills
SS.3.G.1.4	Name and identify the purpose of maps (physical, political, elevation, population).	4: Maps
SS.3.G.1.5	Compare maps and globes to develop an understanding of the concept of distortion.	4: Maps
SS.3.G.1.6	Use maps to identify different types of scale to measure distances between two places.	4: Maps
<b>Standard Two: Places and Regions</b>		
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).	8: Human Features of a Place
SS.3.G.2.2	Identify the five regions of the United States.	14: Regions of the United States: Part One 15: Regions of the United States: Part Two
SS.3.G.2.3	Label the states in each of the five regions of the United States.	14: Regions of the United States: Part One 15: Regions of the United States: Part Two
SS.3.G.2.4	Describe the physical features of the United States, Canada, Mexico, and the Caribbean.	6: Physical Features of a Place

Standards		Weekly Issues
SS.3.G.2.5	Identify natural and man-made landmarks in the United States, Canada, Mexico, and the Caribbean.	8: Human Features of a Place 11: Canada 12: Mexico 13: The Caribbean 14: Regions of the United States: Part One
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.	15: Regions of the United States: Part Two 16: Investigate a Place
<b>Standard Three: Physical Systems</b>		
SS.3.G.3.1	Describe the climate and vegetation in the United States, Canada, Mexico, and the Caribbean.	7: More Physical Features 11: Canada 12: Mexico 13: the Caribbean 14: Regions of the United States: Part One
SS.3.G.3.2	Describe the natural resources in the United States, Canada, Mexico, and the Caribbean.	7: More Physical Features 11: Canada 12: Mexico 13: the Caribbean 14: Regions of the United States: Part One
<b>Standard Four: Human Systems</b>		
SS.3.G.4.1	Explain how the environment influences settlement patterns in the United States, Canada, Mexico, and the Caribbean.	10: Movement
SS.3.G.4.2	Identify the cultures that have settled the United States, Canada, Mexico, and the Caribbean.	11: Canada 12: Mexico 13: the Caribbean 14: Regions of the United States: Part One 15: Regions of the United States: Part Two
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.	17- Cultures of the United States
SS.3.G.4.4	Identify contributions from various ethnic groups to the United States.	18: Contributions to American Cultures
<b>Strand Economics Standard One: Beginning Economics</b>		
SS.3.E.1.1	Give examples of how scarcity results in trade.	20: Economic Principles
SS.3.E.1.2	List the characteristics of money.	19: Money

Standards		Weekly Issues
SS.3.E.1.3	Recognize that buyers and sellers interact to exchange goods and services through the use of trade or money.	20: Economic Principles
SS.3.E.1.4	Distinguish between currencies used in the United States, Canada, Mexico, and the Caribbean.	19: Money
<b>Strand: Civics and Government</b>		
<b>Standard One: Foundations of Government, Law and the American Political System</b>		
SS.3.CG.1.1	Explain how the U.S. Constitution establishes the purpose and fulfills the need for government.	22: Purpose of Government 23: Important Documents
SS.3.CG.1.2	Describe how the U.S. government gains its power from the people.	24: Structure of National Government
<b>Standard Two: Civic and Political Participation</b>		
SS.3.CG.2.1	Describe how citizens demonstrate civility, cooperation, volunteerism and other civic virtues.	26: Being a Participating Citizen 27: Examples of Participating Citizens
SS.3.CG.2.2	Describe the importance of voting in elections.	26: Being a Participating Citizen
SS.3.CG.2.3	Explain the history and meaning behind patriotic holidays and observances.	28: Patriotic Holidays
SS.3.CG.2.4	Recognize symbols, individuals, documents and events that represent the United States.	29: Symbols of the United States 30: Patriotic People
SS.3.CG.2.5	Recognize symbols, individuals, documents and events that represent the State of Florida.	31: Symbols of Florida 32: People Who Represent Florida
<b>Standard Three: Structure and Functions of Government</b>		
SS.3.CG.3.1	Explain how the U.S. and Florida Constitutions establish the structure, function, powers and limits of government.	24: Structure of National Government 25: Florida State and Local Government
SS.3.CG.3.2	Recognize that government has local, state and national levels.	25: Florida State and Local Government

Standards		Weekly Issues
<b>Strand: American History</b>		
<b>Standard One: Historical Inquiry and Analysis</b>		
SS.4.A.1.1	Analyze primary and secondary resources to identify significant individuals and events throughout Florida history.	8: Foundations of Government, Law, and the American Political System 9: Structure and Functions of Government 13: Colonization of Florida
SS.4.A.1.2	Synthesize information related to Florida history through print and electronic media.	11: Early Native American Tribes to Florida 12: Exploration of Florida 13: Colonization of Florida 14: Life in Spanish Florida 15: The Struggle to Control Florida 16: Early Native American Tribes to Florida 17: Florida Statehood 18: Pioneer Life in Florida 19: The Road to War 20: Florida and the Civil War 21: Reconstruction in Florida 23: The Spanish American War 24: Florida at the Turn of the 20th Century 25: World War I and the Roaring 20's 26: The Great Depression 27: World War II 28: The Civil Rights Movement 29: The Space Race and Its Impact on Florida 30: The Rise of Florida's Tourism Industry
<b>Standard Two: Pre-Columbian Florida</b>		
SS.4.A.2.1	Compare Native American tribes in Florida.	11: Early Native American Tribes to Florida
<b>Standard Three: Exploration and Settlement of Florida</b>		
SS.4.A.3.1	Identify explorers who came to Florida and the motivations for their expeditions.	12: Exploration of Florida 16: Early Native American Tribes to Florida
SS.4.A.3.2	Describe causes and effects of European colonization on the Native American tribes of Florida.	13: Colonization of Florida
SS.4.A.3.3	Identify the significance of St. Augustine as the oldest permanent European settlement in the United States.	13: Colonization of Florida 14: Life in Spanish Florida
SS.4.A.3.4	Explain the purpose of and daily life on missions (San Luis de Talimali in present-day Tallahassee).	13: Colonization of Florida 14: Life in Spanish Florida

Standards		Weekly Issues
SS.4.A.3.5	Identify the significance of Fort Mose as the first free African community in the United States.	14: Life in Spanish Florida
SS.4.A.3.6	Identify the effects of Spanish rule in Florida.	14: Life in Spanish Florida
SS.4.A.3.7	Identify nations (Spain, France, England) that controlled Florida before it became a United States territory.	15: The Struggle to Control Florida
SS.4.A.3.8	Explain how the Seminole tribe formed and the purpose for their migration.	16: Early Native American Tribes to Florida
SS.4.A.3.9	Explain how Florida (Adams-Onis Treaty) became a U.S. territory.	15: The Struggle to Control Florida
SS.4.A.3.10	Identify the causes and effects of the Seminole Wars.	16: Early Native American Tribes to Florida
<b>Standard Four: Growth of Florida</b>		
SS.4.A.4.1	Explain the effects of technological advances on Florida.	17: Florida Statehood
SS.4.A.4.2	Describe pioneer life in Florida.	18: Pioneer Life in Florida
<b>Standard Five: Crisis of the Union: Civil War and Reconstruction in Florida</b>		
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.	19: the Road to War 20: Florida and the Civil War
SS.4.A.5.2	Summarize challenges Floridians faced during Reconstruction.	21: Florida's Economic Boom
<b>Standard Six: Industrialization and Emergence of Modern Florida</b>		
SS.4.A.6.1	Describe the economic development of Florida's major industries.	21: Florida's Economic Boom 24: Florida at the Turn of the 20th Century
SS.4.A.6.2	Summarize contributions immigrant groups made to Florida.	24: Florida at the Turn of the 20th Century
SS.4.A.6.3	Describe the contributions of significant individuals to Florida.	22: Florida's Economic Boom 24: Florida at the Turn of the 20th Century 25: World War I and the Roaring 20's 26: The Great Depression 28: The Civil Rights Movement

Standards		Weekly Issues
SS.4.A.6.4	Describe effects of the Spanish American War on Florida.	23: The Spanish American War
<b>Standard Seven: Roaring 20's, the Great Depression, and WWII in Florida</b>		
SS.4.A.7.1	Describe the causes and effects of the 1920's Florida land boom and bust.	25: World War I and the roaring 20's
SS.4.A.7.2	Summarize challenges Floridians faced during the Great Depression.	26: The Great Depression
SS.4.A.7.3	Identify Florida's role in World War II.	27: World War II
<b>Standard Eight: Contemporary Florida into the 21st Century</b>		
SS.4.A.8.1	Identify Florida's role in the Civil Rights Movement.	28: The Civil Rights Movement
SS.4.A.8.2	Describe how and why immigration impacts Florida today.	31: Florida's Changing Population
SS.4.A.8.3	Describe the effect of the United States space program on Florida's economy and growth.	29: The Space Race and Its Impact on Florida 32: The Economy of Florida
SS.4.A.8.4	Explain how tourism affects Florida's economy and growth.	30: The Rise of Florida's Tourism Industry 32: The Economy of Florida
<b>Standard Nine: Chronological Thinking</b>		
SS.4.A.9.1	Utilize timelines to sequence key events in Florida history.	8: Foundations of Government, Law, and the American Political System 12: Exploration in Florida 13: Colonization of Florida 14: Life in Spanish Florida 15: The Struggle to Control Florida 16: Early Native American Tribes to Florida 17: Florida Statehood 25: World War I and the Roaring 20's 26: The Great Depression 28: The Civil Rights Movement 29: The Space Race and Its Impact on Florida 30: The Rise of Florida's Tourism Industry

Standards		Weekly Issues
<b>Strand: Geography</b>		
<b>Standard One: The World in Spatial Terms</b>		
SS.4.G.1.1	Identify physical features of Florida.	2: Physical Environment of Florida
SS.4.G.1.2	Locate and label cultural features on a Florida map.	3: Human-Environment Interaction
SS.4.G.1.3	Explain how weather impacts Florida.	2: Physical Environment of Florida 3: Human-Environment Interaction
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).	1: Map Skills
<b>Strand Economics</b>		
<b>Standard One: Beginning Economics</b>		
SS.4.E.1.1	Identify entrepreneurs from various social and ethnic backgrounds who have influenced Florida and local economy.	22: Florida's Economic Boom 24: Florida at the Turn of the 20th Century 25: World War I and the Roaring 20's 26: The Great Depression
SS.4.E.1.2	Explain Florida's role in the national and international economy and conditions that attract businesses to the state.	29: The Space Race and Its Impact on Florida 30: The Rise of Florida's Tourism Industry 32: The Economy of Florida
<b>Strand: Civics and Government</b>		
<b>Standard One: Foundations of GOvernment, Law, and the American Political System</b>		
SS.4.CG.1.1	SS.4.CG.1.1 Explain why the Florida government has a written Constitution.	8: Foundations of Government, Law, and the American Political System
<b>Standard Two: Civic and Political Participation</b>		
SS.4.CG.2.1	Identify and describe how citizens work with local and state governments to solve problems.	10: Civic and Political Participation
SS.4.C.2.2	Explain the importance of voting, public service and volunteerism to the state and nation.	10: Civic and Political Participation
SS.4.C.2.3	Identify individuals who represent the citizens of Florida at the state level.	10: Civic and Political Participation



Standards		Weekly Issues
<b>Standard Three: Structure and Functions of Government</b>		
SS.4.CG.3.1	Explain the structure and functions of the legislative, executive and judicial branches of government in Florida.	9: Structure and Functions of Government
SS.4.CG.3.2	Compare the structure, functions and processes of local and state government.	9: Structure and Functions of Government
<b>Strand: Financial Literacy Standard One: Earning Income</b>		
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.	4: Earning Income
SS.4.FL.1.2	People earn an income when they are hired by an employer to work at a job.	4: Earning Income
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.	4: Earning Income
SS.4.FL.1.4	People can earn interest income from letting other people borrow their money.	4: Earning Income
SS.4.FL.1.5	People can earn income by renting their property to other people.	4: Earning Income
SS.4.FL.1.6	Describe ways that people who own a business can earn a profit, which is a source of income.	4: Earning 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.	4: Earning Income
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.	4: Earning Income

Standards		Weekly Issues
<b>Standard Two: Buying Goods and Services</b>		
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.	5: Buying Goods and Services
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.	5: Buying Goods and Services
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.	5: Buying Goods and Services
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.	5: Buying Goods and Services
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.	5: Buying Goods and Services
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.	5: Buying Goods and Services
SS.4.FL.2.7	Planning for spending can help people make informed choices. Develop a budget plan for spending, saving, and managing income.	5: Buying Goods and Services
<b>Standard Three: Saving</b>		
SS.4.FL.3.1	Identify ways that income is saved, spent on goods and services, or used to pay taxes.	6: Making Financial Choices
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.	6: Making Financial Choices
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.	6: Making Financial Choices

Standards		Weekly Issues
SS.4.FL.3.4	Identify savings goals people set as incentives to save. One savings goal might be to buy goods and services in the future.	6: Making Financial Choices
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.	6: Making Financial Choices
<b>Standard Four: Using Credit</b>		
SS.4.FL.4.1	Discuss that interest is the price the borrower pays for using someone else's money.	6: Making Financial Choices
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.	6: Making Financial Choices
<b>Standard Five: Financial Investing</b>		
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.	6: Making Financial Choices
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.	6: Making Financial Choices
<b>Standard Six: Protecting and Insuring</b>		
SS.4.FL.6.1	Explain that risk is the chance of loss or harm.	7: Protecting and Insuring Property
SS.4.FL.6.2	Explain that risk from accidents and unexpected events is an unavoidable part of daily life.	7: Protecting and Insuring Property
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.	7: Protecting and Insuring Property
SS.4.FL.6.4	Discuss that one method to cope with unexpected losses is to save for emergencies.	7: Protecting and Insuring Property

Standards		Weekly Issues
<b>Strand: American History</b>		
<b>Standard One: Historical Inquiry and Analysis</b>		
SS.5.A.1.1	Use primary and secondary sources to understand history.	4: Important Documents and Symbols of the United States 7: Foundations of Holocaust Education 14: Jamestown 15: Plymouth 16: Savannah 18: A Clash of Empires 19: Consequences of the French and Indian War 20: Acts of Parliament 21: The Actions of the Colonies 22: The Shot Heard Round the World 23: Independence and Revolution: The People 24: War in the Southern Colonies 25: Independence and Revolution: The Military 26: Outcomes of the American Revolution 27: The Founders and the Process 28: The New Nation 29: The War of 1812 30: America on the Move 31: Expansion and Growth 32: The Cherokee Nation
SS.5.A.1.2	Utilize timelines to identify and discuss American History time periods.	14: Jamestown 15: Plymouth 16: Savannah 18: A Clash of Empires 20: The Acts of Parliament 29: The War of 1812
<b>Standard Two: Pre-Columbian North America</b>		
SS.5.A.2.1	Compare cultural aspects of ancient American civilizations (Aztecs/Mayas; Mound Builders/Anasazi/Inuit).	8: Ancient Civilizations in the Americas
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).	9: Life in North America 10: Native American Culture, Trade, and Economics

Standards		Weekly Issues
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.	9: Life in North America 10: Native American Culture, Trade, and Economics
<b>Standard Three: Exploration and Settlement of North America</b>		
SS.5.A.3.1	Describe technological developments that shaped European exploration.	11: The Age of Encounters
SS.5.A.3.2	Investigate (nationality, sponsoring country, motives, dates and routes of travel, accomplishments) the European explorers.	11: The Age of Encounters 12: Consequences of Contact
SS.5.A.3.3	Describe interactions among Native Americans, Africans, English, French, Dutch, and Spanish for control of North America.	12: Consequences of Contact 13: The Colonies and Their Founding
<b>Standard Four: Colonization of North America</b>		
SS.5.A.4.1	Identify the economic, political and socio-cultural motivation for colonial settlement.	13: The Colonies and Their Founding 14: Jamestown 15: Plymouth 16: Savannah 17: Colonial Life
SS.5.A.4.2	Compare characteristics of New England, Middle, and Southern colonies.	13: The Colonies and Their Founding 14: Jamestown 15: Plymouth 16: Savannah 17: Colonial Life
SS.5.A.4.3	Identify significant individuals responsible for the development of the New England, Middle, and Southern colonies.	13: The Colonies and Their Founding 14: Jamestown 15: Plymouth 16: Savannah 17: Colonial Life
SS.5.A.4.4	Demonstrate an understanding of political, economic, and social aspects of daily colonial life in the thirteen colonies.	13: The Colonies and Their Founding 14: Jamestown 15: Plymouth 16: Savannah 17: Colonial Life

Standards		Weekly Issues
SS.5.A.4.5	Explain the importance of Triangular Trade linking Africa, the West Indies, the British Colonies, and Europe.	13: The Colonies and Their Founding 14: Jamestown 15: Plymouth 16: Savannah 17: Colonial Life
SS.5.A.4.6	Describe the introduction, impact, and role of slavery in the colonies.	13: The Colonies and Their Founding 14: Jamestown 15: Plymouth 16: Savannah 17: Colonial Life
<b>Standard Five: American Revolution and Birth of a Nation</b>		
SS.5.A.5.1	Identify and explain significant events leading up to the American Revolution.	18: A Clash of Empires 19: Consequences of the French and Indian War 20: The Acts of Parliament 21: The Actions of the Colonies 22: The Shot Heard Round the World 27: The Founders and the Process
SS.5.A.5.2	Identify significant individuals and groups who played a role in the American Revolution.	20: The Acts of Parliament 21: The Actions of the Colonies 22: The Shot Heard Round the World 23: Independence and Revolution: The People
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.	4: Important Documents and Symbols of the United States 5: Structure and Functions of Government  15: Plymouth 23: Independence and Revolution: The People 27: The Founders and the Process 28: The New Nation 29: The War of 1812
SS.5.A.5.4	Examine and explain the changing roles and impact of significant women during the American Revolution.	23: Independence and Revolution: The People
SS.5.A.5.5	Examine and compare major battles and military campaigns of the American Revolution.	22: The Shot Heard Round the World 24: War in the Southern Colonies 25: Independence and Revolution: The Military

Standards		Weekly Issues
SS.5.A.5.6	Identify the contributions of foreign alliances and individuals to the outcome of the Revolution.	24: War in the Southern Colonies 25: Independence and Revolution: The Military 26: Outcomes of the American Revolution
SS.5.A.5.7	Explain economic, military, and political factors which led to the end of the Revolutionary War.	25: Independence and Revolution: The Military 26: Outcomes of the American Revolution
SS.5.A.5.8	Evaluate the personal and political hardships resulting from the American Revolution.	23: Independence and Revolution: The People 24: War in the Southern Colonies 25: Independence and Revolution: The Military 26: Outcomes of 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).	28: The New Nation
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.	27: The Founders and the Process
<b>Standard Six: Growth and Westward Expansion</b>		
SS.5.A.6.1	Describe the causes and effects of the Louisiana Purchase.	28: The New Nation
SS.5.A.6.2	Identify roles and contributions of significant people during the period of westward expansion.	28: The New Nation
SS.5.A.6.3	Examine 19th century advancements (canals, roads, steamboats, flat boats, overland wagons, Pony Express, railroads) in transportation and communication.	30: America on the Move 31: Expansion and Growth
SS.5.A.6.4	Explain the importance of the explorations west of the Mississippi River.	30: America on the Move
SS.5.A.6.5	Identify the causes and effects of the War of 1812.	29: The War of 1812
SS.5.A.6.6	Explain how westward expansion affected Native Americans.	32: The Cherokee Nation

Standards		Weekly Issues
SS.5.A.6.7	Discuss the concept of Manifest Destiny.	31: Expansion and Growth
SS.5.A.6.8	Describe the causes and effects of the Missouri Compromise.	30: America on the Move
SS.5.A.6.9	Describe the hardships of settlers along the overland trails to the west.	31: Expansion and Growth
<b>Strand: Geography</b>		
<b>Standard One: The World in Spatial Terms</b>		
SS.5.G.1.1	Interpret current and historical information using a variety of geographic tools.	1: Geographic Skills 2: Geographic Skills 3: Mapping the United States
SS.5.G.1.2	Use latitude and longitude to locate places.	1: Geographic Skills 2: Geographic Skills 3: Mapping the United States
SS.5.G.1.3	Identify major United States physical features on a map of North America.	3: Mapping the United States 13: The Colonies and Their Founding 14: Jamestown 15: Plymouth 16: Savannah 17: Colonial Life 18: A Clash of Empires 19: Consequences of the French and Indian War 30: America on the Move 31: Expansion and Growth 32: The Cherokee Nation
SS.5.G.1.4	Construct maps, charts, and graphs to display geographic information.	3: Mapping the United States
SS.5.G.1.5	Identify and locate the original thirteen colonies on a map of North America.	13: The Colonies and Their Founding 14: Jamestown 15: Plymouth 16: Savannah 17: Colonial Life
SS.5.G.1.6	Locate and identify states, capitals, and United States Territories on a map.	3: Mapping the United States



Standards		Weekly Issues
<b>Standard Three: Environment and Society</b>		
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.	14: Jamestown 15: Plymouth 25: Independence and Revolution: The Military 30: America on the Move 31: Expansion and Growth 32: The Cherokee Nation
<b>Standard Four: Uses of Geography</b>		
SS.5.G.4.1	Use geographic knowledge and skills when discussing current events.	2: Using Geography Skills 3: Mapping the United States 10: Native American Culture, Trade, and Economics
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.	2: Using Geography Skills 3: Mapping the United States
<b>Strand: Economics Standard One: Market Economy</b>		
SS.5.E.1.1	Identify how trade promoted economic growth in North America from pre-Columbian times to 1850.	8: Ancient Civilizations in the Americas 9: Life in North America 10: Native American Culture, Trade, and Economics 11: The Age of Encounters 12: Consequences of Contact 13: The Colonies and Their Founding 14: Jamestown
SS.5.E.1.2	Describe a market economy, and give examples of how the colonial and early American economy exhibited these characteristics.	13: The Colonies and Their Founding 14: Jamestown 16: Savannah 17: Colonial Life 18: A Clash of Empires 21: The Actions of the Colonies 28: The New Nation 30: America on the Move

Standards		Weekly Issues
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.	19: Consequences of the French and Indian War 25: Independence and Revolution: The Military 30: America on the Move 31: Expansion and Growth
<b>Standard Two: The International Economy</b>		
SS.5.E.2.1	Recognize the positive and negative effects of voluntary trade among Native Americans, European explorers, and colonists.	11: the Age of Encounters 12: Consequences of Contact 13: The Colonies and Their Founding 14: Jamestown 15: Plymouth 16: Savannah 17: Colonial Life 18: A clash of Empires 19: Consequences of the French and Indian War
<b>Strand: Civics and Government</b>		
<b>Standard One: Foundations of Government, Law and the American Political System</b>		
SS.5.CG.1.1	Recognize that the Declaration of Independence affirms that every U.S. citizen has certain unalienable rights.	4: Important Documents and Symbols of the United States
SS.5.CG.1.2	Explain how and why the U.S. government was created by the U.S. Constitution.	4: Important Documents and Symbols of the United States 27: The Founders and the Process
SS.5.CG.1.3	Discuss arguments for adopting a representative form of government.	5: Structure and Functions of Government
SS.5.CG.1.4	Describe the history, meaning and significance of the Bill of Rights.	4: Important Documents and Symbols of the United States
<b>Standard Two: Civic and Political Participation</b>		
SS.5.CG.2.1	Discuss the political ideas of Patriots, Loyalists and other colonists about the American Revolution.	20: The Acts of Parliament 21: The Actions of the Colonies 22: The Shot Heard Round the World 23: Independence and Revolution: The People 24: War in the Southern Colonies 25: Independence and Revolution: The Military

Standards		Weekly Issues
		26: Outcomes of the American Revolution
SS.5.CG.2.2	Compare forms of political participation in the colonial period to today.	13: The Colonies and Their Founding 14: Jamestown 15: Plymouth 16: Savannah 17: Colonial Life 20: The Acts of Parliament 21: The Actions of the Colonies 22: The Shot Heard Round the World 23: Independence and Revolution: The People 24: War in the Southern Colonies
SS.5.CG.2.3	Analyze how the U.S. Constitution expanded civic participation over time.	4: Important Documents and Symbols of the United States
SS.5.CG.2.4	Evaluate the importance of civic duties and responsibilities to the preservation of the United States' constitutional republic.	6: Responsibilities and Duties of Citizens
SS.5.CG.2.5	Identify individuals who represent the citizens of Florida at the national level.	5: Structure and Functions of Government
SS.5.CG.2.6	Explain symbols and documents that represent the United States.	4: Important Documents and Symbols of the United States
<b>Standard Three: Structure and Functions of Government</b>		
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.	5: Structure and Functions of Government
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.	5: Structure and Functions of Government
SS.5.CG.3.3	Explain the role of the court system in interpreting law and settling conflicts.	5: Structure and Functions of Government
SS.5.CG.3.4	Describe the process for amending the U.S. Constitution.	4: Important Documents and Symbols of the United States
SS.5.CG.3.5	Explain how the U.S. Constitution influenced the Florida Constitution.	4: Important Documents and Symbols of the United States

Standards		Weekly Issues
SS.5.CG.3.6	Explain the relationship between the state and national governments.	5: Structure and Functions of Government
<b>Strand: Holocaust Education</b> <b>Standard One: Foundations of Holocaust Education</b>		
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.	7: Foundations of Holocaust Education

Week	Title	Standards Covered
<b>Unit 1: Communities</b>		
1	I Am a Member of Community	
2	Authority Figures	SS.K.CG.1.2: Identify people who have the authority and power to make and enforce rules and laws.
3	What Are Rules?	SS.K.CG.1.1: Identify the purpose of rules and laws in the home and school.  SS.K.CG.1.2: Identify people who have the authority and power to make and enforce rules and laws.
4	What Are Laws?	SS.K.CG.1.1: Identify the purpose of rules and laws in the home and school.  SS.K.CG.1.2: Identify people who have the authority and power to make and enforce rules and laws.
<b>Unit 2: Civics and Government</b>		
5	Government	SS.K.CG.2.2: Describe ways for groups to make decisions.
6	Celebrate Freedom Week	SS.K.CG.2.3: Define patriotism as the allegiance to one's country.  SS.K.A.2.2: Recognize the importance of celebrations and national holidays as a way of remembering and honor people, events, and our nation's ethnic heritage.
7	Learning and Working Together	
8	Citizens	SS.K.CG.2.1: Describe and demonstrate the characteristics of being a responsible citizen.

Week	Title	Standards Covered
9	Characteristics of Responsible Citizens	<p>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.</p> <p>SS.K.CG.2.1: Describe and demonstrate the characteristics of being a responsible citizen.</p>
<b>Unit 3: Symbols and Celebrations</b>		
10	Patriotism	<p>SS.K.CG.2.3 Students will recognize that the Pledge of Allegiance is an oath that affirms American values and freedom.</p> <p>-Students will identify "I pledge allegiance to the flag of the United States of American and to the republic for which it stands, one nation under God, indivisible, with liberty and justice for all" as the Pledge of Allegiance.</p> <p>SS.K.CG.2.4 Students will recognize the American flag, the bald eagle and the U.S. president as symbols that represent the United States.</p> <p>SS.K.A.2.5 Examples may include, but are not limited to, the Statue of Liberty, the bald eagle, the Star Spangled Banner, and national and state flags, the pledge of allegiance, and the national anthem.</p>
11	National Symbols	<p>SS.K.CG.2.4 Students will recognize the American flag, the bald eagle and the U.S. president as symbols that represent the United States.</p> <p>SS.K.A.2.5 Examples may include, but are not limited to, the Statue of Liberty, the bald eagle, the Star Spangled Banner, and national and state flags, the pledge of allegiance, and the national anthem.</p>
12	Florida State Symbols	<b>SS.K.CG.2.5:</b> Recognize symbols that represent Florida
13	National Patriotic Holidays	<p><b>SS.K.CG.2.3</b> 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).</p> <p><b>SS.K.A.2.2</b> Examples may include, but are not limited to, federal holidays and ethnic celebrations.</p>

Week	Title	Standards Covered
14	Holidays Around the World	SS.K.A.2.3: Compare our nation's holidays with holidays of other cultures.
<b>Unit 4: Geography</b>		
15	Map Skills	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).
16	Location	SS.K.G.1.1: Describe the relative location of people, places, and things by using positional words.
17	Finding Places Around Me	SS.K.G.1.1: Describe the relative location of people, places, and things by using positional words.  SS.K.G.2.1: Locate and describe places in the school and community.
18	Physical Features of a Place	SS.K.G.3.1: Identify basic landforms  SS.K.G.3.2: Identify basic bodies of water  SS.K.G.1.4: Differentiate land and water features on simple maps and globes.
19	Weather	SS.K.G.3.3: Describe and give examples of seasonal weather changes and illustrate how weather affects people and the environment.
20	Human Features of a Place	
21	My Place on the Map	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.
<b>Unit 5: Time and Chronology</b>		
22	Calendars	SS.K.A.3.2: Explain that calendars represent days of the week and months of the year.
23	Words About Time	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.

Week	Title	Standards Covered
24	Changes Over Time	<p>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.</p> <p>SS.K.A.1.1: Develop an understanding of how to use and create a timeline.</p>
<b>Unit 6: History</b>		
25	History	SS.K.A.1.2: Develop an awareness of a primary source.
26	Life Long Ago and Today	SS.K.A.2.1: Compare children and families of today with those in the past.
27	Transportation Over Time	SS.K.A.2.1: Compare children and families of today with those in the past.
28	Communication Over Time	SS.K.A.2.1: Compare children and families of today with those in the past.
<b>Unit 7: Economics</b>		
29	Needs and Wants	SS.K.E.1.4: Identify the difference between basic needs and wants.
30	Economics	SS.K.E.1.2: Recognize that United States currency comes in different forms.
31	Jobs	<p>SS.K.E.1.1: Describe different jobs of jobs that people do and the tools or equipment used.</p> <p>SS.K.E.1.3: Recognize that people work to earn money to buy things they need or want.</p>
32	Spending and Saving	<p>SS.K.E.1.2: Recognize that United States currency comes in different forms.</p> <p>SS.K.E.1.3: Recognize that people work to earn money to buy things they need or want.</p>



Week	Title	Standards Covered
<b>Unit 1: Communities</b>		
1	Community	
2	Authority Figures	
3	Rules and Laws	<p>SS.1.CG.1.1: Explain the purpose of rules and laws in the home, school, and community.</p> <p>SS.1.CG.1.2: Describe how the absence of rules and laws impacts individuals and the community.</p>
<b>Unit 2: Civics and Government</b>		
4	Government	<p>SS.1.CG.3.2: Explain responsible ways for individuals and groups to make decisions.</p> <p>SS.1.CG.2.5 Recognize symbols and individuals that represent Florida.</p>
5	Celebrate Freedom Week	<p>SS.1.CG.3.1 Recognize that the United States and Florida have Constitutions.</p> <p>SS.1.CG.2.3 Recognize ways citizens can demonstrate patriotism.</p>
6	Founders	SS.1.CG.2.4 Recognize symbols and individuals that represent the United States.
7	Citizens	<p>SS.1.CG.2.1: Explain the rights and responsibilities students have in the school community.</p> <p>SS.1.CG.2.2 Describe characteristics of citizenship in the school community.</p> <p>SS.1.CG.3.2: Explain responsible ways for individuals and groups to make decisions.</p>
8	Characteristics of Responsible Citizens	SS.1.CG.2.2 Describe characteristics of citizenship in the school community.
9	Responsible Citizens in History	SS.1.A.2.4 Identify people from the past who have shown character ideals and principles including honesty, courage, and responsibility.

Week	Title	Standards Covered
		SS.1.CG.2.4 Recognize symbols and individuals that represent the United States.
<b>Unit 3: Symbols and Celebrations</b>		
10	Patriotism	SS.1.CG.2.4 Recognize symbols and individuals that represent the United States.  SS.1.CG.2.3 Recognize ways citizens can demonstrate patriotism.
11	National Patriotic Symbols	SS.1.CG.2.4 Recognize symbols and individuals that represent the United States.
12	Florida State Symbols	SS.1.CG.2.5 Recognize symbols and individuals that represent Florida.
13	National Patriotic Holidays	SS.1.CG.2.3 Recognize ways citizens can demonstrate patriotism.  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 national ethnic heritage.
<b>Unit 4: Geography</b>		
14	Map Skills	SS.1.G.1.2: Identify key elements (compass rose, cardinal directions, title, key/legend with symbols) of maps and globes.  SS.1.G.1.1: Use physical and political/cultural maps to locate places in Florida.  SS.1.G.1.3: Construct a basic map using key elements including cardinal directions and map symbols.  SS.1.G.1.5: Locate on maps and globes the student's local community, Florida, the Atlantic Ocean, and the Gulf of Mexico.
15	Location	
16	Physical Features of a Place	SS.1.G.1.4: Identify a variety of physical features using a map and globe.
17	Human Features of a Place	

Week	Title	Standards Covered
18	Adapting to Our Environment	SS.1.G.1.6: Describe how location, weather, and physical environment affect the way people live in our community.
19	Geography of Florida	<p>SS.1.G.1.4 Identify a variety of physical features using a map and globe.</p> <p>SS.1.G.1.5 Locate on maps and globes the student's local community, Florida, the Atlantic Ocean, and the Gulf of Mexico.</p> <p>SS.1.G.1.6 Describe how location, weather, and physical environment affect the way people live in our community.</p>
20	Geography of Our Community	<p>SS.1.G.1.5 Locate on maps and globes the student's local community, Florida, the Atlantic Ocean, and the Gulf of Mexico.</p> <p>SS.1.G.1.6 Describe how location, weather, and physical environment affect the way people live in our community.</p>
<b>Unit 5: History</b>		
21	Calendars	SS.1.A.3.1: Use terms related to time to sequentially order events that have occurred in school, home, or community.
22	Changes Over Time	<p>SS.1.A.3.1: Use terms related to time to sequentially order events that have occurred in school, home, or community.</p> <p>SS.1.A.3.2: Create a timeline based on the students life or school events, using primary sources.</p>
23	History	<p>SS.1.A.1.1: Develop an understanding of a primary source.</p> <p>SS.1.A.1.2: Understand how to use the media center/other sources to find answers to questions about a historical topic.</p> <p>SS.1.A.2.1: Understand history tells the story of people and events of other times and places.</p> <p>SS.1.A.2.5: Distinguish between historical fact and fiction using various materials.</p>

Week	Title	Standards Covered
24	Life Long Ago and Today	SS.1.A.1.1 Develop an understanding of a primary source. SS.1.A.2.2 Compare life now with life in the past.
25	Inventors	
26	Transportation Over Time	SS.1.A.2.2 Compare life now with life in the past.
27	Communication Over Time	SS.1.A.2.2 Compare life now with life in the past.
<b>Unit 6: Economics</b>		
28	Needs and Wants	SS.1.E.1.1: Recognize that money is a method of exchanging goods and services.
29	Economics	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.1.1: Recognize that money is a method of exchanging goods and services.
30	Economic Choices	SS.1.E.1.2: Define opportunity costs as giving up one thing for another. SS.1.E.1.6 Recognize that people need to make choices because of scarce resources.
31	Spending and Saving	SS.1.E.1.1: Recognize that money is a method of exchanging goods and services. SS.1.E.1.5: Recognize the importance of saving money for future purchases.
32	Year in Review	

Week	Title	Standards Covered
<b>Unit 1: Foundations</b>		
1	Thinking Like a Historian	SS.2.A.1.1 Examine primary and secondary sources.
2	Timelines	SS.2.A.3.1 Identify terms and designations of time sequence.
<b>Unit 2: Geography</b>		
3	Map Skills	SS.2.G.1.1 Use different types of maps (political, physical, and thematic) to identify map elements.
4	Location	SS.2.G.1.3 Label on a map or globe the continents, oceans, Equator, Prime Meridian, North and South Pole.
5	Place: Physical Features	SS.2.G.1.1 Use different types of maps (political, physical, and thematic) to identify map elements.
6	Place: Human Features	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.1.4 Use a map to locate the countries in North America (Canada, United States, Mexico, and the Caribbean Islands).
7	Movement	SS.2.A.2.5 Identify reasons people came to the United States throughout history.
8	Regions	SS.2.A.2.2 Compare the cultures of Native American tribes from various geographic regions of the United States.
9	Culture	SS.2.A.2.2 Compare the cultures of Native American tribes from various geographic regions of the United States.
<b>Unit 3: Economics</b>		
10	Resources at Work	SS.2.E.1.1 Recognize that people make choices because of limited resources.
11	Economic Concepts	SS.2.E.1.2 Recognize that people supply goods and services based on consumer demands.
12	Trade	SS.2.E.1.3 Recognize that the United States trades with other nations to exchange goods and services.

Week	Title	Standards Covered
13	Spending and Saving	SS.2.E.1.4 Explain the personal benefits and costs involved in saving and spending.
<b>Unit 4: History</b>		
14	First Inhabitants	<p>SS.2.A.2.1 Recognize that Native Americans were the first inhabitants in North America.</p> <p>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.</p> <p>SS.2.A.2.2 Compare the cultures of Native American tribes from various geographic regions of the United States.</p>
15	Native American Cultures	<p>SS.2.A.2.2 Compare the cultures of Native American tribes from various geographic regions of the United States.</p> <p>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.</p>
16	Coming to America	<p>SS.2.A.2.4 Explore ways the daily life of people living in Colonial America changed over time.</p> <p>SS.2.A.2.5 Identify reasons people came to the United States throughout history.</p> <p>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.</p>
17	The Impact of Immigration	<p>SS.2.A.2.3 Describe the impact of immigrants on the Native Americans.</p> <p>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.</p>
18	Immigration Today	<p>SS.2.A.2.6 Discuss the importance of Ellis Island and the Statue of Liberty to immigration from 1892 - 1954.</p> <p>SS.2.A.2.7 Discuss why immigration continues today.</p> <p>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.</p>

Week	Title	Standards Covered
19	Cultural Influences	SS.2.A.2.8 Explain the cultural influences and contributions of immigrants today.  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.
<b>Unit 5: Government</b>		
20	The Purpose of Government	SS.2.CG.1.1 Explain why people form governments.
21	Important Documents	SS.2.CG.1.2 Explain how the U.S. government protects the liberty and rights of American citizens.
22	The Structure of National Government	SS.2.CG.3.1 Identify the Constitution of the United States as the supreme law of the land.  SS.2.CG.1.1 Explain why people form governments.
23	The Structure of State and Local Government	SS.2.CG.1.1 Explain why people form governments.
<b>Unit 6: Civics</b>		
24	Citizenship	SS.2.CG.2.1 Explain what it means to be a U.S. citizen.  SS.2.CG.2.2 Describe the characteristics of responsible citizenship at the local and state levels.
25	Rights and Responsibility of Citizenship	SS.2.CG.2.2 Describe the characteristics of responsible citizenship at the local and state levels.
26	Examples of Citizenship	SS.2.CG.2.2 Students will describe the contributions of the diverse individuals and groups that contribute to civic life in the United States and Florida.
27	Patriotism	SS.2.CG.2.3 Explain how citizens demonstrate patriotism.
28	Patriotic Holidays	SS.2.CG.2.3 Explain how citizens demonstrate patriotism.
29	U.S. Symbols	SS.2.CG.2.4 Recognize symbols, individuals and documents that represent the United States.
30	Patriotic People	SS.2.CG.2.4 Recognize symbols, individuals and documents that represent the United States.

Week	Title	Standards Covered
31	Florida Symbols	SS.2.CG.2.5 Recognize symbols, individuals and documents that represent Florida.
32	People Who Represent Florida	SS.2.CG.2.5 Students will recognize Andrew Jackson and Marjory Stoneman Douglas as individuals who represent Florida.



Week	Title	Standards Covered
<b>Unit 1: Foundations</b>		
1	The Year Ahead	<p>SS.3.A.1.3 Define terms related to the social sciences. Examples may include, but are not limited to, history, geography, civics, government, economics.</p> <p>SS.3.A.1.2 Utilize technology resources to gather information from primary and secondary sources.</p>
2	Sources	<p>SS.3.A.1.1 Analyze primary and secondary sources.</p> <p>SS.3.A.1.2 Utilize technology resources to gather information from primary and secondary sources.</p>
3	Timelines	
<b>Unit 2: Geography</b>		
4	Maps	<p>SS.3.G.1.1 Use thematic maps, tables, charts, graphs, and photos to analyze geographic information.</p> <p>SS.3.G.1.2 Review basic map elements (coordinate grid, cardinal and intermediate directions, title, compass rose, scale, key/legend with symbols).</p> <p>SS.3.G.1.4 Name and identify the purpose of maps (physical, political, elevation, population).</p> <p>SS.3.G.1.5 Compare maps and globes to develop an understanding of the concept of distortion.</p> <p>SS.3.G.1.6 Use maps to identify different types of scale to measure distances between two places.</p>
5	Map Skills	<p>SS.3.G.1.2 Review basic map elements (coordinate grid, cardinal and intermediate directions, title, compass rose, scale, key/legend with symbols).</p> <p>SS.3.G.1.3 Label the continents and oceans on a world map.</p>
6	Physical Features of Places	<p>SS.3.G.2.4 Describe the physical features of the United States, Canada, Mexico, and the Caribbean.</p> <p>SS.3.G.2.5 Identify natural and man-made landmarks in the United States, Canada, Mexico, and the Caribbean.</p>
7	More Physical Features	<p>SS.3.G.3.1 Describe the climate and vegetation in the United States, Canada, Mexico, and the Caribbean. (e.g., tundra, sandy soil, humidity, maritime climate)</p>

Week	Title	Standards Covered
		SS.3.G.3.2 Describe the natural resources in the United States, Canada, Mexico, and the Caribbean. (e.g., water, arable land, oil, phosphate, fish)
8	Human Features of Places	<p>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).</p> <p>SS.3.G.2.5 Identify natural and man-made landmarks in the United States, Canada, Mexico, and the Caribbean. e.g. Grand Canyon, Gateway Arch, Mount Rushmore, Devil's Tower, Mt. Denali, Everglades, Niagara Falls)</p>
9	Culture	
10	Movement	<p>SS.3.G.1.1 Use thematic maps, tables, charts, graphs, and photos to analyze geographic information. Types of photographs may include satellite or aerial.</p> <p>SS.3.G.4.1 Explain how the environment influences settlement patterns in the United States, Canada, Mexico, and the Caribbean.</p>
11	Canada	<p>SS.3.G.2.5 Identify natural and man-made landmarks in the United States, Canada, Mexico, and the Caribbean. (e.g. Grand Canyon, Gateway Arch, Mount Rushmore, Devil's Tower, Mt. Denali, Everglades, Niagara Falls)</p> <p>SS.3.G.3.1 Describe the climate and vegetation in the United States, Canada, Mexico, and the Caribbean. (e.g., tundra, sandy soil, humidity, maritime climate)</p> <p>SS.3.G.3.2 Describe the natural resources in the United States, Canada, Mexico, and the Caribbean. (e.g., water, arable land, oil, phosphate, fish)</p> <p>SS.3.G.4.2 Identify the cultures that have settled the United States, Canada, Mexico, and the Caribbean.</p>
12	Mexico	<p>SS.3.G.2.5 Identify natural and man-made landmarks in the United States, Canada, Mexico, and the Caribbean. (e.g. Grand Canyon, Gateway Arch, Mount Rushmore, Devil's Tower, Mt. Denali, Everglades, Niagara Falls)</p> <p>SS.3.G.3.1 Describe the climate and vegetation in the United States, Canada, Mexico, and the Caribbean. (e.g., tundra, sandy soil, humidity, maritime climate)</p> <p>SS.3.G.3.2 Describe the natural resources in the United States, Canada, Mexico, and the Caribbean. (e.g., water, arable land, oil, phosphate, fish)</p> <p>SS.3.G.4.2 Identify the cultures that have settled the United States, Canada, Mexico, and the Caribbean.</p>

Week	Title	Standards Covered
13	The Caribbean	<p>SS.3.G.2.5 Identify natural and man-made landmarks in the United States, Canada, Mexico, and the Caribbean. (e.g. Grand Canyon, Gateway Arch, Mount Rushmore, Devil's Tower, Mt. Denali, Everglades, Niagara Falls)</p> <p>SS.3.G.3.1 Describe the climate and vegetation in the United States, Canada, Mexico, and the Caribbean. (e.g., tundra, sandy soil, humidity, maritime climate)</p> <p>SS.3.G.3.2 Describe the natural resources in the United States, Canada, Mexico, and the Caribbean. (e.g., water, arable land, oil, phosphate, fish)</p> <p>SS.3.G.4.2 Identify the cultures that have settled the United States, Canada, Mexico, and the Caribbean.</p>
14	Regions of the United States: Part One	<p>SS.3.G.2.2 Identify the five regions of the United States. (i.e., Northeast, Southeast, Midwest, Southwest, West)</p> <p>SS.3.G.2.3 Label the states in each of the five regions of the United States.</p> <p>SS.3.G.2.5 Identify natural and man-made landmarks in the United States, Canada, Mexico, and the Caribbean. (e.g. Grand Canyon, Gateway Arch, Mount Rushmore, Devil's Tower, Mt. Denali, Everglades, Niagara Falls)</p> <p>SS.3.G.3.1 Describe the climate and vegetation in the United States, Canada, Mexico, and the Caribbean. (e.g., tundra, sandy soil, humidity, maritime climate)</p> <p>SS.3.G.3.2 Describe the natural resources in the United States, Canada, Mexico, and the Caribbean. (e.g., water, arable land, oil, phosphate, fish)</p> <p>SS.3.G.4.2 Identify the cultures that have settled the United States, Canada, Mexico, and the Caribbean.</p>
15	Regions of the United States: Part Two	<p>SS.3.G.2.2 Identify the five regions of the United States. (i.e., Northeast, Southeast, Midwest, Southwest, West)</p> <p>SS.3.G.2.3 Label the states in each of the five regions of the United States.</p> <p>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.</p> <p>SS.3.G.4.2 Identify the cultures that have settled the United States, Canada, Mexico, and the Caribbean.</p>
16	Investigate a Place	<p>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.</p>
17	Contributions to the United States	<p>SS.3.G.4.4 Identify contributions from various ethnic groups to the United States.</p>

Week	Title	Standards Covered
18	Comparing Cultures	<p>SS.3.G.1.1 Use thematic maps, tables, charts, graphs, and photos to analyze geographic information. Types of photographs may include satellite or aerial.</p> <p>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.</p>
<b>Unit 3: Economics</b>		
19	Money	<p>SS.3.E.1.2 List the characteristics of money.</p> <p>SS.3.E.1.4 Distinguish between currencies used in the United States, Canada, Mexico, and the Caribbean.</p>
20	Economic Principles	<p>SS.3.E.1.1 Give examples of how scarcity results in trade.</p> <p>SS.3.E.1.3 Recognize that buyers and sellers interact to exchange goods and services through the use of trade or money.</p>
21	Budgeting	
<b>Unit 4: Government</b>		
22	Purpose of Government	SS.3.CG.1.1 Explain how the U.S. Constitution establishes the purpose and fulfills the need for government.
23	Important Documents	SS.3.CG.1.1 Explain how the U.S. Constitution establishes the purpose and fulfills the need for government.
24	Structure of National Government	<p>SS.3.CG.1.2 Describe how the U.S. government gains its power from the people.</p> <p>SS.3.CG.3.1 Explain how the U.S. and Florida Constitutions establish the structure, function, powers and limits of government.</p>
25	Florida State and Local Government	<p>SS.3.CG.3.1 Explain how the U.S. and Florida Constitutions establish the structure, function, powers and limits of government.</p> <p>SS.3.CG.3.2 Recognize that government has local, state and national levels.</p>
<b>Unit 5: Civics</b>		
26	Being a Participating Citizen	<p>SS.3.CG.2.1 Describe how citizens demonstrate civility, cooperation, volunteerism and other civic virtues.</p> <p>SS.3.CG.2.2 Describe the importance of voting in elections.</p>

Week	Title	Standards Covered
27	Participating in Your Community	SS.3.CG.2.1 Describe how citizens demonstrate civility, cooperation, volunteerism and other civic virtues.
28	Patriotic Holidays	SS.3.CG.2.3 Explain the history and meaning behind patriotic holidays and observances.
29	Symbols of the United States	SS.3.CG.2.4 Recognize symbols, individuals, documents and events that represent the United States.
30	Patriotic People	SS.3.CG.2.4 Recognize symbols, individuals, documents and events that represent the United States.
31	Symbols of Florida	SS.3.CG.2.5 Recognize symbols, individuals, documents and events that represent the State of Florida.
32	People Who Represent Florida	SS.3.CG.2.5 Students will recognize William Pope Duval, William Dunn Moseley and Josiah T. Walls as individuals who represent Florida.

Week	Title	Standards Covered
<b>Unit 1: Geography</b>		
1	Map Skills	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).
2	Physical Environment of Florida	SS.4.G.1.1 Identify physical features of Florida. SS.4.G.1.3 Explain how weather impacts Florida.
3	Human-Environment Interaction In 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.
<b>Unit 2: Financial Literacy</b>		
4	Earning Income	SS.4.A.1.1 Analyze primary and secondary resources to identify significant individuals and events throughout Florida history.  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.  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.

Week	Title	Standards Covered
5	Buying Goods and Services	<p>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.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>SS.4.FL.2.7 Planning for spending can help people make informed choices. Develop a budget plan for spending, saving, and managing income.</p>
6	Making Financial Choices	<p>SS.4.FL.3.1 Identify ways that income is saved, spent on goods and services, or used to pay taxes.</p> <p>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.</p> <p>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.</p> <p>SS.4.FL.3.4 Identify savings goals people set as incentives to save. One savings goal might be to buy goods and services in the future.</p> <p>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.</p> <p>SS.4.FL.4.1 Discuss that interest is the price the borrower pays for using someone else's money.</p> <p>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.</p>



Week	Title	Standards Covered
		<p>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.</p> <p>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.</p>
7	Protecting and Insuring Property	<p>SS.4.A.1.1 Analyze primary and secondary resources to identify significant individuals and events throughout Florida history.</p> <p>SS.4.FL.6.1 Explain that risk is the chance of loss or harm.</p> <p>SS.4.FL.6.2 Explain that risk from accidents and unexpected events is an unavoidable part of daily life.</p> <p>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.</p> <p>SS.4.FL.6.4 Discuss that one method to cope with unexpected losses is to save for emergencies.</p>
<b>Unit 3: Civics and Government</b>		
8	Foundations of Government, Law, and the American Political System	<p>SS.4.CG.1.1 Explain why the Florida government has a written Constitution.</p> <ul style="list-style-type: none"> <li>- Students will recognize that every state has a state constitution.</li> <li>- Students will explain the relationship between a written constitution, the government established and the citizens.</li> </ul> <p>SS.4.A.1.1 Analyze primary and secondary resources to identify significant individuals and events throughout Florida history.</p> <p>SS.4.A.9.1 Utilize timelines to sequence key events in Florida history.</p>
9	Structure and Functions of Government	<p>SS.4.CG.3.1 Explain the structure and functions of the legislative, executive and judicial branches of government in Florida.</p> <ul style="list-style-type: none"> <li>- Students will compare the powers of Florida's three branches of government.</li> <li>- Students will explain how the Declaration of Rights in the Florida Constitution protects the rights of citizens.</li> </ul> <p>SS.4.CG.3.2 Compare the structure, functions and processes of local and state government.</p> <ul style="list-style-type: none"> <li>- Students will identify how government is organized at the local and state level including, but not limited to, legislative branch (e.g., legislature, city/county commission), executive branch (e.g., governor, mayor) and judicial branch (e.g., county and circuit courts).</li> </ul> <p>SS.4.A.1.1 Analyze primary and secondary resources to identify significant individuals and events throughout Florida history.</p>



Week	Title	Standards Covered
10	Civic and Political Participation	<p>SS.4.CG.2.1 Identify and describe how citizens work with local and state governments to solve problems.</p> <ul style="list-style-type: none"> <li>- Students will explain how public issues, such as taxation, roads, zoning and schools, impact citizens' daily lives.</li> <li>- Students will describe how citizens can help solve community and state problems (e.g., attending government meetings, communicating with their elected representatives).</li> </ul> <p>SS.4.CG.2.2 Explain the importance of voting, public service and volunteerism to the state and nation.</p> <ul style="list-style-type: none"> <li>- Students will explain how voting, public service and volunteerism contribute to the preservation of the republic.</li> <li>- Students will discuss different types of public service and volunteerism.</li> </ul> <p>SS.4.CG.2.3 Identify individuals who represent the citizens of Florida at the state level.</p> <ul style="list-style-type: none"> <li>- Students will identify their local state senator and state representative.</li> <li>- Students will identify appropriate methods for communicating with elected officials.</li> <li>- Students will recognize that Florida has a representative government.</li> </ul>
<b>Unit 4: Early Florida and European Exploration and Colonization</b>		
11	Early Native American Tribes to Florida	<p>SS.4.A.1.1 Analyze primary and secondary resources to identify significant individuals and events throughout Florida history.</p> <p>SS.4.A.2.1 Compare Native American tribes in Florida.</p> <p>SS.4.A.1.2 Synthesize information related to Florida history through print and electronic media.</p>
12	Exploration of Florida	<p>SS.4.A.1.1 Analyze primary and secondary resources to identify significant individuals and events throughout Florida history.</p> <p>SS.4.A.3.1 Identify explorers who came to Florida and the motivations for their expeditions.</p> <p>SS.4.A.1.2 Synthesize information related to Florida history through print and electronic media.</p> <p>SS.4.A.9.1 Utilize timelines to sequence key events in Florida history.</p>
13	Colonization of Florida	<p>SS.4.A.3.2 Describe causes and effects of European colonization on the Native American tribes of Florida.</p> <p>SS.4.A.3.3 Identify the significance of St. Augustine as the oldest permanent European settlement in the United States.</p> <p>SS.4.A.3.4 Explain the purpose of and daily life on missions (San Luis de Talimali in present-day Tallahassee).</p>

Week	Title	Standards Covered
		<p>SS.4.A.1.1 Analyze primary and secondary resources to identify significant individuals and events throughout Florida history.</p> <p>SS.4.A.1.2 Synthesize information related to Florida history through print and electronic media.</p> <p>SS.4.A.9.1 Utilize timelines to sequence key events in Florida history.</p>
14	Life in Spanish Florida	<p>SS.4.A.1.1 Analyze primary and secondary resources to identify significant individuals and events throughout Florida history.</p> <p>SS.4.A.3.3 Identify the significance of St. Augustine as the oldest permanent European settlement in the United States.</p> <p>SS.4.A.3.4 Explain the purpose of and daily life on missions (San Luis de Talimali in present-day Tallahassee).</p> <p>SS.4.A.3.5 Identify the significance of Fort Mose as the first free African community in the United States.</p> <p>SS.4.A.3.6 Identify the effects of Spanish rule in Florida.</p> <p>SS.4.A.1.2 Synthesize information related to Florida history through print and electronic media.</p> <p>SS.4.A.9.1 Utilize timelines to sequence key events in Florida history.</p>
15	The Struggle to Control Florida	<p>SS.4.A.1.1 Analyze primary and secondary resources to identify significant individuals and events throughout Florida history.</p> <p>SS.4.A.3.7 Identify nations (Spain, France, England) that controlled Florida before it became a United States territory.</p> <p>SS.4.A.3.9 Explain how Florida (Adams-Onis Treaty) became a U.S. territory.</p> <p>SS.4.A.1.2 Synthesize information related to Florida history through print and electronic media.</p> <p>SS.4.A.9.1 Utilize timelines to sequence key events in Florida history.</p>
16	The Seminole Tribe and the Seminole Wars	<p>SS.4.A.1.1 Analyze primary and secondary resources to identify significant individuals and events throughout Florida history.</p> <p>SS.4.A.3.8 Explain how the Seminole tribe formed and the purpose for their migration.</p> <p>SS.4.A.3.10 Identify the causes and effects of the Seminole Wars.</p>

Week	Title	Standards Covered
		<p>SS.4.A.1.2 Synthesize information related to Florida history through print and electronic media.</p> <p>SS.4.A.9.1 Utilize timelines to sequence key events in Florida history.</p>
<b>Unit 5: The Growth of Florida</b>		
17	Florida Statehood	<p>SS.4.A.1.1 Analyze primary and secondary resources to identify significant individuals and events throughout Florida history.</p> <p>SS.4.A.4.1 Explain the effects of technological advances on Florida.</p> <p>SS.4.A.1.2 Synthesize information related to Florida history through print and electronic media.</p> <p>SS.4.A.9.1 Utilize timelines to sequence key events in Florida history.</p>
18	Pioneer Life in Florida	<p>SS.4.A.1.1 Analyze primary and secondary resources to identify significant individuals and events throughout Florida history.</p> <p>SS.4.A.4.2 Describe pioneer life in Florida.</p> <p>SS.4.A.1.2 Synthesize information related to Florida history through print and electronic media.</p>
<b>Unit 6: The Civil War to Reconstruction</b>		
19	The Road to War	<p>SS.4.A.1.1 Analyze primary and secondary resources to identify significant individuals and events throughout Florida history.</p> <p>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.</p> <p>SS.4.A.1.2 Synthesize information related to Florida history through print and electronic media.</p>
20	Florida and the Civil War	<p>SS.4.A.1.1 Analyze primary and secondary resources to identify significant individuals and events throughout Florida history.</p> <p>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.</p> <p>SS.4.A.1.2 Synthesize information related to Florida history through print and electronic media.</p>

Week	Title	Standards Covered
21	Reconstruction in Florida	<p>SS.4.A.1.1 Analyze primary and secondary resources to identify significant individuals and events throughout Florida history.</p> <p>SS.4.A.5.2 Summarize challenges Floridians faced during Reconstruction.</p> <p>SS.4.A.1.2 Synthesize information related to Florida history through print and electronic media.</p>
<b>Unit 7: Industrialization and the Emergence of Modern Florida</b>		
22	Florida's Economic Boom	<p>SS.4.A.1.1 Analyze primary and secondary resources to identify significant individuals and events throughout Florida history.</p> <p>SS.4.A.6.1 Describe the economic development of Florida's major industries.</p> <p>SS.4.A.6.3 Describe the contributions of significant individuals to Florida.</p> <p>SS.4.E.1.1 Identify entrepreneurs from various social and ethnic backgrounds who have influenced Florida and local economy.</p>
23	The Spanish-American War	<p>SS.4.A.1.1 Analyze primary and secondary resources to identify significant individuals and events throughout Florida history.</p> <p>SS.4.A.6.4 Describe effects of the Spanish American War on Florida.</p> <p>SS.4.A.1.2 Synthesize information related to Florida history through print and electronic media.</p>
24	Florida at the Turn of the 20th Century	<p>SS.4.A.1.1 Analyze primary and secondary resources to identify significant individuals and events throughout Florida history.</p> <p>SS.4.A.6.1 Describe the economic development of Florida's major industries.</p> <p>SS.4.A.6.2 Summarize contributions immigrant groups made to Florida.</p> <p>SS.4.A.6.3 Describe the contributions of significant individuals to Florida.</p> <p>SS.4.E.1.1 Identify entrepreneurs from various social and ethnic backgrounds who have influenced Florida and local economy.</p> <p>SS.4.A.1.2 Synthesize information related to Florida history through print and electronic media.</p>
<b>Unit 8: The Roaring 20's, the Great Depression, and World War II in Florida</b>		
25	World War I and the Roaring 20's	<p>SS.4.A.1.1 Analyze primary and secondary resources to identify significant individuals and events throughout Florida history.</p>

Week	Title	Standards Covered
		<p>SS.4.A.7.1 Describe the causes and effects of the 1920's Florida land boom and bust.</p> <p>SS.4.A.6.3 Describe the contributions of significant individuals to Florida.</p> <p>SS.4.E.1.1 Identify entrepreneurs from various social and ethnic backgrounds who have influenced Florida and local economy.</p> <p>SS.4.A.1.2 Synthesize information related to Florida history through print and electronic media.</p> <p>SS.4.A.9.1 Utilize timelines to sequence key events in Florida history.</p>
26	The Great Depression	<p>SS.4.A.1.1 Analyze primary and secondary resources to identify significant individuals and events throughout Florida history.</p> <p>S.4.A.7.2 Summarize challenges Floridians faced during the Great Depression.</p> <p>SS.4.A.6.3 Describe the contributions of significant individuals to Florida.</p> <p>SS.4.E.1.1 Identify entrepreneurs from various social and ethnic backgrounds who have influenced Florida and local economy.</p> <p>SS.4.A.1.2 Synthesize information related to Florida history through print and electronic media.</p> <p>SS.4.A.9.1 Utilize timelines to sequence key events in Florida history.</p>
27	World War II	<p>SS.4.A.1.1 Analyze primary and secondary resources to identify significant individuals and events throughout Florida history.</p> <p>SS.4.A.7.3 Identify Florida's role in World War II.</p> <p>SS.4.A.1.2 Synthesize information related to Florida history through print and electronic media.</p>
<b>Unit 9: Contemporary Florida into the 21st Century</b>		
28	The Civil Rights Movement	<p>SS.4.A.1.1 Analyze primary and secondary resources to identify significant individuals and events throughout Florida history.</p> <p>SS.4.A.8.1 Identify Florida's role in the Civil Rights Movement.</p> <p>SS.4.A.6.3 Describe the contributions of significant individuals to Florida.</p> <p>SS.4.A.1.2 Synthesize information related to Florida history through print and electronic media.</p> <p>SS.4.A.9.1 Utilize timelines to sequence key events in Florida history.</p>

Week	Title	Standards Covered
29	The Space Race and Its Impact on Florida	<p>SS.4.A.1.1 Analyze primary and secondary resources to identify significant individuals and events throughout Florida history.</p> <p>SS.4.A.8.3 Describe the effect of the United States space program on Florida's economy and growth.</p> <p>SS.4.E.1.2 Explain Florida's role in the national and international economy and conditions that attract businesses to the state.</p> <p>SS.4.A.1.2 Synthesize information related to Florida history through print and electronic media.</p> <p>SS.4.A.9.1 Utilize timelines to sequence key events in Florida history.</p>
30	The Rise of Florida's Tourism Industry	<p>SS.4.A.1.1 Analyze primary and secondary resources to identify significant individuals and events throughout Florida history.</p> <p>SS.4.A.8.4 Explain how tourism affects Florida's economy and growth.</p> <p>SS.4.E.1.2 Explain Florida's role in the national and international economy and conditions that attract businesses to the state.</p> <p>SS.4.A.1.2 Synthesize information related to Florida history through print and electronic media.</p> <p>SS.4.A.9.1 Utilize timelines to sequence key events in Florida history.</p>
31	Florida's Changing Population	<p>SS.4.A.1.1 Analyze primary and secondary resources to identify significant individuals and events throughout Florida history.</p> <p>SS.4.A.8.2 Describe how and why immigration impacts Florida today.</p>
32	The Economy of Florida	<p>SS.4.A.1.1 Analyze primary and secondary resources to identify significant individuals and events throughout Florida history.</p> <p>SS.4.A.8.3 Describe the effect of the United States space program on Florida's economy and growth.</p> <p>SS.4.A.8.4 Explain how tourism affects Florida's economy and growth.</p> <p>SS.4.E.1.2 Explain Florida's role in the national and international economy and conditions that attract businesses to the state.</p>

Week	Title	Standards Covered
<b>Unit 1: Geography</b>		
1	Geographic Skills	<p>SS.5.G.1.1 Interpret current and historical information using a variety of geographic tools.</p> <p>SS.5.G.1.2 Use latitude and longitude to locate places.</p>
2	Using Geographic Skills	<p>SS.5.G.1.1 Interpret current and historical information using a variety of geographic tools.</p> <p>SS.5.G.1.2 Use latitude and longitude to locate places.</p> <p>SS.5.G.4.1 Use geographic knowledge and skills when discussing current events.</p> <p>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.</p>
3	Mapping the United States	<p>SS.5.G.1.1 Interpret current and historical information using a variety of geographic tools.</p> <p>SS.5.G.1.2 Use latitude and longitude to locate places.</p> <p>SS.5.G.1.3 Identify major United States physical features on a map of North America.</p> <p>SS.5.G.1.4 Construct maps, charts, and graphs to display geographic information.</p> <p>SS.5.G.1.6 Locate and identify states, capitals, and United States Territories on a map.</p> <p>SS.5.G.4.1 Use geographic knowledge and skills when discussing current events.</p> <p>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.</p>
<b>Unit 2: Civics and Government</b>		
4	Important Documents and Symbols of the United States	<p>SS.5.A.1.1 Use primary and secondary sources to understand history.</p> <p>SS.5.CG.1.1 Recognize that the Declaration of Independence affirms that every U.S. citizen has certain unalienable rights.</p> <p>SS.5.CG.1.2 Explain how and why the U.S. government was created by the U.S. Constitution.</p> <p>SS.5.CG.1.4 Describe the history, meaning and significance of the Bill of</p>

Week	Title	Standards Covered
		<p>Rights.</p> <p>SS.5.CG.2.3 Analyze how the U.S. Constitution expanded civic participation over time.</p> <p>SS.5.CG.2.6 Explain symbols and documents that represent the United States.</p> <p>SS.5.CG.3.4 Describe the process for amending the U.S. Constitution.</p> <p>SS.5.CG.3.5 Explain how the U.S. Constitution influenced the Florida Constitution.</p>
5	Structure and Functions of Government	<p>SS.5.CG.1.3 Discuss arguments for adopting a representative form of government.</p> <p>SS.5.CG.2.5 Identify individuals who represent the citizens of Florida at the national level.</p> <p>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.</p> <p>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.</p> <p>SS.5.CG.3.3 Explain the role of the court system in interpreting law and settling conflicts.</p> <p>SS.5.CG.3.6 Explain the relationship between the state and national governments.</p>
6	Rights and Responsibilities of Citizens	<p>SS.5.CG.2.4 Evaluate the importance of civic duties and responsibilities to the preservation of the United States' constitutional republic.</p>
7	Foundations of Holocaust Education	<p>SS.5.A.1.1 Use primary and secondary sources to understand history.</p> <p>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.</p>
<b>Unit 3: Life in North America Before European Contact</b>		
8	Ancient Civilizations in the Americas	<p>SS.5.A.2.1 Compare cultural aspects of ancient American civilizations (Aztecs/Mayas; Mound Builders/Anasazi/Inuit).</p> <p>SS.5.E.1.1 Identify how trade promoted economic growth in North America from pre-Columbian times to 1850.</p>



Week	Title	Standards Covered
9	Life in the Americas	<p>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).</p> <p>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.</p> <p>SS.5.E.1.1 Identify how trade promoted economic growth in North America from pre-Columbian times to 1850.</p>
10	Native American Culture, Trade, and Economics	<p>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).</p> <p>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.</p> <p>SS.5.E.1.1 Identify how trade promoted economic growth in North America from pre-Columbian times to 1850.</p> <p>SS.5.G.4.1 Use geographic knowledge and skills when discussing current events. Clarifications: Examples are recognizing patterns, mapping, graphing.</p>
<b>Unit 4: Exploration and Colonization</b>		
11	The Age of Encounters	<p>SS.5.A.3.1 Describe technological developments that shaped European exploration.</p> <p>SS.5.A.3.2 Investigate (nationality, sponsoring country, motives, dates and routes of travel, accomplishments) the European explorers.</p> <p>SS.5.E.1.1 Identify how trade promoted economic growth in North America from pre-Columbian times to 1850.</p> <p>SS.5.E.2.1 Recognize the positive and negative effects of voluntary trade among Native Americans, European explorers, and colonists.</p>
12	Consequences of Contact	<p>SS.5.A.3.2 Investigate (nationality, sponsoring country, motives, dates and routes of travel, accomplishments) the European explorers.</p> <p>SS.5.A.3.3 Describe interactions among Native Americans, Africans, English, French, Dutch, and Spanish for control of North America.</p> <p>SS.5.A.4.5 Explain the importance of Triangular Trade linking Africa, the West</p>

Week	Title	Standards Covered
		<p>Indies, the British Colonies, and Europe.</p> <p>SS.5.A.4.6 Describe the introduction, impact, and role of slavery in the colonies.</p> <p>SS.5.E.1.1 Identify how trade promoted economic growth in North America from pre-Columbian times to 1850.</p> <p>SS.5.E.2.1 Recognize the positive and negative effects of voluntary trade among Native Americans, European explorers, and colonists.</p> <p>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.</p>
13	The Colonies and Their Founding	<p>SS.5.A.3.3 Describe interactions among Native Americans, Africans, English, French, Dutch, and Spanish for control of North America.</p> <p>SS.5.A.4.1 Identify the economic, political and socio-cultural motivation for colonial settlement.</p> <p>SS.5.A.4.2 Compare characteristics of New England, Middle, and Southern colonies.</p> <p>SS.5.A.4.3 Identify significant individuals responsible for the development of the New England, Middle, and Southern colonies.</p> <p>SS.5.A.4.4 Demonstrate an understanding of political, economic, and social aspects of daily colonial life in the thirteen colonies.</p> <p>SS.5.A.4.5 Explain the importance of Triangular Trade linking Africa, the West Indies, the British Colonies, and Europe.</p> <p>SS.5.A.4.6 Describe the introduction, impact, and role of slavery in the colonies.</p> <p>SS.5.E.1.1 Identify how trade promoted economic growth in North America from pre-Columbian times to 1850.</p> <p>SS.5.E.1.2 Describe a market economy, and give examples of how the colonial and early American economy exhibited these characteristics.</p> <p>SS.5.E.2.1 Recognize the positive and negative effects of voluntary trade among Native Americans, European explorers, and colonists.</p> <p>SS.5.G.1.5 Identify and locate the original thirteen colonies on a map of North America.</p> <p>SS.5.G.1.3 Identify major United States physical features on a map of North America.</p> <p>SS.5.G.2.1 Describe the push-pull factors (economy, natural hazards, tourism,</p>

Week	Title	Standards Covered
		<p>climate, physical features) that influenced boundary changes within the United States.</p> <p>SS.5.CG.2.2 Compare forms of political participation in the colonial period to today.</p>
14	Jamestown	<p>SS.5.A.1.1 Use primary and secondary sources to understand history.</p> <p>SS.5.A.1.2 Utilize timelines to identify and discuss American History time periods.</p> <p>SS.5.A.3.3 Describe interactions among Native Americans, Africans, English, French, Dutch, and Spanish for control of North America.</p> <p>SS.5.A.4.1 Identify the economic, political and socio-cultural motivation for colonial settlement.</p> <p>SS.5.A.4.2 Compare characteristics of New England, Middle, and Southern colonies.</p> <p>SS.5.A.4.3 Identify significant individuals responsible for the development of the New England, Middle, and Southern colonies.</p> <p>SS.5.A.4.4 Demonstrate an understanding of political, economic, and social aspects of daily colonial life in the thirteen colonies.</p> <p>SS.5.A.4.5 Explain the importance of Triangular Trade linking Africa, the West Indies, the British Colonies, and Europe.</p> <p>SS.5.A.4.6 Describe the introduction, impact, and role of slavery in the colonies.</p> <p>SS.5.E.1.1 Identify how trade promoted economic growth in North America from pre-Columbian times to 1850.</p> <p>SS.5.E.1.2 Describe a market economy, and give examples of how the colonial and early American economy exhibited these characteristics.</p> <p>SS.5.E.2.1 Recognize the positive and negative effects of voluntary trade among Native Americans, European explorers, and colonists.</p> <p>SS.5.G.1.5 Identify and locate the original thirteen colonies on a map of North America.</p> <p>SS.5.G.1.3 Identify major United States physical features on a map of North America.</p> <p>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.</p>

Week	Title	Standards Covered
		<p>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.</p> <p>SS.5.CG.2.2 Compare forms of political participation in the colonial period to today.</p>
15	Plymouth	<p>SS.5.A.1.1 Use primary and secondary sources to understand history.</p> <p>SS.5.A.1.2 Utilize timelines to identify and discuss American History time periods.</p> <p>SS.5.A.3.3 Describe interactions among Native Americans, Africans, English, French, Dutch, and Spanish for control of North America.</p> <p>SS.5.A.4.1 Identify the economic, political and socio-cultural motivation for colonial settlement.</p> <p>SS.5.A.4.2 Compare characteristics of New England, Middle, and Southern colonies.</p> <p>SS.5.A.4.3 Identify significant individuals responsible for the development of the New England, Middle, and Southern colonies.</p> <p>SS.5.A.4.4 Demonstrate an understanding of political, economic, and social aspects of daily colonial life in the thirteen colonies.</p> <p>SS.5.E.2.1 Recognize the positive and negative effects of voluntary trade among Native Americans, European explorers, and colonists.</p> <p>SS.5.G.1.5 Identify and locate the original thirteen colonies on a map of North America.</p> <p>SS.5.G.1.3 Identify major United States physical features on a map of North America.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>SS.5.CG.2.2 Compare forms of political participation in the colonial period to today.</p>
16	Savannah	<p>SS.5.A.1.1 Use primary and secondary sources to understand history.</p>

Week	Title	Standards Covered
		<p>SS.5.A.1.2 Utilize timelines to identify and discuss American History time periods.</p> <p>SS.5.A.3.3 Describe interactions among Native Americans, Africans, English, French, Dutch, and Spanish for control of North America.</p> <p>SS.5.A.4.1 Identify the economic, political and socio-cultural motivation for colonial settlement.</p> <p>SS.5.A.4.2 Compare characteristics of New England, Middle, and Southern colonies.</p> <p>SS.5.A.4.3 Identify significant individuals responsible for the development of the New England, Middle, and Southern colonies.</p> <p>SS.5.A.4.4 Demonstrate an understanding of political, economic, and social aspects of daily colonial life in the thirteen colonies.</p> <p>SS.5.A.4.5 Explain the importance of Triangular Trade linking Africa, the West Indies, the British Colonies, and Europe.</p> <p>SS.5.A.4.6 Describe the introduction, impact, and role of slavery in the colonies.</p> <p>SS.5.E.1.2 Describe a market economy, and give examples of how the colonial and early American economy exhibited these characteristics.</p> <p>SS.5.E.2.1 Recognize the positive and negative effects of voluntary trade among Native Americans, European explorers, and colonists.</p> <p>SS.5.G.1.5 Identify and locate the original thirteen colonies on a map of North America.</p> <p>SS.5.G.1.3 Identify major United States physical features on a map of North America.</p> <p>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.</p> <p>SS.5.CG.2.2 Compare forms of political participation in the colonial period to today.</p>
17	Colonial Life	<p>SS.5.A.3.3 Describe interactions among Native Americans, Africans, English, French, Dutch, and Spanish for control of North America.</p> <p>SS.5.A.4.1 Identify the economic, political and socio-cultural motivation for colonial settlement.</p> <p>SS.5.A.4.2 Compare characteristics of New England, Middle, and Southern colonies.</p>

Week	Title	Standards Covered
		<p>SS.5.A.4.3 Identify significant individuals responsible for the development of the New England, Middle, and Southern colonies.</p> <p>SS.5.A.4.4 Demonstrate an understanding of political, economic, and social aspects of daily colonial life in the thirteen colonies.</p> <p>SS.5.A.4.5 Explain the importance of Triangular Trade linking Africa, the West Indies, the British Colonies, and Europe.</p> <p>SS.5.A.4.6 Describe the introduction, impact, and role of slavery in the colonies.</p> <p>SS.5.E.1.2 Describe a market economy, and give examples of how the colonial and early American economy exhibited these characteristics.</p> <p>SS.5.E.2.1 Recognize the positive and negative effects of voluntary trade among Native Americans, European explorers, and colonists.</p> <p>SS.5.G.1.5 Identify and locate the original thirteen colonies on a map of North America.</p> <p>SS.5.G.1.3 Identify major United States physical features on a map of North America.</p> <p>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.</p> <p>SS.5.CG.2.2 Compare forms of political participation in the colonial period to today.</p>
18	Clash of Empires	<p>SS.5.A.1.1 Use primary and secondary sources to understand history.</p> <p>SS.5.A.1.2 Utilize timelines to identify and discuss American History time periods.</p> <p>SS.5.A.5.1 Identify and explain significant events leading up to the American Revolution.</p> <p>SS.5.E.1.2 Describe a market economy, and give examples of how the colonial and early American economy exhibited these characteristics.</p> <p>SS.5.E.2.1 Recognize the positive and negative effects of voluntary trade among Native Americans, European explorers, and colonists.</p> <p>SS.5.G.1.3 Identify major United States physical features on a map of North America.</p> <p>SS.5.G.2.1 Describe the push-pull factors (economy, natural hazards, tourism,</p>

Week	Title	Standards Covered
		climate, physical features) that influenced boundary changes within the United States.
19	Consequences of the French and Indian War	<p>SS.5.A.1.1 Use primary and secondary sources to understand history.</p> <p>SS.5.A.5.1 Identify and explain significant events leading up to the American Revolution.</p> <p>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.</p> <p>SS.5.E.2.1 Recognize the positive and negative effects of voluntary trade among Native Americans, European explorers, and colonists.</p> <p>SS.5.G.1.3 Identify major United States physical features on a map of North America.</p> <p>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.</p>
<b>Unit 5: The American Revolution</b>		
20	The Acts of Parliament	<p>SS.5.A.1.1 Use primary and secondary sources to understand history.</p> <p>SS.5.A.1.2 Utilize timelines to identify and discuss American History time periods.</p> <p>SS.5.A.5.1 Identify and explain significant events leading up to the American Revolution.</p> <p>SS.5.A.5.2 Identify significant individuals and groups who played a role in the American Revolution.</p> <p>SS.5.CG.2.1 Discuss the political ideas of Patriots, Loyalists and other colonists about the American Revolution.</p> <p>SS.5.CG.2.2 Compare forms of political participation in the colonial period to today.</p>
21	The Actions of the Colonies	<p>SS.5.A.1.1 Use primary and secondary sources to understand history.</p> <p>SS.5.A.5.1 Identify and explain significant events leading up to the American Revolution.</p> <p>SS.5.A.5.2 Identify significant individuals and groups who played a role in the American Revolution.</p>



Week	Title	Standards Covered
		<p>SS.5.E.1.2 Describe a market economy, and give examples of how the colonial and early American economy exhibited these characteristics.</p> <p>SS.5.CG.2.2 Compare forms of political participation in the colonial period to today.</p>
22	The Shot Heard Round the World	<p>SS.5.A.1.1 Use primary and secondary sources to understand history.</p> <p>SS.5.A.5.1 Identify and explain significant events leading up to the American Revolution.</p> <p>SS.5.A.5.2 Identify significant individuals and groups who played a role in the American Revolution.</p> <p>SS.5.A.5.5 Examine and compare major battles and military campaigns of the American Revolution.</p> <p>SS.5.CG.2.1 Discuss the political ideas of Patriots, Loyalists and other colonists about the American Revolution.</p> <p>SS.5.CG.2.2 Compare forms of political participation in the colonial period to today.</p>
23	Independence and Revolution: The People	<p>SS.5.A.1.1 Use primary and secondary sources to understand history.</p> <p>SS.5.A.5.2 Identify significant individuals and groups who played a role in the American Revolution.</p> <p>SS.5.A.5.4 Examine and explain the changing roles and impact of significant women during the American Revolution.</p> <p>SS.5.A.5.8 Evaluate the personal and political hardships resulting from the American Revolution.</p> <p>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.</p> <p>SS.5.CG.2.1 Discuss the political ideas of Patriots, Loyalists and other colonists about the American Revolution.</p>
24	War in the Southern Colonies	<p>SS.5.A.1.1 Use primary and secondary sources to understand history.</p> <p>SS.5.A.5.5 Examine and compare major battles and military campaigns of the American Revolution.</p> <p>SS.5.A.5.6 Identify the contributions of foreign alliances and individuals to the outcome of the Revolution.</p>



Week	Title	Standards Covered
		<p>SS.5.A.5.8 Evaluate the personal and political hardships resulting from the American Revolution.</p> <p>SS.5.CG.2.1 Discuss the political ideas of Patriots, Loyalists and other colonists about the American Revolution.</p> <p>SS.5.CG.2.2 Compare forms of political participation in the colonial period to today.</p>
25	Independence and Revolution: The Military	<p>SS.5.A.1.1 Use primary and secondary sources to understand history.</p> <p>SS.5.A.5.5 Examine and compare major battles and military campaigns of the American Revolution.</p> <p>SS.5.A.5.6 Identify the contributions of foreign alliances and individuals to the outcome of the Revolution.</p> <p>SS.5.A.5.7 Explain economic, military, and political factors which led to the end of the Revolutionary War.</p> <p>SS.5.A.5.8 Evaluate the personal and political hardships resulting from the American Revolution.</p> <p>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.</p> <p>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.</p> <p>SS.5.CG.2.1 Discuss the political ideas of Patriots, Loyalists and other colonists about the American Revolution.</p>
26	Outcomes of the American Revolution	<p>SS.5.A.1.1 Use primary and secondary sources to understand history.</p> <p>SS.5.A.5.6 Identify the contributions of foreign alliances and individuals to the outcome of the Revolution.</p> <p>SS.5.A.5.7 Explain economic, military, and political factors which led to the end of the Revolutionary War.</p> <p>SS.5.A.5.8 Evaluate the personal and political hardships resulting from the American Revolution.</p> <p>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.</p>

Week	Title	Standards Covered
		SS.5.CG.2.1 Discuss the political ideas of Patriots, Loyalists and other colonists about the American Revolution.
<b>Unit 6: A New Nation</b>		
27	The Founders and the Process	<p>SS.5.A.1.1 Use primary and secondary sources to understand history.</p> <p>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.</p> <p>Clarifications: Examples may include, but are not limited to, liberty, representative government, limited government, individual rights, "bundle of compromises."</p> <p>SS.5.CG.1.2 Explain how and why the U.S. government was created by the U.S. Constitution. - Students will identify the strengths and weaknesses of the Articles of Confederation.</p> <p>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.</p>
28	The New Nation	<p>SS.5.A.1.1 Use primary and secondary sources to understand history.</p> <p>SS.5.A.5.9 Discuss the impact and significance of land policies developed under the Confederation Congress (Northwest Ordinance of 1787).</p> <p>SS.5.A.6.1 Describe the causes and effects of the Louisiana Purchase.</p> <p>SS.5.A.6.2 Identify roles and contributions of significant people during the period of westward expansion.</p> <p>SS.5.E.1.2 Describe a market economy, and give examples of how the colonial and early American economy exhibited these characteristics.</p> <p>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.</p> <p>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.</p>
29	The War of 1812	<p>SS.5.A.1.1 Use primary and secondary sources to understand history.</p> <p>SS.5.A.1.2 Utilize timelines to identify and discuss American History time periods.</p>

Week	Title	Standards Covered
		<p>SS.5.A.6.5 Identify the causes and effects of the War of 1812.</p> <p>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.</p>
<b>Unit 7: Westward Expansion</b>		
30	America on the Move	<p>SS.5.A.1.1 Use primary and secondary sources to understand history.</p> <p>SS.5.A.6.3 Examine 19th century advancements (canals, roads, steamboats, flat boats, overland wagons, Pony Express, railroads) in transportation and communication.</p> <p>SS.5.A.6.4 Explain the importance of the explorations west of the Mississippi River.</p> <p>SS.5.A.6.8 Describe the causes and effects of the Missouri Compromise.</p> <p>SS.5.E.1.2 Describe a market economy, and give examples of how the colonial and early American economy exhibited these characteristics.</p> <p>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.</p> <p>SS.5.G.1.3 Identify major United States physical features on a map of North America.</p> <p>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.</p> <p>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.</p>
31	Expansion and Growth	<p>SS.5.A.1.1 Use primary and secondary sources to understand history.</p> <p>SS.5.A.6.3 Examine 19th century advancements (canals, roads, steamboats, flat boats, overland wagons, Pony Express, railroads) in transportation and communication.</p> <p>SS.5.A.6.7 Discuss the concept of Manifest Destiny.</p> <p>SS.5.A.6.9 Describe the hardships of settlers along the overland trails to the west.</p> <p>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.</p>

Week	Title	Standards Covered
		<p>SS.5.G.1.3 Identify major United States physical features on a map of North America.</p> <p>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.</p> <p>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. Clarifications: An example is the harsh winter in Jamestown.</p>
32	Native Americans in the New American Nation	<p>SS.5.A.1.1 Use primary and secondary sources to understand history.</p> <p>SS.5.A.6.6 Explain how westward expansion affected Native Americans.</p> <p>SS.5.G.1.3 Identify major United States physical features on a map of North America.</p> <p>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.</p> <p>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.</p>