

Social Studies

Grades 3-5

Time, Continuity, and Change [History]

Standard 1:

The student understands historical chronology and the historical perspective. (SS.A.1.2)

1. understands how individuals, ideas, decisions, and events can influence history.
2. uses a variety of methods and sources to understand history (such as interpreting diaries, letters, newspapers; and reading maps and graphs) and knows the difference between primary and secondary sources.
3. understands broad categories of time in years, decades, and centuries.

Standard 2:

The student understands the world from its beginnings to the time of the Renaissance. (SS.A.2.2)

1. knows the significant scientific and technological achievements of various societies (e.g., the invention of paper in China, Mayan calendars, mummification and the use of cotton in Egypt, astronomical discoveries in the Moslem world, and the Arabic number system).
2. understands developments in transportation and communication in various societies (e.g., the development of extensive road systems in various cultures, the difficulties of travel and communication encountered by people of various cultures, the origins and changes in writing and how these changes made communication between people more effective).
3. understands various aspects of family life, structures, and roles in different cultures and in many eras (e.g., pastoral and agrarian families of early civilizations, families of ancient times, and medieval families).
4. understands the emergence of different laws and systems of government (e.g., monarchy and

republic).

5. understands significant achievements in the humanities to the time of the Renaissance (e.g., Roman architecture and Greek art).
6. knows how trade led to exploration in other regions of the world (e.g., the explorations of Marco Polo and the Vikings).
7. understands how developments in the Middle Ages contributed to modern life (e.g., the development of social institutions and organizations, the rise of cities, the formation of guilds, the rise of commerce, the influence of the church, and the rise of universities).

Standard 3:

The student understands Western and Eastern civilization since the Renaissance. (SS.A.3.2)

1. knows significant people and their contributions in the field of communication and technology (e.g., inventors of various nonelectronic and electronic communication devices such as the steam engine and the television) and the impact of these devices on society.
2. knows developments in the humanities since the Renaissance (e.g., Renaissance architecture, Japanese and Chinese influences on art, the impact of literary and theatrical development during the Renaissance, changes in music including opera and ballet, and major movements in the arts in 19th-century Europe).
3. understands the types of laws and government systems that have developed since the Renaissance (e.g., the development of democracy, the rise of totalitarian governments and dictatorships, communism and absolutism).
4. understands the post-Renaissance consequences of exploration that occurred during the Age of Discovery (e.g., European colonization in North America and British imperial efforts in India and other countries).

Standard 4:

The student understands U.S. history to 1880. (SS.A.4.2)

1. understands the geographic, economic, political, and cultural factors that characterized early exploration of the Americas.
2. understands why Colonial America was settled in regions.
3. knows significant social and political events that led to and characterized the American Revolution.
4. knows significant historical documents and the principal ideas expressed in them (e.g., Declaration of Independence, the United States Constitution, and the Bill of Rights).

5. understands geographic, economic, and technological features of the growth and change that occurred in America from 1801 to 1861.
6. knows the causes, key events, and effects of the Civil War and Reconstruction.

Standard 5:

The student understands U.S. history from 1880 to the present day. (SS.A.5.2)

1. knows that after the Civil War, massive immigration, big business, and mechanized farming transformed American life.
2. knows the social and political consequences of industrialization and urbanization in the United States after 1880.
3. knows the political causes and outcomes of World War I.
4. understands social and cultural transformations of the 1920s and 1930s.
5. understands the social and economic impact of the Great Depression on American society.
6. understands the political circumstances leading to the involvement of the U.S. in World War II and the significant military events and personalities that shaped the course of the war.
7. knows the economic, political, and social transformations that have taken place in the United States since World War II.
8. knows the political and military aspects of United States foreign relations since World War II.

Standard 6:

The student understands the history of Florida and its people. (SS.A.6.2)

1. understands reasons that immigrants came to Florida and the contributions of immigrants to the state's history.
2. understands the influence of geography on the history of Florida.
3. knows the significant individuals, events, and social, political, and economic characteristics of different periods in Florida's history.
4. understands the perspectives of diverse cultural, ethnic, and economic groups with regard to past and current events in Florida's history.
5. knows how various cultures contributed to the unique social, cultural, economic, and political features of Florida.
6. understands the cultural, social, and political features of Native American tribes in Florida's history.
7. understands the unique historical conditions that influenced the formation of the state and how statehood was granted.

People, Places, and Environments [Geography]

Standard 1:

The student understands the world in spatial terms. (SS.B.1.2)

1. uses maps, globes, charts, graphs, and other geographic tools including map keys and symbols to gather and interpret data and to draw conclusions about physical patterns.
2. knows how regions are constructed according to physical criteria and human criteria.
3. locates and describes the physical and cultural features of major world political regions.
4. knows how changing transportation and communication technology have affected relationships between locations.
5. knows ways in which people view and relate to places and regions differently.

Standard 2:

The student understands the interactions of people and the physical environment. (SS.B.2.2)

1. understands why certain areas of the world are more densely populated than others.
2. understands how the physical environment supports and constrains human activities.
3. understands how human activity affects the physical environment.
4. understands how factors such as population growth, human migration, improved methods of transportation and communication, and economic development affect the use and conservation of natural resources.

Government and the Citizen [Civics and Government]

Standard 1:

The student understands the structure, functions, and purposes of government and how the principles and values of American democracy are reflected in American constitutional government. (SS.C.1.2)

1. identifies the structure and function of local, state, and federal governments under the framework of the Constitutions of Florida and the United States.
2. understands the structure, functions, and primary responsibilities of executive, legislative, and judicial branches of governments and understands how all three branches of government promote the common good and protect individual rights.

3. knows the names of his or her representatives at the local, state, and national levels (e.g., city council members, state representatives, and members of Congress) and the names of his or her representatives in the executive branches of government at the local, state, and national levels (e.g., mayor, governor, and president).
4. knows possible consequences of the absence of government, rules, and laws.
5. knows the basic purposes of government in the United States and knows the basic things governments do in one's school, community, state, and nation.

Standard 2:

The student understands the role of the citizen in American democracy. (SS.C.2.2)

1. understands the importance of participation through community service, civic improvement, and political activities.
2. understands why personal responsibility (e.g., taking advantage of the opportunity to be educated) and civic responsibility (e.g., obeying the law and respecting the rights of others) are important.
3. knows that a citizen is a legally recognized member of the United States who has certain rights and privileges and certain responsibilities (e.g., privileges such as the right to vote and hold public office and responsibilities such as respecting the law, voting, paying taxes, and serving on juries).
4. knows examples of the extension of the privileges and responsibilities of citizenship.
5. knows what constitutes personal, political, and economic rights and why they are important and knows examples of contemporary issues regarding rights.

individual, a household, or a government) has certain rights.

5. understands the concept of earning income and the basic concept of a budget.

Standard 2:

The student understands the characteristics of different economic systems and institutions. (SS.D.2.2)

1. understands economic specialization and how specialization generally affects costs, amount of goods and services produced, and interdependence.
2. understands the roles that money plays in a market economy.
3. understands the services that banks and other financial institutions in the economy provide to consumers, savers, borrowers, and businesses.
4. knows that the government provides some of the goods and services that we use and that the government pays for the goods and services it provides through taxing and borrowing.

Economics

Standard 1:

The student understands how scarcity requires individuals and institutions to make choices about how to use resources. (SS.D.1.2)

1. understands that all decisions involve opportunity costs and that making effective decisions involves considering the costs and the benefits associated with alternative choices.
2. understands that scarcity of resources requires choices on many levels, from the individual to societal.
3. understands the basic concept of credit.
4. understands that any consumer (e.g., an