

FLORIDA REQUIRED INSTRUCTION

Benchmark Alignment Guide for State-
Mandated Instruction Implementation



FLORIDA DEPARTMENT OF
EDUCATION
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Benchmark Alignment Guide for State-Required Instruction Implementation

Supporting Implementation of Section 1003.42(2), F.S., and Rule 6A-1.094124, F.A.C.

Introduction

Florida law requires that instructional content delivered in K-12 public schools include specific components identified in section (s.) [1003.42\(2\)](#), Florida Statutes (F.S.). This ensures that all students are provided with a high-quality, well-rounded education across a variety of subject areas in order to foster civic responsibility, character development, historical awareness and the skills necessary for success in life after school, no matter what path a student decides to pursue. To support implementation, [Rule 6A-1.094124, Florida Administrative Code \(F.A.C.\)](#), mandates annual reporting by each school district on how these instructional requirements are met.

This Benchmark Resource Guide has been developed by the Florida Department of Education (FDOE) to assist school districts and educators in aligning their required instruction with Florida’s state academic standards in support of these statutory requirements. This guide provides a structured and practical framework to aid in instructional planning, delivery and compliance reporting by identifying relevant academic benchmarks corresponding to each required area.

Purpose

The purpose of this document is to serve as a comprehensive reference for Florida school districts by:

- Identifying the specific benchmarks within state academic standards that support instruction in the areas outlined in [s.1003.42\(2\), F.S.](#)
- Promoting a unified and consistent approach to required instruction across all Florida schools.
- Facilitating district efforts to report required instruction implementation accurately and effectively.

Through this guide, educators can ensure that required topics such as character education, civic responsibility, the history of the United States and Florida, the effects of substance use, and the significance of the Holocaust are addressed meaningfully in the classroom, as intended by law.

Audience

This guide is designed for:

- District curriculum developers
- Instructional coordinators and academic coaches
- K-12 educators that are responsible for implementing state-required instruction

It is a practical resource supporting instructional planning, professional learning and accountability for statutory instructional requirements.

Alignment with State Academic Standards

Each required instruction topic is aligned with one or more benchmarks from Florida’s state academic standards, ensuring consistency and instructional integrity statewide. These benchmarks are carefully selected to reflect the statutory intent while supporting the development of students who are “prepared to be successful in their postsecondary education and careers, and to become civically engaged and responsible adults” ([s. 1003.42\(2\), F.S.](#)). This alignment reinforces both instructional rigor and educational access across Florida’s K-12 school system.

Definition and Background

Required instruction refers to the educational content mandated in section 1003.42(2), F.S., which includes instruction in topics such as patriotism, the Constitution of the United States and the State of Florida, African American history, character education, mental and emotional health and other key areas essential to student development.

To ensure compliance, Rule 6A-1.094124, F.A.C., requires school districts to submit an implementation plan annually and provide evidence of instruction in these areas. This guide is intended to support those efforts by clarifying how Florida's state academic standards and benchmarks align with required instruction expectations.

Benchmark Coding Structure

This section provides an overview of how to read and understand the coding structure used for Florida's academic benchmarks. Each benchmark code is a unique identifier that represents a specific standard, organized by subject area, grade level, strand, and benchmark number. Understanding this structure will enable educators to quickly locate and interpret the benchmarks aligned with the required instruction topics. This guide ensures consistent navigation and supports accurate alignment across instructional planning and reporting.

Key Components and Standards Alignment

Each benchmark follows a structured coding scheme identifying the subject, grade level, strand, standard, and benchmark. The format is as follows:

Coding Example

Subject	Grade Level	Strand	Standard	Benchmark
SS.	K.	CG.	2.	3

SS. K.CG.2.3 → Social Studies, Kindergarten, Civics and Government, Standard 2, Benchmark 3

Strand Coding Guide

This table provides examples of subject areas and strands that include benchmarks that may be aligned to required instruction.

Subject Area	Subject Code	Strand Code	Strand Description
Social Studies Education	SS	A	American History
		AA	African American History
		CG	Civics and Government
		G	Geography
		P	Psychology
		W	World History
Health Education	HE	PHC	Personal Health Concepts
		CEH	Community and Environmental Health
		CH	Consumer Health
		R	Resiliency
		SUA	Substance Use and Abuse
Computer Science Education	SC	HS	Personal Health and Safety
		TI	Technological Impact

Suggested Benchmark Alignment Guide by Required Instruction Topics

About This Section

This section identifies the Florida academic benchmarks that align with each specific topic of required instruction, as outlined in state statute. Benchmarks may be drawn from any grade level and content area, depending on their relevance to the instructional topic. The purpose of this alignment is to support educators in identifying where required instruction topics naturally connect to existing academic standards, allowing for more meaningful integration across subjects and grade levels. These connections are not prescriptive but are intended to provide guidance and flexibility in instructional planning.

Required Instruction

The history and content of the Declaration of Independence, including national sovereignty, natural law, self-evident truth, equality of all persons, limited government, popular sovereignty, and inalienable rights of life, liberty, and property, and how they form the philosophical foundation of our government. [s. 1003.42\(2\)\(a\), F.S.](#)

Grade 5	
SS.5.CG.1.1	Recognize that the Declaration of Independence affirms that every U.S. citizen has certain unalienable rights.
Grade 7	
SS.7.CG.1.2	Trace the principles underlying Americas founding ideas on law and government.
SS.7.CG.1.4	Analyze how Enlightenment ideas, including Montesquieus view of separation of powers and John Lockes theories related to natural law and Lockes social contract, influenced the Founding.
SS.7.CG.1.5	Describe how British policies and responses to colonial concerns led to the writing of the Declaration of Independence.
SS.7.CG.1.6	Analyze the ideas and grievances set forth in the Declaration of Independence.
SS.7.CG.1.7	Explain how the weaknesses of the Articles of Confederation led to the writing of the U.S. Constitution.
Grade 8	
SS.8.A.3.7	Examine the structure, content, and consequences of the Declaration of Independence.
SS.8.CG.3.1	Trace the foundational ideals and principles related to the U.S. government expressed in primary sources from the colonial period to Reconstruction.
Grades 9-12	
SS.912.CG.1.1	Examine how intellectual influences in primary documents contributed to the ideas in the Declaration of Independence, the U.S. Constitution and the Bill of Rights.
SS.912.CG.1.2	Explain the influence of Enlightenment ideas on the Declaration of Independence.
SS.912.CG.1.4	Analyze how the ideals and principles expressed in the founding documents shape America as a constitutional republic.
SS.912.CG.2.6	Explain how the principles contained in foundational documents contributed to the expansion of civil rights and liberties over time.

Required Instruction

The history, meaning, significance, and effect of the provisions of the Constitution of the United States and amendments thereto, with emphasis on each of the 10 amendments that make up the Bill of Rights and how the Constitution provides the structure of our government. [s. 1003.42\(2\)\(b\), F.S.](#)

Kindergarten	
SS.K.CG.2.3	Define patriotism as the allegiance to one's country.
Grade 1	
SS.1.CG.2.3	Recognize ways citizens can demonstrate patriotism.
Grade 2	
SS.2.CG.1.2	Explain how the U.S. government protects the liberty and rights of American citizens.
SS.2.CG.2.3	Explain how citizens demonstrate patriotism.
SS.2.CG.3.1	Identify the Constitution of the United States as the supreme law of the land.
Grade 3	
SS.3.CG.1.1	Explain how the U.S. Constitution establishes the purpose and fulfills the need for government.
SS.3.CG.2.3	Explain the history and meaning behind patriotic holidays and observances.
SS.3.CG.2.4	Recognize symbols, individuals, documents and events that represent the United States.
SS.3.CG.3.1	Explain how the U.S. and Florida Constitutions establish the structure, function, powers and limits of government.
Grade 5	
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.
SS.5.CG.1.2	Explain how and why the U.S. government was created by the U.S. Constitution.
SS.5.CG.1.4	Describe the history, meaning and significance of the Bill of Rights.
SS.5.CG.2.3	Analyze how the U.S. Constitution expanded civic participation over time.
SS.5.CG.2.4	Evaluate the importance of civic duties and responsibilities to the preservation of the United States constitutional republic.
SS.5.CG.2.6	Explain symbols and documents that represent the United States.
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.
SS.5.CG.3.4	Describe the process for amending the U.S. Constitution.
Grade 7	
SS.7.CG.1.7	Explain how the weaknesses of the Articles of Confederation led to the writing of the U.S. Constitution.
SS.7.CG.1.8	Explain the purpose of the Preamble to the U.S. Constitution.
SS.7.CG.1.9	Describe how the U.S. Constitution limits the powers of government through separation of powers, checks and balances, individual rights, rule of law and due process of law.
SS.7.CG.1.10	Compare the viewpoints of the Federalists and the Anti-Federalists regarding ratification of the U.S. Constitution and including a bill of rights.
SS.7.CG.2.1	Define the term "citizen," and explain the constitutional means of becoming a U.S. citizen.
SS.7.CG.2.3	Identify and apply the rights contained in the Bill of Rights and other amendments to the U.S. Constitution.
SS.7.CG.2.4	Explain how the U.S. Constitution and the Bill of Rights safeguard individual rights.

SS.7.CG.2.7	Identify the constitutional qualifications required to hold state and national office.
SS.7.CG.3.3	Describe the structure and function of the three branches of government established in the U.S. Constitution.
SS.7.CG.3.4	Explain the relationship between state and national governments as written in Article IV of the U.S. Constitution and the 10th Amendment.
SS.7.CG.3.5	Explain the amendment process outlined in Article V of the U.S. Constitution.
SS.7.CG.3.6	Analyze how the 13th, 14th, 15th, 19th, 24th and 26th Amendments broadened participation in the political process.
SS.7.CG.3.7	Explain the structure, functions and processes of the legislative branch of government.
SS.7.CG.3.8	Explain the structure, functions and processes of the executive branch of government.
SS.7.CG.3.9	Explain the structure, functions and processes of the judicial branch of government.
SS.7.CG.3.14	Explain the purpose and function of the Electoral College in electing the President of the United States.
Grade 8	
SS.8.A.3.9	Evaluate the structure, strengths, and weaknesses of the Articles of Confederation and its aspects that led to the Constitutional Convention.
SS.8.A.3.10	Examine the course and consequences of the Constitutional Convention (New Jersey Plan, Virginia Plan, Great Compromise, Three-Fifths Compromise, compromises regarding taxation and slave trade, Electoral College, state vs. federal power, empowering a president).
SS.8.CG.2.1	Identify the constitutional provisions for establishing citizenship.
SS.8.CG.2.6	Evaluate how amendments to the U.S. Constitution expanded opportunities for civic participation through Reconstruction.
Grades 9-12	
SS.912.A.2.4	Distinguish the freedoms guaranteed to African Americans and other groups with the 13th, 14th, and 15th Amendments to the Constitution.
SS.912.AA.2.6	Compare the effects of the Black Codes and the Nadir on freed people, and analyze the sharecropping system and debt peonage as practiced in the United States.
SS.912.CG.1.1	Examine how intellectual influences in primary documents contributed to the ideas in the Declaration of Independence, the U.S. Constitution and the Bill of Rights.
SS.912.CG.1.3	Explain arguments presented in the Federalist Papers in support of ratifying the U.S. Constitution and a republican form of government.
SS.912.CG.1.5	Explain how the U.S. Constitution and its amendments uphold the following political principles: checks and balances, consent of the governed, democracy, due process of law, federalism, individual rights, limited government, representative government, republicanism, rule of law and separation of powers.
SS.912.CG.2.1	Examine how intellectual influences in primary documents contributed to the ideas in the Declaration of Independence, the U.S. Constitution and the Bill of Rights.
SS.912.CG.3.2	Explain how the U.S. Constitution safeguards and limits individual rights.
SS.912.CG.3.3	Analyze the structures, functions and processes of the legislative branch as described in Article I of the U.S. Constitution.
SS.912.CG.3.4	Analyze the structures, functions and processes of the executive branch as described in Article II of the U.S. Constitution.

SS.912.CG.3.6	Explain expressed, implied, concurrent and reserved powers in the U.S. Constitution.
SS.912.CG.3.7	Analyze the structures, functions and processes of the judicial branch as described in Article III of the U.S. Constitution.

Required Instruction

The arguments in support of adopting our republican form of government, as they are embodied in the most important of the Federalist Papers. [s. 1003.42\(2\)\(c\), F.S.](#)

Grade 5	
SS.5.CG.1.2	Explain how and why the U.S. government was created by the U.S. Constitution.
SS.5.CG.1.3	Discuss arguments for adopting a representative form of government.
Grade 7	
SS.7.CG.1.10	Compare the viewpoints of the Federalists and the Anti-Federalists regarding ratification of the U.S. Constitution and including a bill of rights.
Grade 8	
SS.8.A.3.11	Analyze support and opposition (Federalists, Federalist Papers, Anti-Federalists, Bill of Rights) to ratification of the U.S. Constitution.
Grade 9-12	
SS.912.CG.1.3	Explain arguments presented in the Federalist Papers in support of ratifying the U.S. Constitution and a republican form of government.

Required Instruction

Flag education, including proper flag display and flag salute. [s. 1003.42\(2\)\(d\), F.S.](#)

Kindergarten	
SS.K.CG.2.3	Define patriotism as the allegiance to one's country.
SS.K.CG.2.4	Recognize symbols that represent the United States.
SS.K.CG.2.5	Recognize symbols that represent Florida.
Grade 1	
SS.1.CG.2.3	Recognize ways citizens can demonstrate patriotism.

Required Instruction

The elements of civil government, including the primary functions of and interrelationships between the Federal Government, the state, and its counties, municipalities, school districts, and special districts. [s. 1003.42\(2\)\(e\), F.S.](#)

Kindergarten	
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.
SS.K.CG.2.2	Describe ways for groups to make decisions.
Grade 1	
SS.1.CG.1.1	Explain the purpose of rules and laws in the home, school and community.
SS.1.CG.1.2	Describe how the absence of rules and laws impacts individuals and the community.
SS.1.CG.3.1	Recognize that the United States and Florida have Constitutions.
SS.1.CG.3.2	Explain responsible ways for individuals and groups to make decisions.
Grade 2	
SS.2.CG.1.1	Explain why people form governments.
SS.2.CG.1.2	Explain how the U.S. government protects the liberty and rights of American citizens.
SS.2.CG.3.1	Identify the Constitution of the United States as the supreme law of the land.
Grade 3	
SS.3.CG.1.1	Explain how the U.S. Constitution establishes the purpose and fulfills the need for government.
SS.3.CG.1.2	Describe how the U.S. government gains its power from the people.
SS.3.CG.2.2	Describe the importance of voting in elections.
SS.3.CG.3.1	Explain how the U.S. and Florida Constitutions establish the structure, function, powers and limits of government.
SS.3.CG.3.2	Recognize that government has local, state and national levels.
Grade 5	
SS.5.CG.1.1	Recognize that the Declaration of Independence affirms that every U.S. citizen has certain unalienable rights.
SS.5.CG.1.2	Explain how and why the U.S. government was created by the U.S. Constitution.
SS.5.CG.1.3	Discuss arguments for adopting a representative form of government.
SS.5.CG.1.4	Describe the history, meaning and significance of the Bill of Rights.
SS.5.CG.2.1	Discuss the political ideas of Patriots, Loyalists and other colonists about the American Revolution.
SS.5.CG.2.2	Compare forms of political participation in the colonial period to today.
SS.5.CG.2.3	Analyze how the U.S. Constitution expanded civic participation over time.
SS.5.CG.2.4	Evaluate the importance of civic duties and responsibilities to the preservation of the United States' constitutional republic.
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.
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.
SS.5.CG.3.3	Explain the role of the court system in interpreting law and settling conflicts.
SS.5.CG.3.4	Describe the process for amending the U.S. Constitution.
SS.5.CG.3.6	Explain the relationship between the state and national governments.

Grade 7	
SS.7.CG.1.2	Trace the principles underlying America’s founding ideas on law and government.
SS.7.CG.1.7	Explain how the weaknesses of the Articles of Confederation led to the writing of the U.S. Constitution.
SS.7.CG.1.9	Describe how the U.S. Constitution limits the powers of government through separation of powers, checks and balances, individual rights, rule of law and due process of law.
SS.7.CG.1.11	Define the rule of law and recognize its influence on the development of legal, political and governmental systems in the United States.
SS.7.CG.2.1	Define the term “citizen,” and explain the constitutional means of becoming a U.S. citizen.
SS.7.CG.2.2	Differentiate between obligations and responsibilities of U.S. citizenship, and evaluate their impact on society.
SS.7.CG.2.3	Identify and apply the rights contained in the Bill of Rights and other amendments to the U.S. Constitution.
SS.7.CG.2.4	Explain how the U.S. Constitution and the Bill of Rights safeguard individual rights.
SS.7.CG.2.5	Describe the trial process and the role of juries in the administration of justice at the state and federal levels.
SS.7.CG.2.6	Examine the election and voting process at the local, state and national levels.
SS.7.CG.2.7	Identify the constitutional qualifications required to hold state and national office.
SS.7.CG.2.10	Explain the process for citizens to address a state or local problem by researching public policy alternatives, identifying appropriate government agencies to address the issue and determining a course of action.
SS.7.CG.3.1	Analyze the advantages of the United States’ constitutional republic over other forms of government in safeguarding liberty, freedom and a representative government.
SS.7.CG.3.2	Explain the advantages of a federal system of government over other systems in balancing local sovereignty with national unity and protecting against authoritarianism.
SS.7.CG.3.3	Describe the structure and function of the three branches of government established in the U.S. Constitution.
SS.7.CG.3.4	Explain the relationship between state and national governments as written in Article IV of the U.S. Constitution and the 10th Amendment.
SS.7.CG.3.5	Explain the amendment process outlined in Article V of the U.S. Constitution.
SS.7.CG.3.6	Analyze how the 13th, 14th, 15th, 19th, 24th and 26th Amendments broadened participation in the political process.
SS.7.CG.3.7	Explain the structure, functions and processes of the legislative branch of government.
SS.7.CG.3.8	Explain the structure, functions and processes of the executive branch of government.
SS.7.CG.3.9	Explain the structure, functions and processes of the judicial branch of government.
SS.7.CG.3.10	Identify sources and types of law.
SS.7.CG.3.11	Analyze the effects of landmark Supreme Court decisions on law, liberty and the interpretation of the U.S. Constitution.
SS.7.CG.3.13	Explain government obligations to its citizens and the services provided at the local, state and national levels.

SS.7.CG.3.14	Explain the purpose and function of the Electoral College in electing the President of the United States.
SS.7.CG.4.1	Explain the relationship between U.S. foreign and domestic policy.
SS.7.CG.4.2	Describe the United States' and citizen participation in international organizations.
Grade 8	
SS.8.CG.1.3	Explain the importance of the rule of law in the United States' constitutional republic.
SS.8.CG.2.1	Identify the constitutional provisions for establishing citizenship.
SS.8.CG.2.2	Compare the legal obligations of citizens at the local, state and national levels.
SS.8.CG.2.5	Analyze how the Bill of Rights guarantees civil rights and liberties to citizens.
SS.8.CG.2.6	Evaluate how amendments to the U.S. Constitution expanded opportunities for civic participation through Reconstruction.
SS.8.CG.3.1	Trace the foundational ideals and principles related to the U.S. government expressed in primary sources from the colonial period to Reconstruction.
Grades 9-12	
SS.912.CG.1.4	Analyze how the ideals and principles expressed in the founding documents shape America as a constitutional republic.
SS.912.CG.1.5	Explain how the U.S. Constitution and its amendments uphold the following political principles: checks and balances, consent of the governed, democracy, due process of law, federalism, individual rights, limited government, representative government, republicanism, rule of law and separation of powers.
SS.912.CG.2.1	Examine how intellectual influences in primary documents contributed to the ideas in the Declaration of Independence, the U.S. Constitution and the Bill of Rights.
SS.912.CG.2.2	Explain the importance of political and civic participation to the success of the United States' constitutional republic.
SS.912.CG.2.3	Explain the responsibilities of citizens at the local, state and national levels.
SS.912.CG.2.4	Evaluate, take and defend objective, evidence-based positions on issues that cause the government to balance the interests of individuals with the public good.
SS.912.CG.2.7	Analyze the impact of civic engagement as a means of preserving or reforming institutions.
SS.912.CG.2.8	Explain the impact of political parties, interest groups, media and individuals on determining and shaping public policy.
SS.912.CG.2.9	Explain the process and procedures of elections at the state and national levels.
SS.912.CG.2.12	Explain how interest groups, the media and public opinion influence local, state and national decision-making related to public issues.
SS.912.CG.3.2	Explain how the U.S. Constitution safeguards and limits individual rights.
SS.912.CG.3.3	Analyze the structures, functions and processes of the legislative branch as described in Article I of the U.S. Constitution.
SS.912.CG.3.4	Analyze the structures, functions and processes of the executive branch as described in Article II of the U.S. Constitution.
SS.912.CG.3.5	Describe how independent regulatory agencies interact with the three branches of government and with citizens.
SS.912.CG.3.6	Explain expressed, implied, concurrent and reserved powers in the U.S. Constitution.
SS.912.CG.3.7	Analyze the structures, functions and processes of the judicial branch as described in Article III of the U.S. Constitution.

SS.912.CG.3.8	Describe the purpose and function of judicial review in the American constitutional government.
SS.912.CG.3.9	Compare the role of state and federal judges with other elected officials.
SS.912.CG.3.10	Analyze the levels and responsibilities of state and federal courts.
SS.912.CG.3.11	Evaluate how landmark Supreme Court decisions affect law, liberty and the interpretation of the U.S. Constitution.
SS.912.CG.3.12	Analyze the concept of federalism in the United States and its role in establishing the relationship between the state and national governments.
SS.912.CG.3.13	Explain how issues between Florida, other states and the national government are resolved.
SS.912.CG.3.14	Explain the judicial decision-making process in interpreting law at the state and national levels.
SS.912.CG.3.15	Explain how citizens are affected by the local, state and national governments.
SS.912.FL.3.7	Explain how governments establish laws and institutions to provide consumers with information about goods or services being purchased and to protect consumers.
SS.912.FL.4.8	Explain ways that government agencies supervise and regulate financial institutions to help protect the safety, soundness, and legal compliance of the United States banking and financial system.
SS.912.FL.4.9	Describe government policies that create incentives and disincentives for people to save.
SS.912.FL.6.11	Describe why an economic role for a government may exist if individuals do not have complete information about the nature of alternative investments or access to competitive financial markets.
SS.912.FL.6.12	Compare the Securities and Exchange Commission (SEC), the Federal Reserve, and other government agencies that regulate financial markets.

Required Instruction

The history of the United States, including the period of discovery, early colonies, the War for Independence, the Civil War, the expansion of the United States to its present boundaries, the world wars, and the civil rights movement to the present. American history shall be viewed as factual, not as constructed, shall be viewed as knowable, teachable, and testable, and shall be defined as the creation of a new nation based largely on the universal principles stated in the Declaration of Independence.[s. 1003.42\(2\)\(f\), F.S.](#)

Kindergarten	
SS.K.A.2.1	Compare children and families of today with those in the past.
SS.K.A.2.2	Recognize the importance of celebrations and national holidays as a way of remembering and honoring people, events, and our nation's ethnic heritage.
SS.K.AA.1.1	Recognize African American inventors and explorers (i.e., Lonnie Johnson [inventor], Mae C. Jemison, George Washington Carver).
Grade 1	
SS.1.A.2.2	Compare life now with life in the past.
SS.1.A.2.3	Identify celebrations and national holidays as a way of remembering and honoring the heroism and achievements of the people, events, and our nation's ethnic heritage.
SS.1.A.2.4	Identify people from the past who have shown character ideals and principles including honesty, courage, and responsibility.
SS.1.AA.1.1	Identify African American artists (i.e., Aretha Franklin, Charles White [Abraham Lincoln portrait], James Earl Jones, Maya Angelou).
Grade 2	
SS.2.A.2.1	Recognize that Native Americans were the first inhabitants in North America.
SS.2.A.2.2	Compare the cultures of Native American tribes from various geographic regions of the United States.
SS.2.A.2.3	Describe the impact of immigrants on the Native Americans.
SS.2.A.2.4	Explore ways the daily life of people living in Colonial America changed over time.
SS.2.A.2.5	Identify reasons people came to the United States throughout history.
SS.2.A.2.6	Discuss the importance of Ellis Island and the Statue of Liberty to immigration from 1892 - 1954.
SS.2.AA.1.1	Identify African Americans who demonstrated civic service (i.e., Secretary of State Colin Powell, Civil Air Patrol [CAP] Lt. Willa Beatrice Brown, Carter G. Woodson, Senator Hiram Revels).
Grade 3	
SS.3.AA.1.1	Identify African Americans who demonstrated heroism and patriotism (e.g., Booker T. Washington, Jesse Owens, Tuskegee Airmen, Martin Luther King Jr., Rosa Parks, President Barack Obama, 1st Lt. Vernon Baker, Sgt. 1st Class Melvin Morris).
Grade 5	
SS.5.A.3.1	Describe technological developments that shaped European exploration.
SS.5.A.3.2	Investigate (nationality, sponsoring country, motives, dates and routes of travel, accomplishments) the European explorers.
SS.5.A.3.3	Describe interactions among Native Americans, Africans, English, French, Dutch, and Spanish for control of North America.
SS.5.A.4.1	Identify the economic, political and socio-cultural motivation for colonial settlement.
SS.5.A.4.2	Compare characteristics of New England, Middle, and Southern colonies.

SS.5.A.4.3	Identify significant individuals responsible for the development of the New England, Middle, and Southern colonies.
SS.5.A.4.4	Demonstrate an understanding of political, economic, and social aspects of daily colonial life in the thirteen colonies.
SS.5.A.4.5	Explain the importance of Triangular Trade linking Africa, the West Indies, the British Colonies, and Europe.
SS.5.A.4.6	Describe the introduction, impact, and role of slavery in the colonies.
SS.5.A.5.1	Identify and explain significant events leading up to the American Revolution.
SS.5.A.5.2	Identify significant individuals and groups who played a role in the American Revolution.
SS.5.A.5.3	Explain the significance of historical documents including key political concepts, origins of these concepts, and their role in American independence.
SS.5.A.5.4	Examine and explain the changing roles and impact of significant women during the American Revolution.
SS.5.A.5.5	Examine and compare major battles and military campaigns of the American Revolution.
SS.5.A.5.6	Identify the contributions of foreign alliances and individuals to the outcome of the Revolution.
SS.5.A.5.7	Explain economic, military, and political factors which led to the end of the Revolutionary War.
SS.5.A.5.8	Evaluate the personal and political hardships resulting from the American Revolution.
SS.5.A.5.9	Discuss the impact and significance of land policies developed under the Confederation Congress (Northwest Ordinance of 1787).
SS.5.A.5.10	Examine the significance of the Constitution including its key political concepts, origins of those concepts, and their role in American democracy.
SS.5.A.6.1	Describe the causes and effects of the Louisiana Purchase.
SS.5.A.6.2	Identify roles and contributions of significant people during the period of westward expansion.
SS.5.A.6.3	Examine 19th century advancements (canals, roads, steamboats, flat boats, overland wagons, Pony Express, railroads) in transportation and communication.
SS.5.A.6.4	Explain the importance of the explorations west of the Mississippi River.
SS.5.A.6.5	Identify the causes and effects of the War of 1812.
SS.5.A.6.6	Explain how westward expansion affected Native Americans.
SS.5.A.6.7	Discuss the concept of Manifest Destiny.
SS.5.A.6.8	Describe the causes and effects of the Missouri Compromise.
SS.5.A.6.9	Describe the hardships of settlers along the overland trails to the west.
SS.5.AA.1.1	Examine the life of African Americans in the colonial era.
SS.5.AA.1.2	Examine the Underground Railroad and how former slaves partnered with other free people and groups in assisting those escaping from slavery.
SS.5.AA.1.3	Examine key figures and events in abolitionist movements.
SS.5.AA.1.4	Identify freedoms and rights secured for and by former slaves.
SS.5.AA.1.5	Examine the roles and contributions of significant African Americans during westward expansion (e.g., Benjamin “Pap” Singleton, James Beckwourth, Buffalo Soldiers, York [American explorer]).
Grade 6-8	
SS.68.AA.1.1	Identify Afro-Eurasian trade routes and methods prior to the development of the Atlantic slave trade.

SS.68.AA.1.2	Describe the contact of European explorers with systematic slave trading in Africa.
SS.68.AA.1.3	Examine the evolution of the labor force in the use of indentured servitude contracts.
SS.68.AA.1.4	Describe the history and evolution of slave codes.
SS.68.AA.1.5	Analyze slave revolts that happened in early colonial America and how political leaders reacted (e.g., 1712 revolt in New York City, Stono Rebellion [1739]).
SS.68.AA.1.6	Examine the service and sacrifice of African patriots during the Revolutionary Era (e.g., Crispus Attucks, Peter Salem, James Armistead Lafayette, 1st Rhode Island Regiment).
SS.68.AA.2.1	Explain early congressional actions regarding the institution of slavery (i.e., Northwest Ordinance of 1787, Three-Fifths Compromise, Act Prohibiting Importation of Slaves of 1808).
SS.68.AA.2.2	Explain the effect of the cotton industry on the expansion of slavery due to Eli Whitney's Cotton Gin.
SS.68.AA.2.3	Examine the various duties and trades performed by slaves (e.g., agricultural work, painting, carpentry, tailoring, domestic service, blacksmithing, transportation).
SS.68.AA.2.4	Examine the Underground Railroad and its importance to those seeking freedom.
SS.68.AA.2.5	Identify political figures who strove to abolish the institution of slavery (e.g., Thaddeus Stevens, Abraham Lincoln, Zachariah Chandler).
SS.68.AA.2.6	Evaluate various abolitionist movements that continuously pushed to end slavery.
SS.68.AA.2.7	Examine how the status of slaves, those who had escaped slavery and free blacks affected their contributions to the Civil War effort.
SS.68.AA.2.8	Describe significant contributions made by key figures during Reconstruction (e.g., President Ulysses S. Grant, Secretary of War Edwin Stanton, Frederick Douglass, Lyman Trumbull).
Grade 8	
SS.8.A.2.1	Compare the relationships among the British, French, Spanish, and Dutch in their struggle for colonization of North America.
SS.8.A.2.2	Compare the characteristics of the New England, Middle, and Southern colonies.
SS.8.A.2.3	Differentiate economic systems of New England, Middle and Southern colonies including indentured servants and slaves as labor sources.
SS.8.A.2.4	Identify the impact of key colonial figures on the economic, political, and social development of the colonies.
SS.8.A.2.5	Discuss the impact of colonial settlement on Native American populations.
SS.8.A.2.6	Examine the causes, course, and consequences of the French and Indian War.
SS.8.A.2.7	Describe the contributions of key groups (Africans, Native Americans, women, and children) to the society and culture of colonial America.
SS.8.A.3.1	Explain the consequences of the French and Indian War in British policies for the American colonies from 1763 - 1774.
SS.8.A.3.2	Explain American colonial reaction to British policy from 1763 - 1774.
SS.8.A.3.3	Recognize the contributions of the Founding Fathers (John Adams, Sam Adams, Benjamin Franklin, John Hancock, Alexander Hamilton, Thomas Jefferson, James Madison, George Mason, George Washington) during American Revolutionary efforts.
SS.8.A.3.4	Examine the contributions of influential groups to both the American and British war efforts during the American Revolutionary War and their effects on the outcome of the war.

SS.8.A.3.5	Describe the influence of individuals on social and political developments during the Revolutionary era.
SS.8.A.3.6	Examine the causes, course, and consequences of the American Revolution.
SS.8.A.3.7	Examine the structure, content, and consequences of the Declaration of Independence.
SS.8.A.3.8	Examine individuals and groups that affected political and social motivations during the American Revolution.
SS.8.A.3.9	Evaluate the structure, strengths, and weaknesses of the Articles of Confederation and its aspects that led to the Constitutional Convention.
SS.8.A.3.10	Examine the course and consequences of the Constitutional Convention (New Jersey Plan, Virginia Plan, Great Compromise, Three-Fifths Compromise, compromises regarding taxation and slave trade, Electoral College, state vs. federal power, empowering a president).
SS.8.A.3.11	Analyze support and opposition (Federalists, Federalist Papers, Anti-Federalists, Bill of Rights) to ratification of the U.S. Constitution.
SS.8.A.3.12	Examine the influences of George Washington's presidency in the formation of the new nation.
SS.8.A.3.13	Explain major domestic and international economic, military, political, and socio-cultural events of John Adams's presidency.
SS.8.A.3.14	Explain major domestic and international economic, military, political, and socio-cultural events of Thomas Jefferson's presidency.
SS.8.A.3.15	Examine this time period (1763-1815) from the perspective of historically under-represented groups (children, indentured servants, Native Americans, slaves, women, working class).
SS.8.A.3.16	Examine key events in Florida history as each impacts this era of American history.
SS.8.A.4.1	Examine the causes, course, and consequences of United States westward expansion and its growing diplomatic assertiveness (War of 1812, Convention of 1818, Adams-Onís Treaty, Missouri Compromise, Monroe Doctrine, Trail of Tears, Texas annexation, Manifest Destiny, Oregon Territory, Mexican American War/Mexican Cession, California Gold Rush, Compromise of 1850, Kansas Nebraska Act, Gadsden Purchase).
SS.8.A.4.2	Describe the debate surrounding the spread of slavery into western territories and Florida.
SS.8.A.4.3	Examine the experiences and perspectives of significant individuals and groups during this era of American History.
SS.8.A.4.4	Discuss the impact of westward expansion on cultural practices and migration patterns of Native Americans, African slave populations and other minority groups.
SS.8.A.4.5	Explain the causes, course, and consequences of the 19th century transportation revolution on the growth of the nation's economy.
SS.8.A.4.6	Identify technological improvements (inventions/inventors) that contributed to industrial growth.
SS.8.A.4.7	Explain the causes, course, and consequences (industrial growth, subsequent effect on children and women) of New England's textile industry.
SS.8.A.4.8	Describe the influence of individuals on social and political developments of this era in American History.
SS.8.A.4.9	Analyze the causes, course and consequences of the Second Great Awakening on social reform movements.

SS.8.A.4.10	Analyze the impact of technological advancements on the agricultural economy and slave labor.
SS.8.A.4.11	Examine the aspects of slave culture including plantation life, resistance efforts, and the role of the slaves' spiritual system.
SS.8.A.4.12	Examine the effects of the 1804 Haitian Revolution on the United States acquisition of the Louisiana Territory.
SS.8.A.4.13	Explain the consequences of landmark Supreme Court decisions (McCulloch v. Maryland [1819], Gibbons v. Odgen [1824], Cherokee Nation v. Georgia [1831], and Worcester v. Georgia [1832]) significant to this era of American history.
SS.8.A.4.14	Examine the causes, course, and consequences of the women's suffrage movement (1848 Seneca Falls Convention, Declaration of Sentiments).
SS.8.A.4.15	Examine the causes, course, and consequences of literature movements (Transcendentalism) significant to this era of American history.
SS.8.A.4.16	Identify key ideas and influences of Jacksonian democracy.
SS.8.A.4.17	Examine key events and peoples in Florida history as each impacts this era of American history.
SS.8.A.4.18	Examine the experiences and perspectives of different ethnic, national, and religious groups in Florida, explaining their contributions to Florida's and America's society and culture during the Territorial Period.
SS.8.A.5.1	Explain the causes, course, and consequence of the Civil War (sectionalism, slavery, states' rights, balance of power in the Senate).
SS.8.A.5.2	Analyze the role of slavery in the development of sectional conflict.
SS.8.A.5.3	Explain major domestic and international economic, military, political, and socio-cultural events of Abraham Lincoln's presidency.
SS.8.A.5.4	Identify the division (Confederate and Union States, Border states, western territories) of the United States at the outbreak of the Civil War.
SS.8.A.5.5	Compare Union and Confederate strengths and weaknesses.
SS.8.A.5.6	Compare significant Civil War battles and events and their effects on civilian populations.
SS.8.A.5.7	Examine key events and peoples in Florida history as each impacts this era of American history.
SS.8.A.5.8	Explain and evaluate the policies, practices, and consequences of Reconstruction (presidential and congressional reconstruction, Johnson's impeachment, Civil Rights Act of 1866, the 13th, 14th, and 15th Amendments, opposition of Southern whites to Reconstruction, accomplishments and failures of Radical Reconstruction, presidential election of 1876, end of Reconstruction, rise of Jim Crow laws, rise of Ku Klux Klan).
Grades 9-12	
SS.912.A.2.1	Review causes and consequences of the Civil War.
SS.912.A.2.2	Assess the influence of significant people or groups on Reconstruction.
SS.912.A.2.3	Describe the issues that divided Republicans during the early Reconstruction era.
SS.912.A.2.4	Distinguish the freedoms guaranteed to African Americans and other groups with the 13th, 14th, and 15th Amendments to the Constitution.
SS.912.A.2.5	Assess how Jim Crow Laws influenced life for African Americans and other racial/ethnic minority groups.
SS.912.A.2.6	Compare the effects of the Black Codes and the Nadir on freed people, and analyze the sharecropping system and debt peonage as practiced in the United States.
SS.912.A.3.1	Analyze the economic challenges to American farmers and farmers' responses to these challenges in the mid to late 1800s.

SS.912.A.3.2	Examine the social, political, and economic causes, course, and consequences of the second Industrial Revolution that began in the late 19th century.
SS.912.A.3.3	Compare the first and second Industrial Revolutions in the United States.
SS.912.A.3.4	Determine how the development of steel, oil, transportation, communication, and business practices affected the United States economy.
SS.912.A.3.5	Identify significant inventors of the Industrial Revolution including African Americans and women.
SS.912.A.3.6	Analyze changes that occurred as the United States shifted from agrarian to an industrial society.
SS.912.A.3.7	Compare the experience of European immigrants in the east to that of Asian immigrants in the west (the Chinese Exclusion Act, Gentlemen's Agreement with Japan).
SS.912.A.3.8	Examine the importance of social change and reform in the late 19th and early 20th centuries (class system, migration from farms to cities, Social Gospel movement, role of settlement houses and churches in providing services to the poor).
SS.912.A.3.9	Examine causes, course, and consequences of the labor movement in the late 19th and early 20th centuries.
SS.912.A.3.11	Analyze the impact of political machines in United States cities in the late 19th and early 20th centuries.
SS.912.A.3.12	Compare how different nongovernmental organizations and progressives worked to shape public policy, restore economic opportunities, and correct injustices in American life.
SS.912.A.3.13	Examine key events and peoples in Florida history as they relate to United States history.
SS.912.A.4.1	Analyze the major factors that drove United States imperialism.
SS.912.A.4.2	Explain the motives of the United States acquisition of the territories.
SS.912.A.4.3	Examine causes, course, and consequences of the Spanish American War.
SS.912.A.4.4	Analyze the economic, military, and security motivations of the United States to complete the Panama Canal as well as major obstacles involved in its construction.
SS.912.A.4.5	Examine causes, course, and consequences of United States involvement in World War I.
SS.912.A.4.6	Examine how the United States government prepared the nation for war with war measures (Selective Service Act, War Industries Board, war bonds, Espionage Act, Sedition Act, Committee of Public Information).
SS.912.A.4.7	Examine the impact of airplanes, battleships, new weaponry and chemical warfare in creating new war strategies (trench warfare, convoys).
SS.912.A.4.8	Compare the experiences Americans (African Americans, Hispanics, Asians, women, conscientious objectors) had while serving in Europe.
SS.912.A.4.9	Compare how the war impacted German Americans, Asian Americans, African Americans, Hispanic Americans, Jewish Americans, Native Americans, Pacific Islanders, women and dissenters in the United States.
SS.912.A.4.10	Examine the provisions of the Treaty of Versailles and the failure of the United States to support the League of Nations.
SS.912.A.4.11	Examine key events and peoples in Florida history as they relate to United States history.
SS.912.A.5.1	Discuss the economic outcomes of demobilization.
SS.912.A.5.2	Explain the causes of the public reaction (Sacco and Vanzetti, labor, racial unrest) associated with the Red Scare.

SS.912.A.5.3	Examine the impact of United States foreign economic policy during the 1920s.
SS.912.A.5.4	Evaluate how the economic boom during the Roaring Twenties changed consumers, businesses, manufacturing, and marketing practices.
SS.912.A.5.5	Describe efforts by the United States and other world powers to avoid future wars.
SS.912.A.5.6	Analyze the influence that Hollywood, the Harlem Renaissance, the Fundamentalist movement, and prohibition had in changing American society in the 1920s.
SS.912.A.5.7	Examine the freedom movements that advocated civil rights for African Americans, Latinos, Asians, and women.
SS.912.A.5.8	Compare the views of Booker T. Washington, W.E.B. DuBois, and Marcus Garvey relating to the African American experience.
SS.912.A.5.9	Explain why support for the Ku Klux Klan varied in the 1920s with respect to issues such as anti-immigration, anti-African American, anti-Catholic, anti-Jewish, anti-women, and anti-union ideas.
SS.912.A.5.10	Analyze support for and resistance to civil rights for women, African Americans, Native Americans and other minority groups.
SS.912.A.5.11	Examine causes, course, and consequences of the Great Depression and the New Deal.
SS.912.A.6.1	Examine causes, course, and consequences of World War II on the United States and the world.
SS.912.A.6.2	Describe the United States response in the early years of World War II (Neutrality Acts, Cash and Carry, Lend Lease Act).
SS.912.A.6.3	Analyze the impact of the Holocaust during World War II on Jews as well as other groups.
SS.912.A.6.4	Examine efforts to expand or contract rights for various populations during World War II.
SS.912.A.6.5	Explain the impact of World War II on domestic government policy including, but not limited to, rationing and the forced internment of Japanese Americans.
SS.912.A.6.6	Analyze the use of atomic weapons during World War II and the aftermath of the bombings.
SS.912.A.6.7	Describe the attempts to promote international justice through the Nuremberg Trials.
SS.912.A.6.8	Analyze the effects of the Red Scare on domestic United States policy.
SS.912.A.6.9	Describe the rationale for the formation of the United Nations, including the contribution of Mary McLeod Bethune.
SS.912.A.6.10	Examine causes, course, and consequences of the early years of the Cold War (Truman Doctrine, Marshall Plan, NATO, Warsaw Pact).
SS.912.A.6.11	Examine the controversy surrounding the proliferation of nuclear technology in the United States and the world.
SS.912.A.6.12	Examine causes, course, and consequences of the Korean War.
SS.912.A.6.13	Analyze significant foreign policy events during the Truman, Eisenhower, Kennedy, Johnson, and Nixon administrations.
SS.912.A.6.14	Analyze causes, course, and consequences of the Vietnam War.
SS.912.A.7.1	Identify causes for Post-World War II prosperity and its effects on American society.
SS.912.A.7.2	Compare the relative prosperity between different ethnic groups and social classes in the post-World War II period.
SS.912.A.7.3	Examine the changing status of women in the United States from post-World War II to present.
SS.912.A.7.4	Evaluate the success of 1960s era presidents' foreign and domestic policies.

SS.912.A.7.5	Compare nonviolent and violent approaches utilized by groups (African Americans, women, Native Americans, Hispanics) to achieve civil rights.
SS.912.A.7.6	Assess key figures and organizations in shaping the Civil Rights Movement and Black Power Movement.
SS.912.A.7.7	Assess the building of coalitions between African Americans, whites, and other groups in achieving integration and equal rights.
SS.912.A.7.8	Analyze significant Supreme Court decisions relating to integration, busing, affirmative action, the rights of the accused, and reproductive rights.
SS.912.A.7.9	Examine the similarities of social movements (Native Americans, Hispanics, women, anti-war protesters) of the 1960s and 1970s.
SS.912.A.7.10	Analyze the significance of Vietnam and Watergate on the government and people of the United States.
SS.912.A.7.11	Analyze the foreign policy of the United States as it relates to Africa, Asia, the Caribbean, Latin America, and the Middle East.
SS.912.A.7.12	Analyze political, economic, and social concerns that emerged at the end of the 20th century and into the 21st century.
SS.912.A.7.13	Analyze the attempts to extend New Deal legislation through the Great Society and the successes and failures of these programs to promote social and economic stability.
SS.912.A.7.14	Review the role of the United States as a participant in the global economy (trade agreements, international competition, impact on American labor, environmental concerns).
SS.912.A.7.15	Analyze the effects of foreign and domestic terrorism on the American people.
SS.912.A.7.16	Examine changes in immigration policy and attitudes toward immigration since 1950.
SS.912.AA.1.1	Examine the condition of slavery as it existed in Africa, Asia, the Americas and Europe prior to 1619.
SS.912.AA.1.2	Analyze the development of labor systems using indentured servitude contracts with English settlers and Africans early in Jamestown, Virginia.
SS.912.AA.1.3	Analyze the reciprocal roles of the Triangular Trade routes between Africa and the western hemisphere, Africa and Europe, and Europe and the western hemisphere.
SS.912.AA.1.4	Examine the development of slavery and describe the conditions for Africans during their passage to America.
SS.912.AA.1.5	Explain the significance of England sending convicts, vagabonds and children to the colonies.
SS.912.AA.1.6	Describe the harsh conditions in the Virginia Colony.
SS.912.AA.1.7	Compare the living conditions of slaves in British North American colonies, the Caribbean, Central America and South America, including infant mortality rates.
SS.912.AA.1.8	Analyze the headright system in Jamestown, Virginia and other southern colonies.
SS.912.AA.1.9	Evaluate how conditions for Africans changed in colonial North America from 1619-1776.
SS.912.AA.1.10	Evaluate efforts by groups to limit the expansion of race-based slavery in Colonial America.
SS.912.AA.1.11	Examine different events in which Africans resisted slavery.
SS.912.AA.1.12	Examine the significance of “Ladinos” (Africans, Atlantic creoles) and Spanish explorers who laid claim to “La Florida.”
SS.912.AA.2.1	Describe the contributions of Africans to society, science, poetry, politics, oratory, literature, music, dance, Christianity and exploration in the United States from 1776-1865.

SS.912.AA.2.2	Explain how slave codes were strengthened in response to Africans' resistance to slavery.
SS.912.AA.2.4	Examine political actions of the Continental Congress regarding the practice of slavery.
SS.912.AA.2.5	Examine how federal and state laws shaped the lives and rights for enslaved and free Africans in the 18th and 19th centuries.
SS.912.AA.2.6	Analyze the provisions under the Articles of Confederation and the Constitution regarding slavery.
SS.912.AA.2.7	Analyze the contributions of founding principles of liberty, justice and equality in the quest to end slavery.
SS.912.AA.2.8	Examine the range and variety of specialized roles performed by slaves.
SS.912.AA.2.9	Explain how early abolitionist movements advocated for the civil rights of Africans in America.
SS.912.AA.2.10	Evaluate the Abolitionist Movement and its leaders and how they contributed in different ways to eliminate slavery.
SS.912.AA.2.11	Describe the impact The Society of Friends had on the abolition of slavery.
SS.912.AA.2.12	Explain how the Underground Railroad and its conductors successfully relocated slaves to free states and Canada.
SS.912.AA.2.13	Explain how the rise of cash crops accelerated the growth of the domestic slave trade in the United States.
SS.912.AA.2.14	Compare the actions of Nat Turner, John Brown and Frederick Douglass and the direct responses to their efforts to end slavery.
SS.912.AA.2.15	Describe the effects produced by asylum offered to slaves by Spanish Florida.
SS.912.AA.2.16	Describe Florida colonies that existed between the colonial period through the acquisition of Florida with the Adams-Onís Treaty of 1819, which was called the Transcontinental Treaty and ratified in 1821.
SS.912.AA.3.1	Analyze the changing social and economic roles of African Americans during the Civil War and the Exodus of 1879.
SS.912.AA.3.2	Examine social contributions of African Americans post-Civil War.
SS.912.AA.3.3	Examine the importance of sacrifices, contributions and experiences of African Americans during wartime from the Spanish-American War through the Korean War.
SS.912.AA.3.4	Evaluate the relationship of various ethnic groups to African Americans' access to rights, privileges and liberties in the United States.
SS.912.AA.3.5	Explain the struggles faced by African American women in the 19th century as it relates to issues of suffrage, business and access to education.
SS.912.AA.3.6	Describe the emergence, growth, destruction and rebuilding of black communities during Reconstruction and beyond.
SS.912.AA.3.7	Examine economic developments of and for African Americans post-WWI, including the spending power and the development of black businesses and innovations.
SS.912.AA.3.8	Examine political developments of and for African Americans in the post-WWI period.
SS.912.AA.3.9	Examine the various factors that led to and the consequences of the Great Migration.
SS.912.AA.3.10	Describe the Harlem Renaissance and examine contributions from African American artists, musicians and writers and their lasting influence on American culture.

SS.912.AA.3.11	Examine and analyze the impact and achievements of African American women in the fields of education, journalism, science, industry, the arts, and as writers and orators in the 20th century.
SS.912.AA.3.12	Analyze the impact and contributions of African American role models as inventors, scientists, industrialist, educators, artists, athletes, politicians and physicians in the 19th and early 20th centuries and explain the significance of their work on American society.
SS.912.AA.3.13	Explain how WWII was an impetus for the modern Civil Rights Movement.
SS.912.AA.3.14	Examine key figures and events from Florida that affected African Americans.
SS.912.AA.4.1	Analyze the influences and contributions of African American musical pioneers.
SS.912.AA.4.2	Analyze the influence and contributions of African Americans to film.
SS.912.AA.4.3	Examine the importance of sacrifices, contributions and experiences of African Americans during military service from 1954 to present.
SS.912.AA.4.4	Analyze the course, consequence and influence of the modern Civil Rights Movement.
SS.912.AA.4.5	Compare differing organizational approaches to achieving equality in America.
SS.912.AA.4.6	Examine organizational approaches to resisting equality in America.
SS.912.AA.4.7	Explain the struggles and successes for access to equal educational opportunities for African Americans.
SS.912.AA.4.8	Analyze the contributions of African Americans to the fields of science, technology, engineering and mathematics (STEM).
SS.912.AA.4.9	Examine the key people who helped shape modern civil rights movement (e.g., Dr. Martin Luther King Jr., Claudette Colvin, Rosa Parks, Stokely Carmichael, Fannie Lou Hamer, Freedom Riders, A. Philip Randolph, Malcolm X, Justice Thurgood Marshall, Mamie Till Mobley, Diane Nash, Coretta Scott King, John Lewis, Medgar Evers).
SS.912.AA.4.10	Identify key legislation and the politicians and political figures who advanced American equality and representative democracy.
SS.912.AA.4.11	Analyze the role of famous African Americans who contributed to the visual and performing arts (e.g., Florida Highwaymen, Marian Anderson, Alvin Ailey, Misty Copeland).
SS.912.AA.4.12	Analyze economic, political, legal and social experiences of African Americans and their contributions and sacrifices to American life from 1960 to present.
SS.912.AA.4.13	Examine key events and persons related to society, economics and politics in Florida as they influenced African American experiences.

Required Instruction

The history of the Holocaust (1933-1945), the systematic, planned annihilation of European Jews and other groups by Nazi Germany, a watershed event in the history of humanity, to be taught in a manner that leads to an investigation of human behavior, an understanding of the ramifications of prejudice, racism, and stereotyping, and an examination of what it means to be a responsible and respectful person, for the purposes of encouraging tolerance of diversity in a pluralistic society and for nurturing and protecting democratic values and institutions, including the policy, definition, and historical and current examples of anti-Semitism, as described in [s. 1000.05\(8\)](#), and the prevention of anti-Semitism. [s. 1003.42\(2\)\(g\)1, F.S.](#)

Grade 5	
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.
Grades 6-8	
SS.68.HE.1.1	Examine 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.
Grades 9-12	
SS.912.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.
SS.912.HE.1.2	Analyze how the Nazi regime utilized and built on historical antisemitism to create a common enemy of the Jews.
SS.912.HE.1.3	Analyze how the Treaty of Versailles was a causal factor leading the rise of the Nazis, and how the increasing spread of antisemitism was manipulated to the Nazis' advantage.
SS.912.HE.1.4	Explain how the National Socialist German Workers' Party, or Nazi Party, grew into a mass movement and gained and maintained power in Germany through totalitarian means from 1933 to 1945 under the leadership of Adolf Hitler.
SS.912.HE.1.5	Describe how the Nazis utilized various forms of propaganda to indoctrinate the German population.
SS.912.HE.1.6	Examine how the Nazis used education and youth programs to indoctrinate young people into the Nazi ideology.
SS.912.HE.1.7	Explain what is meant by "the Aryan Race" and why this terminology was used.
SS.912.HE.2.1	Describe how the life of Jews deteriorated under the Third Reich and the Nuremberg Laws in Germany and its annexed territories (e.g., the Rhineland, Sudetenland, Austria) from 1933 to 1938.
SS.912.HE.2.2	Analyze the causes and effects of Kristallnacht and how it became a watershed event in the transition from targeted persecution and anti-Jewish policy to open, public violence against Jews in Nazi-controlled Europe.
SS.912.HE.2.3	Analyze Hitler's motivations for the annexations of Austria and the Sudetenland, and the invasion of Poland.
SS.912.HE.2.4	Describe how Jewish immigration was perceived and restricted by various nations from 1933 to 1939.
SS.912.HE.2.5	Explain the effect Nazi policies had on other groups targeted by the government of Nazi Germany.
SS.912.HE.2.6	Identify the various armed and unarmed resistance efforts in Europe from 1933 to 1945.

SS.912.HE.2.7	Examine the role that bystanders, collaborators and perpetrators played in the implementation of Nazi policies against Jewish people and other targeted groups, as well as the role of rescuers in opposing the Nazis and their policies.
SS.912.HE.2.8	Analyze how corporate complicity aided Nazi goals.
SS.912.HE.2.9	Explain how killing squads, including the Einsatzgruppen, conducted mass shooting operations in Eastern Europe with the assistance of the Schutzstaffel (SS), police units, the army and local collaborators.
SS.912.HE.2.10	Explain the origins and purpose of ghettos in Europe.
SS.912.HE.2.11	Discuss life in the various ghettos.
SS.912.HE.2.12	Define “partisan” and explain the role partisans played in World War II.
SS.912.HE.2.13	Examine the origins, purpose and conditions associated with various types of camps.
SS.912.HE.2.14	Explain the purpose of the death marches.
SS.912.HE.2.15	Describe the experience of Holocaust survivors following World War II.
SS.912.HE.3.1	Analyze the international community’s efforts to hold perpetrators responsible for their involvement in the Holocaust.
SS.912.HE.3.2	Explain the impact of the Eichmann Trial on policy concerning crimes against humanity, capital punishment, accountability, the testimony of survivors and acknowledgment of the international community
SS.912.HE.3.3	Explain the effects of Holocaust denial on contemporary society.
SS.912.HE.3.4	Explain why it is important for current and future generations to learn from the Holocaust.
SS.912.HE.3.5	Recognize that antisemitism includes a certain perception of the Jewish people, which may be expressed as hatred toward Jewish people, rhetorical and physical manifestations of antisemitism directed toward a person or his or her property or toward Jewish community institutions or religious facilities.
SS.912.A.6.3	Analyze the impact of the Holocaust during World War II on Jews as well as other groups.
SS.912.W.7.8	Explain the causes, events, and effects of the Holocaust (1933-1945) including its roots in the long tradition of antisemitism, 19th century ideas about race and nation, and Nazi dehumanization of the Jews and other victims.

Required Instruction

The history of African Americans, including the history of African peoples before the political conflicts that led to the development of slavery, the passage to America, the enslavement experience, abolition, and the history and contributions of Americans of the African diaspora to society. Students shall develop an understanding of the ramifications of prejudice, racism, and stereotyping on individual freedoms, and examine what it means to be a responsible and respectful person, for the purpose of encouraging tolerance of diversity in a pluralistic society and for nurturing and protecting democratic values and institutions. Instruction shall include the roles and contributions of individuals from all walks of life and their endeavors to learn and thrive throughout history as artists, scientists, educators, businesspeople, influential thinkers, members of the faith community, and political and governmental leaders and the courageous steps they took to fulfill the promise of democracy and unite the nation. Instructional materials shall include the vital contributions of African Americans to build and strengthen American society and celebrate the inspirational stories of African Americans who prospered, even in the most difficult circumstances. Instructional personnel may facilitate discussions and use curricula to address, in an age-appropriate manner, how the individual freedoms of persons have been infringed by slavery, racial oppression, racial segregation, and racial discrimination, as well as topics relating to the enactment and enforcement of laws resulting in racial oppression, racial segregation, and racial discrimination and how recognition of these freedoms has overturned these unjust laws. [s. 1003.42\(2\)\(h\), F.S.](#)

Kindergarten	
SS.K.AA.1.1	Recognize African American inventors and explorers (i.e., Lonnie Johnson [inventor], Mae C. Jemison, George Washington Carver).
Grade 1	
SS.1.AA.1.1	Identify African American artists (i.e., Aretha Franklin, Charles White [Abraham Lincoln portrait], James Earl Jones, Maya Angelou).
Grade 2	
SS.2.AA.1.1	Identify African Americans who demonstrated civic service (i.e., Secretary of State Colin Powell, Civil Air Patrol [CAP] Lt. Willa Beatrice Brown, Carter G. Woodson, Senator Hiram Revels).
SS.2.AA.1.2	Identify oral traditions and folktales of African Americans (e.g., Anansi the Spider, Tale of the Midnight Goat Thief).
Grade 3	
SS.3.AA.1.1	Identify African Americans who demonstrated heroism and patriotism (e.g., Booker T. Washington, Jesse Owens, Tuskegee Airmen, Martin Luther King Jr., Rosa Parks, President Barack Obama, 1st Lt. Vernon Baker, Sgt. 1st Class Melvin Morris).
Grade 4	
SS.4.AA.1.1	Identify African American community leaders who made positive contributions in the state of Florida (e.g., Zora Neale Hurston, Florida Highwaymen, Mary McLeod Bethune, Evan B. Forde, Bessie Coleman, Gen. Daniel “Chappie” James, Bob Hayes, Sylvia Fowles).
Grade 5	
SS.5.AA.1.1	Examine the life of African Americans in the colonial era.
SS.5.AA.1.2	Examine the Underground Railroad and how former slaves partnered with other free people and groups in assisting those escaping from slavery.
SS.5.AA.1.3	Examine key figures and events in abolitionist movements.
SS.5.AA.1.4	Identify freedoms and rights secured for and by former slaves.
SS.5.AA.1.5	Examine the roles and contributions of significant African Americans during westward expansion (e.g., Benjamin “Pap” Singleton, James Beckwourth, Buffalo Soldiers, York [American explorer]).

SS.5.AA.1.6	Examine the experiences and contributions of African Americans in early Florida.
SS.5.A.4.6	Describe the introduction, impact, and role of slavery in the colonies.
Grades 6-8	
SS.68.AA.1.1	Identify Afro-Eurasian trade routes and methods prior to the development of the Atlantic slave trade.
SS.68.AA.1.2	Describe the contact of European explorers with systematic slave trading in Africa.
SS.68.AA.1.3	Examine the evolution of the labor force in the use of indentured servitude contracts.
SS.68.AA.1.4	Describe the history and evolution of slave codes.
SS.68.AA.1.5	Analyze slave revolts that happened in early colonial America and how political leaders reacted (e.g., 1712 revolt in New York City, Stono Rebellion [1739]).
SS.68.AA.1.6	Examine the service and sacrifice of African patriots during the Revolutionary Era (e.g., Crispus Attucks, Peter Salem, James Armistead Lafayette, 1st Rhode Island Regiment).
SS.68.AA.2.1	Explain early congressional actions regarding the institution of slavery (i.e., Northwest Ordinance of 1787, Three-Fifths Compromise, Act Prohibiting Importation of Slaves of 1808).
SS.68.AA.2.2	Explain the effect of the cotton industry on the expansion of slavery due to Eli Whitney's Cotton Gin.
SS.68.AA.2.3	Examine the various duties and trades performed by slaves (e.g., agricultural work, painting, carpentry, tailoring, domestic service, blacksmithing, transportation).
SS.68.AA.2.4	Examine the Underground Railroad and its importance to those seeking freedom.
SS.68.AA.2.5	Identify political figures who strove to abolish the institution of slavery (e.g., Thaddeus Stevens, Abraham Lincoln, Zachariah Chandler).
SS.68.AA.2.6	Evaluate various abolitionist movements that continuously pushed to end slavery.
SS.68.AA.2.7	Examine how the status of slaves, those who had escaped slavery and free blacks affected their contributions to the Civil War effort.
SS.68.AA.2.8	Describe significant contributions made by key figures during Reconstruction (e.g., President Ulysses S. Grant, Secretary of War Edwin Stanton, Frederick Douglass, Lyman Trumbull).
Grade 7	
SS.7.CG.3.6	Analyze how the 13th, 14th, 15th, 19th, 24th and 26th Amendments broadened participation in the political process.
Grade 8	
SS.8.A.2.3	Differentiate economic systems of New England, Middle and Southern colonies including indentured servants and slaves as labor sources.
SS.8.A.3.10	Examine the course and consequences of the Constitutional Convention (New Jersey Plan, Virginia Plan, Great Compromise, Three-Fifths Compromise, compromises regarding taxation and slave trade, Electoral College, state vs. federal power, empowering a president).
SS.8.A.3.15	Examine this time period (1763-1815) from the perspective of historically under-represented groups (children, indentured servants, Native Americans, slaves, women, working class).
SS.8.A.4.2	Describe the debate surrounding the spread of slavery into western territories and Florida.

SS.8.A.4.4	Discuss the impact of westward expansion on cultural practices and migration patterns of Native Americans, African slave populations and other minority groups.
SS.8.A.4.10	Analyze the impact of technological advancements on the agricultural economy and slave labor.
SS.8.A.4.11	Examine the aspects of slave culture including plantation life, resistance efforts, and the role of the slaves' spiritual system.
SS.8.A.5.1	Explain the causes, course, and consequence of the Civil War (sectionalism, slavery, states' rights, balance of power in the Senate).
SS.8.A.5.2	Analyze the role of slavery in the development of sectional conflict.
Grades 9-12	
SS.912.A.2.4	Distinguish the freedoms guaranteed to African Americans and other groups with the 13th, 14th, and 15th Amendments to the Constitution.
SS.912.A.2.5	Assess how Jim Crow Laws influenced life for African Americans and other racial/ethnic minority groups.
SS.912.A.3.5	Identify significant inventors of the Industrial Revolution including African Americans and women.
SS.912.A.4.8	Compare the experiences Americans (African Americans, Hispanics, Asians, women, conscientious objectors) had while serving in Europe.
SS.912.A.4.9	Compare how the war impacted German Americans, Asian Americans, African Americans, Hispanic Americans, Jewish Americans, Native Americans, Pacific Islanders, women and dissenters in the United States.
SS.912.A.5.7	Examine the freedom movements that advocated civil rights for African Americans, Latinos, Asians, and women.
SS.912.A.5.8	Compare the views of Booker T. Washington, W.E.B. DuBois, and Marcus Garvey relating to the African American experience.
SS.912.A.5.9	Explain why support for the Ku Klux Klan varied in the 1920s with respect to issues such as anti-immigration, anti-African American, anti-Catholic, anti-Jewish, anti-women, and anti-union ideas.
SS.912.A.5.10	Analyze support for and resistance to civil rights for women, African Americans, Native Americans and other minority groups.
SS.912.A.7.5	Compare nonviolent and violent approaches utilized by groups (African Americans, women, Native Americans, Hispanics) to achieve civil rights.
SS.912.A.7.7	Assess the building of coalitions between African Americans, whites, and other groups in achieving integration and equal rights.
SS.912.AA.1.1	Examine the condition of slavery as it existed in Africa, Asia, the Americas and Europe prior to 1619.
SS.912.AA.1.2	Analyze the development of labor systems using indentured servitude contracts with English settlers and Africans early in Jamestown, Virginia.
SS.912.AA.1.3	Analyze the reciprocal roles of the Triangular Trade routes between Africa and the western hemisphere, Africa and Europe, and Europe and the western hemisphere.
SS.912.AA.1.4	Examine the development of slavery and describe the conditions for Africans during their passage to America.
SS.912.AA.1.5	Explain the significance of England sending convicts, vagabonds and children to the colonies.
SS.912.AA.1.6	Describe the harsh conditions in the Virginia Colony.
SS.912.AA.1.7	Compare the living conditions of slaves in British North American colonies, the Caribbean, Central America and South America, including infant mortality rates.

SS.912.AA.1.8	Analyze the headright system in Jamestown, Virginia and other southern colonies.
SS.912.AA.1.9	Evaluate how conditions for Africans changed in colonial North America from 1619-1776.
SS.912.AA.1.10	Evaluate efforts by groups to limit the expansion of race-based slavery in Colonial America.
SS.912.AA.1.11	Examine different events in which Africans resisted slavery.
SS.912.AA.1.12	Examine the significance of “Ladinos” (Africans, Atlantic creoles) and Spanish explorers who laid claim to “La Florida.”
SS.912.AA.2.1	Describe the contributions of Africans to society, science, poetry, politics, oratory, literature, music, dance, Christianity and exploration in the United States from 1776-1865.
SS.912.AA.2.2	Explain how slave codes were strengthened in response to Africans’ resistance to slavery.
SS.912.AA.2.4	Examine political actions of the Continental Congress regarding the practice of slavery.
SS.912.AA.2.5	Examine how federal and state laws shaped the lives and rights for enslaved and free Africans in the 18th and 19th centuries.
SS.912.AA.2.6	Analyze the provisions under the Articles of Confederation and the Constitution regarding slavery.
SS.912.AA.2.7	Analyze the contributions of founding principles of liberty, justice and equality in the quest to end slavery.
SS.912.AA.2.8	Examine the range and variety of specialized roles performed by slaves.
SS.912.AA.2.9	Explain how early abolitionist movements advocated for the civil rights of Africans in America.
SS.912.AA.2.10	Evaluate the Abolitionist Movement and its leaders and how they contributed in different ways to eliminate slavery.
SS.912.AA.2.11	Describe the impact The Society of Friends had on the abolition of slavery.
SS.912.AA.2.12	Explain how the Underground Railroad and its conductors successfully relocated slaves to free states and Canada.
SS.912.AA.2.13	Explain how the rise of cash crops accelerated the growth of the domestic slave trade in the United States.
SS.912.AA.2.14	Compare the actions of Nat Turner, John Brown and Frederick Douglass and the direct responses to their efforts to end slavery.
SS.912.AA.2.15	Describe the effects produced by asylum offered to slaves by Spanish Florida.
SS.912.AA.2.16	Describe Florida colonies that existed between the colonial period through the acquisition of Florida with the Adams-Onís Treaty of 1819, which was called the Transcontinental Treaty and ratified in 1821.
SS.912.AA.3.1	Analyze the changing social and economic roles of African Americans during the Civil War and the Exodus of 1879.
SS.912.AA.3.2	Examine social contributions of African Americans post-Civil War.
SS.912.AA.3.3	Examine the importance of sacrifices, contributions and experiences of African Americans during wartime from the Spanish-American War through the Korean War.
SS.912.AA.3.4	Evaluate the relationship of various ethnic groups to African Americans’ access to rights, privileges and liberties in the United States.
SS.912.AA.3.5	Explain the struggles faced by African American women in the 19th century as it relates to issues of suffrage, business and access to education.
SS.912.AA.3.6	Describe the emergence, growth, destruction and rebuilding of black communities during Reconstruction and beyond.

SS.912.AA.3.7	Examine economic developments of and for African Americans post-WWI, including the spending power and the development of black businesses and innovations.
SS.912.AA.3.8	Examine political developments of and for African Americans in the post-WWI period.
SS.912.AA.3.9	Examine the various factors that led to and the consequences of the Great Migration.
SS.912.AA.3.10	Describe the Harlem Renaissance and examine contributions from African American artists, musicians and writers and their lasting influence on American culture.
SS.912.AA.3.11	Examine and analyze the impact and achievements of African American women in the fields of education, journalism, science, industry, the arts, and as writers and orators in the 20th century.
SS.912.AA.3.12	Analyze the impact and contributions of African American role models as inventors, scientists, industrialist, educators, artists, athletes, politicians and physicians in the 19th and early 20th centuries and explain the significance of their work on American society.
SS.912.AA.3.13	Explain how WWII was an impetus for the modern Civil Rights Movement.
SS.912.AA.3.14	Examine key figures and events from Florida that affected African Americans.
SS.912.AA.4.1	Analyze the influences and contributions of African American musical pioneers.
SS.912.AA.4.2	Analyze the influence and contributions of African Americans to film.
SS.912.AA.4.3	Examine the importance of sacrifices, contributions and experiences of African Americans during military service from 1954 to present.
SS.912.AA.4.4	Analyze the course, consequence and influence of the modern Civil Rights Movement.
SS.912.AA.4.5	Compare differing organizational approaches to achieving equality in America.
SS.912.AA.4.6	Examine organizational approaches to resisting equality in America.
SS.912.AA.4.7	Explain the struggles and successes for access to equal educational opportunities for African Americans.
SS.912.AA.4.8	Analyze the contributions of African Americans to the fields of science, technology, engineering and mathematics (STEM).
SS.912.AA.4.9	Examine the key people who helped shape modern civil rights movement (e.g., Dr. Martin Luther King Jr., Claudette Colvin, Rosa Parks, Stokely Carmichael, Fannie Lou Hamer, Freedom Riders, A. Philip Randolph, Malcolm X, Justice Thurgood Marshall, Mamie Till Mobley, Diane Nash, Coretta Scott King, John Lewis, Medgar Evers).
SS.912.AA.4.10	Identify key legislation and the politicians and political figures who advanced American equality and representative democracy.
SS.912.AA.4.11	Analyze the role of famous African Americans who contributed to the visual and performing arts (e.g., Florida Highwaymen, Marian Anderson, Alvin Ailey, Misty Copeland).
SS.912.AA.4.12	Analyze economic, political, legal and social experiences of African Americans and their contributions and sacrifices to American life from 1960 to present.
SS.912.AA.4.13	Examine key events and persons related to society, economics and politics in Florida as they influenced African American experiences.
SS.912.CG.2.5	Analyze contemporary and historical examples of government-imposed restrictions on rights.
SS.912.W.4.14	Recognize the practice of slavery and other forms of forced labor experienced during the 13th through 17th centuries in East Africa, West Africa, Europe, Southwest Asia, and the Americas.

SS.912.W.4.15	Explain the origins, developments, and impact of the trans-Atlantic slave trade between West Africa and the Americas.
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Required Instruction

The history of Asian Americans and Pacific Islanders, including the history of Japanese internment camps and the incarceration of Japanese-Americans during World War II; the immigration, citizenship, civil rights, identity, and culture of Asian Americans and Pacific Islanders; and the contributions of Asian Americans and Pacific Islanders to American society. Instructional materials shall include the contributions of Asian Americans and Pacific Islanders to American society. [s. 1003.42\(2\)\(i\), F.S.](#)

Grade 7	
SS.7.CG.2.4	Explain how the U.S. Constitution and the Bill of Rights safeguard individual rights.
Grade 8	
SS.8.A.4.4	Discuss the impact of westward expansion on cultural practices and migration patterns of Native Americans, African slave populations and other minority groups.
SS.8.E.2.3	Assess the role of Africans and other minority groups in the economic development of the United States.
Grades 9-12	
SS.912.A.3.7	Compare the experience of European immigrants in the east to that of Asian immigrants in the west (the Chinese Exclusion Act, Gentlemen's Agreement with Japan).
SS.912.A.4.9	Compare how the war impacted German Americans, Asian Americans, African Americans, Hispanic Americans, Jewish Americans, Native Americans, Pacific Islanders, women and dissenters in the United States.
SS.912.A.5.7	Examine the freedom movements that advocated civil rights for African Americans, Latinos, Asians, and women.
SS.912.A.6.5	Explain the impact of World War II on domestic government policy including, but not limited to, rationing and the forced internment of Japanese Americans.
SS.912.A.7.2	Compare the relative prosperity between different ethnic groups and social classes in the post-World War II period.
SS.912.A.7.17	Analyze the contributions of African Americans, Native Americans and other minority groups in shaping politics, economy, culture and society of the United States.
SS.912.CG.2.5	Analyze contemporary and historical examples of government-imposed restrictions on rights.
SS.912.CG.3.11	Evaluate how landmark Supreme Court decisions affect law, liberty and the interpretation of the U.S. Constitution.

Required Instruction

The elementary principles of agriculture. [s. 1003.42\(2\)\(j\), F.S.](#)

Grade 6	
SS.6.W.2.2	Describe how the developments of agriculture and metallurgy related to settlement, population growth, and the emergence of civilization.
SS.6.G.3.1	Explain how the physical landscape has affected the development of agriculture and industry in the ancient world.

Required Instruction

The true effects of all alcoholic and intoxicating liquors and beverages and narcotics upon the human body and mind. [s. 1003.42\(2\)\(k\), F.S.](#)

Grade 1	
HE.1.CH.1.1	Determine the meaning of warning labels and signs on hazardous products and places.
Grade 2	
HE.2.CH.1.1	Understand the meaning of warning labels and signs on hazardous products.
Grade 4	
HE.4.PHC.3.2	Apply healthy options when making decisions to maintain or improve personal health and reduce health risks.
Grade 5	
HE.5.PHC.1.4	Describe the relationship between healthy behaviors and personal health.
HE.5.PHC.3.3	Compare the potential short-term impact of each option on self and others when making a health-related decision.
Grades 6-8	
HE.68.SUA.1.1	Demonstrate responsible decision-making about the use of substances.
HE.68.SUA.1.2	Define terminology specific to alcohol misuse/abuse and discuss the short- and long-term effects of consuming alcohol.
HE.68.SUA.1.3	Discuss the health risks associated with alcohol misuse including liver disease, cancer, cardiovascular disease, and neurological/brain damage.
HE.68.SUA.2.1	Discuss family rules, school rules and state laws about the use of alcohol and other drugs.
HE.68.SUA.2.2	Discuss the dangers of underage consumption of alcohol and the benefits of abstaining from drinking alcohol.
HE.68.SUA.3.1	Discuss ways to identify valid and reliable multi-media information as it pertains to alcohol and other drugs.
HE.68.SUA.3.2	Identify how to find and access school and community resources related to alcohol misuse and/or abuse.
HE.68.SUA.3.2	Identify how to find and access school and community resources related to alcohol misuse and/or abuse.
HE.68.SUA.5.1	Work cooperatively with peers to advocate for others to remain alcohol and drug free.
HE.68.SUA.5.4	Model ways that encourage others to avoid situations where alcohol and other drugs are present or may be used.
Grades 9-12	
SS.912.P.5.8	Characterize the major categories of psychoactive drugs and their effects.
SS.912.P.5.9	Describe how psychoactive drugs act at the synaptic level.
SS.912.P.5.10	Evaluate the biological and psychological effects of psychoactive drugs.
SS.912.P.5.11	Explain how culture and expectations influence the use and experience of drugs.
HE.912.PHC.3.7	Assess the degree of susceptibility to injury, illness, or death if engaging in unhealthy/risky behaviors.
HE.912.CEH.2.2	Evaluate how public health policies and government regulations can influence health promotion and disease prevention.
HE.912.SUA.1.1	Differentiate between various levels of alcohol consumption and its effects on the body.
HE.912.SUA.1.2	Analyze how moderate and excessive alcohol consumption can contribute to risky, unsafe behaviors and consequences.

HE.912.SUA.1.3	Analyze the long-term health risks associated with alcohol misuse including physical and neurological damage.
HE.912.SUA.1.4	Analyze how alcohol, marijuana/THC, tobacco, nicotine, and/or drug use can impede goals, activities, achievements, and college and career readiness.
HE.912.SUA.2.1	Analyze the legal, mental and social consequences of underage consumption of alcohol.
HE.912.SUA.3.1	Discuss valid, reliable school and community resources where an individual can seek help for issues related to alcohol and/or other drug misuse and/or abuse.
HE.912.SUA.5.1	Plan how to effectively ask for help if a person in your immediate environment experiences a problem with alcohol and/or other drugs.
HE.912.SUA.5.2	Utilize current, accurate data/information to formulate a health-enhancing message to effectively persuade others to be drug and alcohol free.
HE.912.SUA.5.3	Propose strategies for prevention, detection and treatment options for youth who misuse, are dependent on or are addicted to alcohol, marijuana/THC, nicotine, tobacco, vaping, and other drugs.

Required Instruction

Kindness to animals. [s. 1003.42\(2\)\(1\), F.S.](#)

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

Required Instruction

The history of the state. [s. 1003.42\(2\)\(m\), F.S.](#)

Grade 4	
SS.4.A.1.1	Analyze primary and secondary resources to identify significant individuals and events throughout Florida history.
SS.4.A.2.1	Compare Native American tribes in Florida.
SS.4.A.3.1	Identify explorers who came to Florida and the motivations for their expeditions.
SS.4.A.3.2	Describe causes and effects of European colonization on the Native American tribes of Florida.
SS.4.A.3.3	Identify the significance of St. Augustine as the oldest permanent European settlement in the United States.
SS.4.A.3.4	Explain the purpose of and daily life on missions (San Luis de Talimali in present-day Tallahassee).
SS.4.A.3.5	Identify the significance of Fort Mose as the first free African community in the United States.
SS.4.A.3.6	Identify the effects of Spanish rule in Florida.
SS.4.A.3.7	Identify nations (Spain, France, England) that controlled Florida before it became a United States territory.
SS.4.A.3.8	Explain how the Seminole tribe formed and the purpose for their migration.
SS.4.A.3.9	Explain how Florida (Adams-Onís Treaty) became a U.S. territory.
SS.4.A.3.10	Identify the causes and effects of the Seminole Wars.
SS.4.A.4.1	Explain the effects of technological advances on Florida.
SS.4.A.4.2	Describe pioneer life in Florida.
SS.4.A.5.1	Describe Florida's involvement (secession, blockades of ports, the battles of Ft. Pickens, Olustee, Ft. Brooke, Natural Bridge, food supply) in the Civil War.
SS.4.A.5.2	Summarize challenges Floridians faced during Reconstruction.
SS.4.A.6.1	Describe the economic development of Florida's major industries.
SS.4.A.6.2	Summarize contributions immigrant groups made to Florida.
SS.4.A.6.3	Describe the contributions of significant individuals to Florida.
SS.4.A.6.4	Describe effects of the Spanish American War on Florida.
SS.4.A.7.1	Describe the causes and effects of the 1920's Florida land boom and bust.
SS.4.A.7.2	Summarize challenges Floridians faced during the Great Depression.
SS.4.A.8.1	Identify Florida's role in the Civil Rights Movement.
SS.4.A.8.3	Describe the effect of the United States space program on Florida's economy and growth.
SS.4.A.9.1	Utilize timelines to sequence key events in Florida history.
SS.4.AA.1.1	Identify African American community leaders who made positive contributions in the state of Florida (e.g., Zora Neale Hurston, Florida Highwaymen, Mary McLeod Bethune, Evan B. Forde, Bessie Coleman, Gen. Daniel "Chappie" James, Bob Hayes, Sylvia Fowles).
SS.4.CG.1.1	Explain why the Florida government has a written Constitution.
Grade 5	
SS.5.AA.1.6	Examine the experiences and contributions of African Americans in early Florida.
Grades 9-12	
SS.912.A.5.12	Examine key events and people in Florida history as they relate to United States history.

SS.912.A.6.15	Examine key events and peoples in Florida history as they relate to United States history.
SS.912.A.7.17	Analyze the contributions of African Americans, Native Americans and other minority groups in shaping politics, economy, culture and society of the United States.

Required Instruction

The conservation of natural resources [s. 1003.42\(2\)\(n\), F.S.](#)

Grade 4	
SC.4.E.6.3	Recognize that humans need resources found on Earth and that these are either renewable or nonrenewable.
SC.4.E.6.6	Identify resources available in Florida (water, phosphate, oil, limestone, silicon, wind, and solar energy).
Grade 6	
SS.6.G.2.1	Explain how major physical characteristics, natural resources, climate, and absolute and relative locations have influenced settlement, interactions, and the economies of ancient civilizations of the world.
SS.6.G.5.1	Identify the methods used to compensate for the scarcity of resources in the ancient world.
Grade 7	
SS.7.G.2.3	Explain how major physical characteristics, natural resources, climate, and absolute and relative location have influenced settlement, economies, and inter-governmental relations in North America.
SS.7.G.3.1	Use maps to describe the location, abundance, and variety of natural resources in North America.
SS.7.G.5.1	Use a choropleth or other map to geographically represent current information about issues of conservation or ecology in the local community.
Grade 8	
SS.8.G.3.2	Use geographic terms and tools to explain differing perspectives on the use of renewable and non-renewable resources in the United States and Florida over time.
SS.8.G.5.2	Describe the impact of human modifications on the physical environment and ecosystems of the United States throughout history.
Grades 9-12	
SS.912.G.3.3	Use geographic terms and tools to explain differing perspectives on the use of renewable and non-renewable resources in Florida, the United States, and the world.
SC.912.L.17.11	Evaluate the costs and benefits of renewable and nonrenewable resources, such as water, energy, fossil fuels, wildlife, and forests.
SC.912.L.17.19	Describe how different natural resources are produced and how their rates of use and renewal limit availability.

Required Instruction

Comprehensive age-appropriate and developmentally appropriate K-12 instruction on: health education that addresses concepts of community health, consumer health, environmental health, and family life, including:

- Injury prevention and safety.
- Internet safety.
- Nutrition.
- Personal health.
- Prevention and control of disease.
- Substance use and abuse.
- Prevention of child sexual abuse, exploitation, and human trafficking.

[s. 1003.42\(2\)\(o\)1., F.S.](#)

Kindergarten	
HE.K.CEH.1.2	Recognize ways in the community to prevent common communicable diseases.
HE.K.PHC.1.1	Identify healthy behaviors that affect personal health.
HE.K.PHC.1.2	Understand how you can prevent childhood injuries in the home, school, and community settings.
HE.K.PHC.1.4	Recognize ways you can prevent common communicable diseases.
HE.K.PHC.2.1	Identify members of the school and community who support personal health practices and behaviors.
HE.K.PHC.2.3	Identify safe and unsafe examples of internet use.
HE.K.PHC.3.2	Recognize healthy options to personal health-related issues or problems.
HE.K.PHC.3.3	Recognize the consequences of not following rules/practices when making healthy and safe decisions.
HE.K.PHC.3.4	Define a personal health goal and how it relates to overall health.
Grade 1	
HE.1.CEH.1.2	Understand ways to prevent common communicable diseases in the community.
HE.1.CH.1.1	Determine the meaning of warning labels and signs on hazardous products and places.
HE.1.CH.3.1	List healthy and unhealthy choices for personal health and safety.
HE.1.PHC.1.1	Recognize how healthy behaviors affect personal health.
HE.1.PHC.1.4	Describe ways you can prevent common communicable diseases.
HE.1.PHC.1.5	Tell about behaviors that avoid or reduce health risks.
HE.1.PHC.2.2	Explain why personal information should not be shared on the internet.
HE.1.PHC.3.2	Identify healthy options to personal health-related issues or problems.
HE.1.PHC.4.2	Identify ways one can make request to promote personal health.
Grade 2	
HE.2.CEH.1.1	Identify how healthy behaviors affect the community.
HE.2.CEH.1.2	Describe ways to prevent common communicable diseases in the community.
HE.2.CEH.2.2	Describe how the school and community influence health behaviors of children.
HE.2.CH.1.1	Understand the meaning of warning labels and signs on hazardous products.
HE.2.CH.3.1	Describe ways the community can prevent childhood injuries in the school and community settings.
HE.2.PHC.1.1	Discuss how healthy behaviors affect personal health.
HE.2.PHC.1.4	Select trusted adults and professionals who can help promote health.

HE.2.PHC.1.5	Recognize healthy practices and behaviors to maintain or improve personal health.
HE.2.PHC.2.1	Describe how outside influences, family, and friends can influence personal health decisions.
HE.2.PHC.2.2	Describe ways a safe, healthy home environment can promote personal health.
HE.2.PHC.2.3	Describe the attributes of a safe and responsible internet user.
Grade 3	
HE.3.CEH.1.3	Identify the impact of internet and social media in the community.
HE.3.CEH.2.1	Identify classroom and school rules that promote health and disease prevention.
HE.3.CH.1.1	Locate resources from home, school, and community that provide valid health information, products, and services.
HE.3.CH.2.1	Describe how the internet and various media/social media outlets influence the selection of health information, products, and services.
HE.3.CH.2.2	Identify resources that could assist in achieving personal health goals.
HE.3.PHC.1.1	Describe healthy behaviors that affect personal health.
HE.3.PHC.1.5	Demonstrate health behaviors to maintain or improve personal health.
HE.3.PHC.2.2	Identify what the school and community do to support personal health practices and behaviors.
HE.3.PHC.2.4	Identify appropriate and inappropriate uses of the internet and communicating with others through technology.
HE.3.PHC.3.3	Discuss the potential short-term personal impact of each option when making a health-related decision.
HE.3.PHC.3.4	Select a personal health goal and track progress toward achievement.
Grade 4	
HE.4.CEH.1.3	Discuss the impact of internet and social media in the community.
HE.4.CEH.2.1	Recognize types of school rules and community laws that promote health and disease prevention.
HE.4.CH.2.1	Recognize ways health messages and communication techniques can be targeted for different audiences through internet and social media sources.
HE.4.CH.2.2	Categorize resources that could assist in achieving a small group personal health goal.
HE.4.PHC.1.4	Identify the relationship between healthy behaviors and personal health.
HE.4.PHC.2.2	Describe ways a safe, healthy school environment can influence personal health.
HE.4.PHC.2.5	Identify health-related consequences of inappropriate and/or excessive internet use.
HE.4.PHC.3.2	Apply healthy options when making decisions to maintain or improve personal health and reduce health risks.
HE.4.PHC.3.3	Predict the potential short-term impact of each option on self and others when making a health-related decision.
HE.4.PHC.3.4	Create a personal health goal and track progress toward achievement.
HE.4.PHC.3.5	Choose healthy options to health-related issues or problems.
Grade 5	
HE.5.CEH.1.3	Explain how community health can be impacted by internet and social media in the community.
HE.5.CEH.2.1	Give examples of school and public health policies that influence health promotion and disease prevention.
HE.5.CEH.2.2	Investigate influences that change health beliefs and behaviors.

HE.5.CH.1.2	Research resources from home, school, and the community that provide valid health information.
HE.5.CH.2.1	Identify ways health messages and communication techniques can be targeted for different audiences through internet and social media sources.
HE.5.CH.2.2	Select reliable resources that would assist in achieving a personal health goal.
HE.5.PHC.1.4	Describe the relationship between healthy behaviors and personal health.
HE.5.PHC.2.2	Explain ways a safe, healthy home and school environment promote personal health.
HE.5.PHC.2.4	Discuss how media/social media influences personal and family health behaviors.
HE.5.PCH.3.2	Select a healthy option when making decisions for yourself to maintain or improve personal health and reduce health risks.
HE.5.PHC.3.3	Compare the potential short-term impact of each option on self and others when making a health-related decision.
HE.5.PHC.3.4	Develop a personal health goal and track progress toward achievement.
HE.5.CH.2.2	Select reliable resources that would assist in achieving a personal health goal.
Grade 6-8	
HE.68.SUA.1.1	Demonstrate responsible decision-making about the use of substances.
HE.68.SUA.1.2	Define terminology specific to alcohol misuse/abuse and discuss the short- and long-term effects of consuming alcohol.
HE.68.SUA.1.3	Discuss the health risks associated with alcohol misuse including liver disease, cancer, cardiovascular disease, and neurological/brain damage.
HE.68.SUA.1.4	Describe the types, delivery devices and accessibility of marijuana/THC products and their impacts on prevalence of use.
HE.68.SUA.1.5	Examine the effects of marijuana/THC and opioids on body systems and behavior.
HE.68.SUA.1.6	State the risks of misusing and sharing prescription and/or illicit drugs, including fentanyl and other opioids.
HE.68.SUA.1.7	Identify signs and symptoms of prescription and/or illicit drug misuse and overdose, including fentanyl and other opioids.
HE.68.SUA.1.8	Describe the short- and long-term physical and social consequences of tobacco, nicotine use and/or vaping.
HE.68.SUA.2.1	Discuss family rules, school rules and state laws about the use of alcohol and other drugs.
HE.68.SUA.2.2	Discuss the dangers of underage consumption of alcohol and the benefits of abstaining from drinking alcohol.
HE.68.SUA.2.3	Describe how external factors can influence behaviors related to tobacco, nicotine use, and/or vaping.
HE.68.SUA.2.4	Explain school-based policies and legal consequences related to the sale, promotion, and use of tobacco, nicotine, and/or vaping products on school property.
HE.68.SUA.3.1	Discuss ways to identify valid and reliable multi-media information as it pertains to alcohol and other drugs.
HE.68.SUA.3.2	Identify how to find and access school and community resources related to alcohol misuse and/or abuse.
HE.68.SUA.3.3	Differentiate between marijuana/THC myths and facts.
HE.68.SUA.3.4	Explain how family, peers and multi-media messages over time can influence the use of marijuana/THC.
HE.68.SUA.3.5	Describe the three major categories, purposes and side effects of prescription drugs.

HE.68.SUA.3.6	Distinguish valid and reliable resources for cessation.
HE.68.SUA.4.1	Demonstrate refusal and communication skills in specific scenarios related to underage drinking and illicit drug use.
HE.68.SUA.4.2	Predict the potential short- and long-term impacts on self and others when responding to pressure to use alcohol and/or other drugs.
HE.68.SUA.5.1	Work cooperatively with peers to advocate for others to remain alcohol and drug free.
HE.68.SUA.5.2	Demonstrate ways to seek help and support from trusted adults for peers involved in unwanted, threatening or dangerous situations.
HE.68.SUA.5.3	Identify the consequences of marijuana/THC use and work cooperatively to advocate for healthy behaviors.
HE.68.SUA.5.4	Model ways that encourage others to avoid situations where alcohol and other drugs are present or may be used.
HE.68.SUA.5.5	Encourage peers to model healthy choices related to goals, communication, friendship and peer pressure.
HE.68.SUA.5.6	Describe how to support family and friends who are trying to stop using tobacco, nicotine, and/or vaping.
Grade 6	
HE.6.CEH.1.1	Describe how the physical, mental, social, and intellectual dimensions of community health are interrelated.
HE.6.CEH.1.2	Identify community health problems and concerns common to adolescents.
HE.6.CEH.2.1	Identify the impact of health information conveyed to students by the school and community.
HE.6.CEH.2.4	Propose ways that technology can influence peer and community health behaviors.
HE.6.CEH.3.1	Choose healthy alternatives over unhealthy alternatives when making a decision.
HE.6.CH.1.1	Examine how appropriate health care can promote personal health.
HE.6.CH.1.2	Investigate a variety of technologies to gather health information.
HE.6.CH.1.3	Identify available resources and services needed to attain a personal health goal.
HE.6.CH.2.1	Illustrate ways health messages and communication techniques can be targeted for different audiences through internet and social media sources.
HE.6.PHC.1.1	Describe how the physical, mental social, and intellectual dimensions of health are interrelated.
HE.6.PHC.1.2	Identify personal health problems and concerns common to adolescents including reproductive development.
HE.6.PHC.1.3	Examine the importance of assuming responsibility for personal reproductive health behaviors.
HE.6.PHC.1.4	Describe situations when professional health services may be required.
HE.6.PHC.2.2	Identify environmental factors that affect personal health.
HE.6.PHC.2.5	Recognize how personal health choices can affect hereditary risk factors.
HE.6.PHC.2.6	Determine how social norms may impact healthy and unhealthy behavior.
HE.6.PHC.2.7	Explain how body systems are impacted by hereditary factors and infectious diseases.
HE.6.PHC.2.8	Describe legal and ethical behaviors when using the internet and social media.
HE.6.PHC.3.2	Specify the potential outcomes of each option when making a personal health-related decision.
HE.6.PHC.3.4	Use various methods to measure personal health status.

HE.6.PHC.3.5	Develop an individual goal to adopt, maintain, or improve a personal health practice.
HE.6.PHC.3.6	Determine strategies and skills needed to attain a personal health goal.
HE.6.PHC.3.7	Monitor progress toward attaining a personal health goal.
HE.6.PHC.3.8	Examine the likelihood of injury or illness is engaging in unhealthy/risky behaviors.
HE.6.PHC.3.9	Explore healthy practices and behaviors that will maintain or improve personal health and reduce health risks.
Grade 7	
HE.7.CEH.1.1	Investigate how the physical, mental, social, and intellectual dimensions of community health are interrelated.
HE.7.CEH.1.2	Describe community health problems and concerns common to adolescents.
HE.7.CEH.2.2	Evaluate how changes in social norms impact healthy and unhealthy behavior.
HE.7.CEH.3.1	Describe ways the community can reduce or prevent injuries and adolescent health problems.
HE.7.CEH.3.2	Explain how injury or illness stemming from unhealthy or risky behaviors impacts the community.
HE.7.CH.1.1	Explain how appropriate health care can promote personal health.
HE.7.CH.1.3	Determine appropriate resources and services needed to attain a personal health goal.
HE.7.CH.2.1	Analyze ways consumer health messages can target different audiences through internet and social media sources.
HE.7.CH.3.2	Compare resources and services needed to attain a personal health goal.
HE.7.PCH.1.2	Classify infectious diseases and their modes of transmission to the human body.
HE.7.PHC.2.2	Analyze how environmental factors affect personal health.
HE.7.PHC.2.3	Analyze how friends and peers influence the health of adolescents.
HE.7.PHC.2.5	Describe how personal health choices can affect hereditary risk factors.
HE.7.PHC.2.6	Analyze personal beliefs as they relate to health practices.
HE.7.PHC.2.8	Describe safe and legal practices when participating in online communities.
HE.7.PHC.3.2	Select healthy alternatives over unhealthy alternatives when making a decision.
HE.7.PHC.3.4	Predict the short and long-term consequences of engaging in health-risk behaviors.
HE.7.PHC.3.5	Devise an individual goal (short or long term) to adopt, maintain, or improve a personal health practice.
HE.7.PHC.3.6	Explain strategies and skills needed to assess progress and maintenance of a personal health goal.
HE.7.PHC.3.7	Compare and contrast the effects of healthy and unhealthy behaviors on personal health.
HE.7.PHC.3.9	Practice behaviors that will maintain or improve personal health and reduce health risks, including reproductive health.
Grade 8	
HE.8.CEH.1.2	Evaluate community health problems and concerns common to adolescents.
HE.8.CEH.2.2	Critique school and public health policies that influence health promotion and disease prevention.
HE.8.CEH.2.3	Analyze how media/social media influences community health behaviors.
HE.8.CEH.3.2	Anticipate how injury or illness stemming from unhealthy or risky behaviors impacts the community.

HE.8.CEH.4.1	Promote positive health choices with the influence and support of others.
HE.8.CH.1.1	Analyze how appropriate health care can influence personal health.
HE.8.CH.2.2	Research marketing strategies behind health-related media/social media messages.
HE.8.CH.4.2	Recommend a variety of technologies to gather health information.
HE.8.PHC.1.1	Analyze how the physical, mental, social, and intellectual dimensions of personal health are interrelated.
HE.8.PHC.1.2	Identify major chronic diseases that impact human body systems.
HE.8.PHC.1.3	Assess the importance of assuming responsibility for personal health behaviors.
HE.8.PHC.1.4	Assess personal health practices.
HE.8.PHC.2.1	Analyze the influences of media/social media on physical, emotional, and social health.
HE.8.PHC.2.3	Predict how environmental factors affect personal health.
HE.8.PHC.2.6	Describe the influence of culture on health beliefs, practices, and behaviors.
HE.8.PHC.2.7	Explore how heredity and family history can affect personal health.
HE.8.PHC.2.8	Explain how the perceptions of norms influence healthy and unhealthy behaviors.
HE.8.PHC.2.9	Describe how personal health goals can vary with changing abilities, priorities, and responsibilities.
HE.8.PHC.2.10	Explain the impact of cyberbullying and inappropriate use of social media on personal wellness.
HE.8.PHC.3.2	Compile the potential outcomes of each option when making a health-related decision.
HE.8.PHC.3.3	Distinguish when individual or collaborative decision-making is appropriate.
HE.8.PHC.3.4	Evaluate the outcomes of a health-related decision.
HE.8.PHC.3.5	Determine situations when specific professional health services or providers may be required.
HE.8.PHC.3.7	Design an individual goal to adopt, maintain, or improve a personal health practice.
HE.8.PHC.3.8	Apply strategies and skills needed to attain a personal health goal.
HE.8.PHC.3.9	Apply healthy practices and behaviors that will maintain or improve personal health and reduce health risks.
HE.8.PHC.4.2	Identify strategies to combat cyberbullying and online harassment.
Grades 9-12	
HE.912.CEH.2.1	Assess how the school and community can affect personal health practices and behaviors.
HE.912.CEH.2.2	Evaluate how public health policies and government regulations can influence health promotion and disease prevention.
HE.912.CEH.2.3	Propose strategies to avoid risks on social media and the internet.
HE.912.CEH.2.6	Analyze how culture supports and challenges health beliefs, practices, and behaviors.
HE.912.CEH.2.8	Evaluate how the social determinants of health impact a community's health, wellbeing, and quality of life.
HE.912.CEH.2.9	Identify computer related laws and analyze their impact on internet safety.
HE.912.CEH.3.1	Analyze community strategies for prevention, detection, and treatment of communicable and chronic diseases.
HE.912.CEH.4.1	Develop a resource that influences and supports others in making positive health choices.

HE.912.CH.1.2	Describe resources or services that facilitate achieving personal health goals.
HE.912.CH.4.1	Justify the use of valid technologies to gather health information.
HE.912.PHC.1.1	Evaluate personal health practices and overall health status to include all dimensions of health.
HE.912.PHC.1.2	Analyze personal strategies for prevention, detection, and treatment of communicable and chronic diseases.
HE.912.PHC.2.1	Evaluate how the influences of social media affect physical and/or mental health, and the ability to make healthy choices.
HE.912.PHC.2.2	Evaluate how environment and personal health are interrelated.
HE.912.PHC.2.5	Analyze how heredity and family history can impact personal health.
HE.912.PHC.2.10	Demonstrate ethical and responsible use of technology.
HE.912.PHC.3.7	Assess the degree of susceptibility to injury, illness, or death if engaging in unhealthy/risky behaviors.
HE.912.PHC.3.8	Formulate a plan to attain a personal health goal that addresses strengths, needs, barriers, and risks.
HE.912.PHC.3.9	Implement strategies and monitor progress in achieving a personal health goal.
HE.912.PHC.3.10	Evaluate healthy practices and behaviors that will maintain or improve health and reduce health risks, including reproductive health.
HE.912.SUA.1.1	Differentiate between various levels of alcohol consumption and its effects on the body.
HE.912.SUA.1.2	Analyze how moderate and excessive alcohol consumption can contribute to risky, unsafe behaviors and consequences.
HE.912.SUA.1.3	Analyze the long-term health risks associated with alcohol misuse including physical and neurological damage.
HE.912.SUA.1.4	Analyze how alcohol, marijuana/THC, tobacco, nicotine, and/or drug use can impede goals, activities, achievements, and college and career readiness.
HE.912.SUA.1.5	Analyze the physical, mental, social and legal consequences of marijuana/THC use.
HE.912.SUA.1.6	Examine the effects of marijuana/THC and vaping on brain function and development.
HE.912.SUA.1.7	Differentiate between the three major categories of prescription drugs and describe the purposes and side effects
HE.912.SUA.1.8	Analyze signs and symptoms of prescription drug and/or illicit drug misuse and overdose.
HE.912.SUA.1.9	Summarize the risks and consequences of misusing and sharing prescription drugs and/or illicit drugs.
HE.912.SUA.1.10	Analyze the short- and long-term physical, psychological, financial, and social consequences of tobacco, nicotine use, and/or vaping.
HE.912.SUA.2.1	Analyze the legal, mental and social consequences of underage consumption of alcohol.
HE.912.SUA.2.2	Distinguish how external factors, including industry practices, can influence behaviors related to tobacco, nicotine use, and/or vaping.
HE.912.SUA.3.1	Discuss valid, reliable school and community resources where an individual can seek help for issues related to alcohol and/or other drug misuse and/or abuse.
HE.912.SUA.3.2	Assess and examine the misconceptions and perceived norms that surround marijuana/THC and factors that contribute and influence decisions regarding usage.
HE.912.SUA.3.3	Evaluate the accessibility of effective nicotine cessation products and services.

HE.912.SUA.4.1	Propose strategies that can reduce health risks for self and others for potential pressures at the college or career level.
HE.912.SUA.5.1	Plan how to effectively ask for help if a person in your immediate environment experiences a problem with alcohol and/or other drugs.
HE.912.SUA.5.2	Utilize current, accurate data/information to formulate a health-enhancing message to effectively persuade others to be drug and alcohol free.
HE.912.SUA.5.3	Propose strategies for prevention, detection and treatment options for youth who misuse, are dependent on or are addicted to alcohol, marijuana/THC, nicotine, tobacco, vaping, and other drugs.

Required Instruction

For students in grades 7 through 12, teen dating violence and abuse. This component must include, but not be limited to, the definition of dating violence and abuse, the warning signs of dating violence and abusive behavior, the characteristics of healthy relationships, measures to prevent and stop dating violence and abuse, and community resources available to victims of dating violence and abuse.

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Grade 6	
HE.6.CEH.1.2	Identify community health problems and concerns common to adolescents.
HE.6.PHC.1.4	Describe situations when professional health services may be required.
Grade 7	
HE.7.CEH.1.2	Describe community health problems and concerns common to adolescents.
HE.7.PHC.2.3	Analyze how friends and peers influence the health of adolescents.
Grade 8	
HE.8.CEH.1.2	Evaluate community health problems and concerns common to adolescents.
HE.8.CEH.2.4	Predict how environmental factors affect community health.
HE.8.CH.2.2	Research marketing strategies behind health-related media/social media messages.
HE.8.PHC.1.1	Analyze how the physical, mental, social, and intellectual dimensions of personal health are interrelated.
HE.8.PHC.3.1	Determine when health-related situations require the application of a thoughtful prepared plan of action.
Grades 9-12	
HE.912.CEH.1.2	Utilize current, accurate data/information to formulate a health-enhancing message.
HE.912.CEH.2.7	Analyze how the perceptions of norms influence healthy and unhealthy behaviors.
HE.912.CEH.2.1	Assess how the school and community can affect personal health practices and behaviors.
HE.912.CEH.4.1	Develop a resource that influences and supports others in making positive health choices.

Required Instruction

For students in grades 6 through 12, awareness of the benefits of sexual abstinence as the expected standard and the consequences of teenage pregnancy. [s. 1003.42\(2\)\(o\)3., F.S.](#)

Grade 6	
HE.6.CEH.1.2	Identify community health problems and concerns common to adolescents.
HE.6.PHC.3.9	Explore healthy practices and behaviors that will maintain or improve personal health and reduce health risks.
Grade 7	
HE.7.CEH.1.2	Describe community health problems and concerns common to adolescents.
HE.7.PHC.3.4	Predict the short and long-term consequences of engaging in health-risk behaviors.
HE.7.PHC.3.9	Describe ways one can reduce or prevent injuries and adolescent health problems.
Grade 8	
HE.8.CEH.1.2	Evaluate community health problems and concerns common to adolescents.
HE.8.CEH.3.3	Categorize healthy and unhealthy alternatives to community health-related issues or problems.
HE.8.CEH.4.1	Promote positive health choices with the influence and support of others.
HE.8.CEH.4.2	Justify a health-enhancing position on a topic and support it with accurate information.
HE.8.PHC.1.3	Assess the importance of assuming responsibility for personal health behaviors.
Grades 9-12	
HE.912.CEH.1.2	Utilize current, accurate data/information to formulate a health-enhancing message.
HE.912.PHC.2.6	Predict how healthy behaviors can affect health status.
HE.912.PHC.3.7	Assess the degree of susceptibility to injury, illness, or death if engaging in unhealthy/risky behaviors.
HE.912.PHC.3.10	Evaluate healthy practices and behaviors that will maintain or improve health and reduce health risks, including reproductive health.

Required Instruction

Life skills that build confidence, support mental and emotional health, and enable students to overcome challenges, including:

- Self-awareness and self-management.
- Responsible decision making.
- Resiliency.
- Relationship skills and conflict resolution.
- Understanding and respecting other viewpoints and backgrounds.

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Kindergarten	
HE.K.CEH.2.1	Explain the importance of rules to maintain health.
HE.K.PHC.3.1	Name situations when a health-related decision can be made individually or when assistance is needed.
HE.K.PHC.3.3	Recognize the consequences of not following rules/practices when making healthy and safe decisions.
HE.K.R.1.1	Define and give examples of kindness and caring.
HE.K.R.1.2	Demonstrate the ability to take turns and share with others.
HE.K.R.1.3	Describe ways to show respect to others.
HE.K.R.1.4	Identify the difference between the truth and a lie.
HE.K.R.2.1	Identify healthy choices that affect personal wellness.
HE.K.R.2.2	Demonstrate the ability to follow rules and directions.
HE.K.R.2.3	Discuss the value of goal setting.
HE.K.R.2.4	Identify and recognize basic feelings.
HE.K.R.2.5	Identify personal strengths and actions individuals can do independently.
HE.K.R.3.1	Identify the roles and responsibilities of trusted adults.
HE.K.R.3.2	Identify characteristics of a good citizen in school and the community.
HE.K.R.4.1	Identify when help is needed and who to ask for help.
HE.K.R.4.2	Identify the importance of sharing thoughts and ideas to solve problems.
HE.K.R.4.3	Discuss ways to work together to solve problems.
Grade 1	
HE.1.PHC.3.3	Explain the consequences of not following rules/practices when making healthy and safe decisions.
HE.1.PHC.3.1	Describe situations when a health-related decision can be made individually or when assistance is needed.
HE.1.PHC.3.3	Explain the consequences of not following rules/practices when making healthy and safe decisions.
HE.1.R.1.1	Discuss ways to respect personal property and personal space of others.
HE.1.R.1.2	Describe the traits of a good friend.
HE.1.R.1.3	Identify the benefits of sharing and cooperation.
HE.1.R.1.4	Define and give examples of honesty.
HE.1.R.1.5	Identify strategies to overcome a challenge.
HE.1.R.2.1	Identify my role and responsibilities in the school, community, and family.
HE.1.R.2.2	Establish a short-term goal as a class and take action toward achieving the goal.
HE.1.R.2.3	Identify the characteristics of a responsible decision maker.
HE.1.R.2.4	Describe how individual actions can affect others.
HE.1.R.2.5	Identify strategies to discover and demonstrate personal strengths.
HE.1.R.2.6	Identify healthy ways to express needs and wants.
HE.1.R.3.1	Identify characteristics of a leader in the school community.

HE.1.R.3.2	Demonstrate the characteristics of a good citizen in school and the community.
HE.1.R.4.1	Identify the importance of working together to solve problems.
HE.1.R.4.2	Identify the importance of sharing thoughts and ideas as an individual and as part of a group.
HE.1.R.4.3	Understand that conflict may arise when working together.
Grade 2	
HE.2.PHC.2.1	Describe how outside influences, family, and friends can influence personal health decisions.
HE.2.PHC.2.3	Describe the attributes of a safe and responsible internet user.
HE.2.PHC.3.1	Differentiate between situations when a health-related decision can be made individually or when assistance is needed.
HE.2.PHC.3.3	Compare the consequences of following/not following rules/practices when making healthy and safe decisions.
HE.2.R.1.1	Identify the benefits of showing kindness and treating others with respect.
HE.2.R.1.2	Identify what a conflict is and how disagreements can happen.
HE.2.R.1.3	Explain the importance of being truthful.
HE.2.R.2.1	Identify ways to make positive contributions to the wellbeing of the school and the community.
HE.2.R.2.2	Identify personal goals and strategies to achieve those goals.
HE.2.R.2.3	Demonstrate healthy ways to express needs, wants, and listening skills.
HE.2.R.2.4	Identify personal strengths and areas for improvement.
HE.2.R.3.1	Identify ways to benefit the school and the community.
HE.2.R.3.2	Identify characteristics of a community leader.
HE.2.R.4.1	Identify strategies to work together to solve problems.
HE.2.R.4.2	Identify how disagreements can be settled using conflict resolution skills.
Grade 3	
HE.3.PHC.3.1	Explain when assistance is needed when making a health-related decision.
HE.3.PHC.3.2	Recognize healthy options when making decisions for yourself that avoid or reduce health risks.
HE.3.R.1.1	Identify skills needed when working with others.
HE.3.R.1.2	Identify ways to display trustworthiness.
HE.3.R.1.3	Discuss ways to be loyal to friends and family.
HE.3.R.2.1	Categorize resources used to achieve a personal goal.
HE.3.R.2.2	Identify ways in which my decisions affect others.
HE.3.R.2.3	Describe positive ways to deal with failure and learn from challenges.
HE.3.R.2.4	Discuss how skills can be improved through hard work and perseverance.
HE.3.R.3.1	Identify leadership opportunities within the school and the community.
HE.3.R.3.2	Identify opportunities to volunteer or serve others in the school or community.
HE.3.R.4.1	Explain the importance of always taking ownership for personal actions.
HE.3.R.4.2	Identify different solutions and potential outcomes when problems arise.
Grade 4	
HE.4.PHC.1.1	Identify examples of mental and physical health.
HE.4.PHC.3.1	Examine when assistance is needed to make a health-related decision.
HE.4.PHC.3.2	Apply healthy options when making decisions to maintain or improve personal health and reduce health risks.
HE.4.PHC.3.3	Predict the potential short-term impact of each option on self and others when making a health-related decision.
HE.4.R.1.1	Consider the perspectives of others.
HE.4.R.1.2	Identify the benefits of treating others with respect.

HE.4.R.1.3	Predict the potential outcomes of repeating and/or sharing information that is not true.
HE.4.R.1.4	Identify strategies to help persevere in difficult situations.
HE.4.R.2.1	Discuss ways to take responsibility for one's actions.
HE.4.R.2.2	Identify the value of making healthy choices for personal well-being.
HE.4.R.2.3	Create a personal goal and track progress toward achievement.
HE.4.R.2.4	Explain how attitudes and thoughts can influence your behavior.
HE.4.R.3.1	Identify opportunities to actively participate as a responsible citizen in the school and the local community.
HE.4.R.3.2	Model serving or helping others in the school or community.
HE.4.R.4.1	Describe how perseverance may help overcome obstacles.
HE.4.R.4.2	Describe strategies to resolve conflicts.
Grade 5	
HE.5.PHC.2.1	Explain how outside influences, including family and friends, affect health practices and behaviors.
HE.5.PHC.3.1	Analyze when assistance is needed when making a health-related decision.
HE.5.PHC.3.2	Select a healthy option when making decisions for yourself to maintain or improve personal health and reduce health risks.
HE.5.PHC.3.3	Compare the potential short-term impact of each option on self and others when making a health-related decision.
HE.5.R.1.1	Discuss how to work together to achieve a positive outcome.
HE.5.R.1.2	Identify how to communicate effectively within a group.
HE.5.R.1.3	Describe the importance of considering the perspective of others when communicating.
HE.5.R.1.4	Discuss ways that honesty and trustworthiness can lead to school and career success.
HE.5.R.2.1	Describe the importance of having the courage to do the right thing even when it is difficult.
HE.5.R.2.2	Discuss how responsible decision-making affects personal well-being.
HE.5.R.2.3	Select reliable resources that would assist in achieving a personal goal.
HE.5.R.2.4	Devise an individual goal (short or long term) to adopt, maintain, or improve a personal practice.
HE.5.R.2.5	Explain how attitudes and thoughts can influence your behavior and affect others.
HE.5.R.2.6	Demonstrate how to positively respond to external influences.
HE.5.R.3.1	Identify leadership skills that encourage and empower others.
HE.5.R.3.2	Identify ways to participate in decision-making in the school or community.
HE.5.R.4.1	Apply organizational strategies that support completing multiple tasks efficiently.
HE.5.R.4.2	Identify successful strategies for adjusting to change and setbacks.
HE.5.R.4.3	Compare conflict resolution methods to identify potential solutions.
Grades 6-8	
HE.68.R.1.1	Demonstrate the ability to respond with empathy in a variety of contexts and situations.
HE.68.R.1.2	Describe the importance of empathy, kindness, honesty and trust in building and sustaining relationships.
HE.68.R.1.3	Identify sources of relational conflicts and healthy approaches to conflict resolutions.
HE.68.R.2.1	Discuss how character is shaped by attitudes, decisions and actions.

HE.68.R.2.2	Demonstrate responsible decision-making that considers multiple perspectives.
HE.68.R.2.3	Describe the importance of following school and community laws and rules.
HE.68.R.2.4	Monitor progress toward attaining a personal goal.
HE.68.R.2.5	Explain strategies and skills needed to assess progress and maintenance of a challenging personal goal.
HE.68.R.2.6	Describe how personal goals can vary with changing abilities, priorities, and responsibilities.
HE.68.R.2.7	Identify how continuous learning leads to personal growth.
HE.68.R.2.8	Identify strategies to manage challenges and setbacks.
HE.68.R.2.9	Identify healthy responses to negative peer pressure.
HE.68.R.3.1	Discuss ways a leader can build the trust of individuals and groups.
HE.68.R.3.2	Explain and develop ways to apply leadership skills in the school and the community.
HE.68.R.3.3	Identify the importance of volunteerism in positively affecting the community and nation.
HE.68.R.3.4	Identify ways to participate in our constitutional republic through public policy, voting, and leadership positions.
HE.68.R.4.1	Analyze possible solutions to a problem to determine the best outcome for oneself and others.
HE.68.R.4.2	Develop and apply conflict resolution skills in a variety of situations.
HE.68.R.4.3	Analyze ways to pursue common goals as a part of a team or group.
HE.68.R.4.4	Identify the importance of perseverance when facing difficulty solving a problem.
HE.68.SUA.1.1	Demonstrate responsible decision-making about the use of substances.
HE.68.SUA.2.3	Describe how external factors can influence behaviors related to tobacco, nicotine use, and/or vaping.
Grade 6	
HE.6.CEH.1.1	Describe how the physical, mental, social, and intellectual dimensions of community health are interrelated.
HE.6.CEH.3.1	Choose healthy alternatives over unhealthy alternatives when making a decision.
HE.6.CEH.3.2	Specify the potential outcomes of each option when making a community health-related decision.
HE.6.PHC.1.1	Describe how the physical, mental social, and intellectual dimensions of health are interrelated.
HE.6.PHC.2.4	Examine how family and culture influence the health of adolescents.
HE.6.PHC.3.1	Distinguish between the need for individual or collaborative decision making.
HE.6.PHC.3.2	Specify the potential outcomes of each option when making a personal health-related decision.
HE.6.PHC.3.3	Predict the potential outcomes of a health-related decision.
HE.6.PHC.3.4	Use various methods to measure personal health status.
Grade 7	
HE.7.CEH.1.1	Investigate how the physical, mental, social, and intellectual dimensions of community health are interrelated.
HE.7.CH.1.3	Determine appropriate resources and services needed to attain a personal health goal.
HE.7.PHC.1.1	Explain how physical, mental, social, and intellectual dimensions of health are interrelated.
HE.7.PHC.2.4	Analyze how family and cultural changes influence the health of adolescents.
HE.7.PHC.2.6	Analyze personal beliefs as they relate to health practices.

HE.7.PHC.3.1	Predict when health-related situations require the application of a thoughtful decision-making process.
HE.7.PHC.3.2	Select healthy alternatives over unhealthy alternatives when making a decision.
HE.7.PHC.3.3	Determine when individual or collaborative decision making is appropriate.
Grade 8	
HE.8.CEH.1.1	Analyze how the physical, mental, social, and intellectual dimensions of community health are interrelated.
HE.8.PHC.1.4	Assess personal health practices.
HE.8.PHC.2.1	Analyze the influences of media/social media on physical, emotional, and social health.
HE.8.PHC.2.5	Assess the role of the beliefs of family and culture on the health of adolescents.
HE.8.PHC.2.6	Describe the influence of culture on health beliefs, practices, and behaviors.
HE.8.PHC.3.2	Compile the potential outcomes of each option when making a health-related decision.
HE.8.PHC.3.3	Distinguish when individual or collaborative decision-making is appropriate.
HE.8.PHC.3.4	Evaluate the outcomes of a health-related decision.
HE.8.PHC.3.6	Investigate personal strategies to reduce or prevent injuries and other adolescent health problems.
Grades 9-12	
HE.912.CEH.2.6	Analyze how culture supports and challenges health beliefs, practices, and behaviors.
HE.912.CEH.3.5	Examine barriers that can hinder healthy decision making.
HE.912.PHC.1.3	Analyze the role of individual responsibility in enhancing health.
HE.912.PHC.1.4	Interpret the significance of interrelationships in mental and physical health.
HE.912.PHC.2.4	Analyze how family and culture influence the health of individuals.
HE.912.PHC.2.7	Evaluate the influence of personal values, attitudes, and beliefs about individual health practices and behaviors.
HE.912.PHC.2.9	Analyze the impacts of technology and social media on popular culture and personal life.
HE.912.PHC.2.10	Demonstrate ethical and responsible use of technology.
HE.912.PHC.3.1	Determine the value of applying a thoughtful decision making process in health-related situations.
HE.912.PHC.3.2	Assess whether individual or collaborative decision making is needed to make a healthy decision.
HE.912.PHC.3.8	Formulate a plan to attain a personal health goal that addresses strengths, needs, barriers, and risks.
HE.912.PHC.3.9	Implement strategies and monitor progress in achieving a personal health goal.
HE.912.R.1.1	Demonstrate effective and respectful communication skills and strategies.
HE.912.R.1.2	Demonstrate empathy in a variety of contexts and situations.
HE.912.R.1.3	Adjust behavior to respect the needs of others.
HE.912.R.2.1	Describe the importance of leadership skills in the school and the community.
HE.912.R.2.2	Analyze different perspectives to inform responsible decision-making.
HE.912.R.2.3	Formulate a plan to attain a personal goal that addresses strengths, needs, and risks.
HE.912.R.2.4	Implement strategies and monitor progress in achieving a personal goal.
HE.912.R.2.5	Formulate an effective long-term plan to include all dimensions of wellness.
HE.912.R.2.6	Analyze how actions and reactions can influence one to respond in different situations.
HE.912.R.2.7	Evaluate strategies that assist with managing challenges or setbacks.

HE.912.R.3.1	Identify benefits of voting, volunteering, mentoring, and seeking leadership positions.
HE.912.R.3.2	Analyze ways a leader can inspire confidence and motivate others.
HE.912.R.3.3	Analyze situations and demonstrate strategies to engage in respectful debate.
HE.912.R.4.1	Analyze the importance of character and grit to achieve successful outcomes.
HE.912.R.4.2	Generate and apply alternative solutions when solving problems or resolving conflict.
HE.912.R.4.3	Describe ways to anticipate, avoid or de-escalate conflicts.
HE.912.R.4.4	Identify the importance of perseverance when facing difficulty solving a problem.
HE.912.SUA.3.2	Discuss valid, reliable school and community resources where an individual can seek help for issues related to alcohol and/or other drug misuse and/or abuse.
HE.912.SUA.4.1	Propose strategies that can reduce health risks for self and others for potential pressures at the college or career level.
SS.912.P.19.7	Distinguish between effective and ineffective means of dealing with stressors and other health issues.

Required Instruction

For grades 9 through 12, developing leadership skills, interpersonal skills, organization skills, and research skills; creating a résumé, including a digital résumé; exploring career pathways; using state career planning resources; developing and practicing the skills necessary for employment interviews; workplace ethics and workplace law; managing stress and expectations; and self-motivation.

[s. 1003.42\(2\)\(o\)4.f., F.S.](#)

Kindergarten	
HE.K.R.2.5	Identify personal strengths and actions individuals can do independently.
Grade 1	
HE.1.R.2.5	Identify strategies to discover and demonstrate personal strengths.
HE.1.R.3.1	Identify characteristics of a leader in the school community.
Grade 2	
HE.2.R.3.2	Identify characteristics of a community leader.
HE.2.R.4.2	Identify how disagreements can be settled using conflict resolution skills.
Grade 3	
HE.3.R.3.1	Identify leadership opportunities within the school and the community.
Grade 5	
HE.5.R.1.4	Discuss ways that honesty and trustworthiness can lead to school and career success.
HE.5.R.3.1	Identify leadership skills that encourage and empower others.
HE.5.R.4.1	Apply organizational strategies that support completing multiple tasks efficiently.
HE.5.R.4.3	Compare conflict resolution methods to identify potential solutions
Grades 6-8	
HE.68.R.1.3	Identify sources of relational conflicts and healthy approaches to conflict resolutions.
HE.68.R.3.1	Discuss ways a leader can build the trust of individuals and groups.
HE.68.R.3.2	Explain and develop ways to apply leadership skills in the school and the community.
HE.68.R.3.4	Identify ways to participate in our constitutional republic through public policy, voting, and leadership positions.
HE.68.R.4.2	Develop and apply conflict resolution skills in a variety of situations.
Grade 6	
HE.6.CEH.1.1	Describe how the physical, mental, social, and intellectual dimensions of community health are interrelated.
HE.6.PHC.1.1	Describe how the physical, mental, social, and intellectual dimensions of health are interrelated.
HE.6.PHC.2.3	Examine how friends and peers influence the health of adolescents.
HE.6.PHC.3.9	Explore healthy practices and behaviors that will maintain or improve personal health and reduce health risks.
SC.6.TI.1.4	Describe various technology-related career paths.
Grade 7	
HE.7.CEH.1.1	Investigate how the physical, mental, social, and intellectual dimensions of community health are interrelated.
HE.7.PHC.3.5	Devise an individual goal (short or long term) to adopt, maintain, or improve a personal health practice.
SC.7.TI.1.4	Analyze technology-related career paths.

Grade 8	
HE.8.CEH.1.1	Analyze how the physical, mental, social, and intellectual dimensions of community health are interrelated.
HE.8.PHC.1.4	Assess personal health practices.
HE.8.PHC.3.6	Investigate personal strategies to reduce or prevent injuries and other adolescent health problems.
SC.8.TI.2.3	Compare various technology-related career paths.
Grades 9-12	
HE.912.CEH.4.2	Demonstrate leadership skills by advocating for personal, family, and community health.
HE.912.PHC.3.2	Assess whether individual or collaborative decision making is needed to make a healthy decision.
HE.912.PHC.4.2	Propose strategies to reduce or prevent injuries and health problems.
HE.912.R.2.1	Describe the importance of leadership skills in the school and the community.
HE.912.R.3.1	Identify benefits of voting, volunteering, mentoring, and seeking leadership positions.
HE.912.R.3.2	Analyze ways a leader can inspire confidence and motivate others.
HE.912.SUA.1.4	Analyze how alcohol, marijuana/THC, tobacco, nicotine, and/or drug use can impede goals, activities, achievements, and college and career readiness.
HE.912.TI.1.10	Analyze technology-related career paths.

Required Instruction

For students in grades 6 through 12, the social, emotional, and physical effects of social media. This component must include, but need not be limited to, the negative effects of social media on mental health, including addiction; the distribution of misinformation on social media; how social media manipulates behavior; the permanency of sharing materials online; how to maintain personal security and identify cyberbullying, predatory behavior, and human trafficking on the Internet; and how to report suspicious behavior encountered on the Internet. [s. 1003.42\(2\)\(o\)5.a., F.S.](#)

Grade 6	
HE.6.CEH.2.3	Examine how media/social media influences peer and community health behaviors.
HE.6.CEH.2.4	Propose ways that technology can influence peer and community health behaviors.
HE.6.CH.1.2	Investigate a variety of technologies to gather health information.
HE.6.CH.2.1	Illustrate ways health messages and communication techniques can be targeted for different audiences through internet and social media sources.
HE.6.PHC.2.1	Analyze how media/social media influences personal and peer thoughts, feelings, and health behaviors.
HE.6.PHC.2.3	Examine how friends and peers influence the health of adolescents.
HE.6.PHC.2.8	Describe legal and ethical behaviors when using the internet and social media.
HE.6.PHC.3.9	Explore healthy practices and behaviors that will maintain or improve personal health and reduce health risks.
SC.6.TI.1.1	Recognize the data content sources that make your digital footprint.
Grade 7	
HE.7.CEH.2.3	Evaluate how media/social media influences peer and community health behaviors.
HE.7.CEH.3.1	Describe ways the community can reduce or prevent injuries and adolescent health problems.
HE.7.CH.2.1	Analyze ways consumer health messages can target different audiences through internet and social media sources.
HE.7.CH.2.2	Analyze how messages from media/social media influence health behaviors.
SC.7.HS.1.1	Explain the possible consequences of cyberbullying.
SC.7.HS.1.4	Categorize potential dangers to an individuals safety and security.
SC.7.HS.1.5	Recognize the importance of reporting suspicious behavior encountered on the Internet.
SC.7.HS.2.1	Identify the digital practices that may affect your physical and mental well-being.
SC.7.HS.3.3	Discuss how device usage can affect sleeping patterns.
HE.7.PHC.2.1	Interpret the potential impact of media/social media on health behaviors, personal thoughts, and feelings.
HE.7.PHC.2.7	Explain the influence of personal values, attitudes, and beliefs about individual health practices and behaviors.
Grade 8	
HE.8.CEH.2.3	Analyze how media/social media influences community health behaviors.
HE.8.CH.2.1	Evaluate ways consumer health messages and communication techniques can be targeted for different audiences.
HE.8.CH.2.2	Research marketing strategies behind health-related media/social media messages.
HE.8.CH.2.3	Analyze the influence of technology on personal and family health.
HE.8.CH.4.2	Recommend a variety of technologies to gather health information.

HE.8.PHC.2.1	Analyze the influences of media/social media on physical, emotional, and social health.
HE.8.PHC.2.10	Explain the impact of cyberbullying and inappropriate use of social media on personal wellness.
HE.8.PHC.4.2	Identify strategies to combat cyberbullying and online harassment.
SC.8.HS.3.1	Discuss how regulating the use of digital media and communication is important for mental and physical well-being.
SC.8.HS.3.2	Analyze how digital media and communication influence behavior.
Grades 6-8	
HE.68.SUA.2.3	Describe how external factors can influence behaviors related to tobacco, nicotine use, and/or vaping.
Grades 9-12	
HE.912.CEH.2.3	Propose strategies to avoid risks on social media and the internet.
HE.912.CEH.2.9	Identify computer related laws and analyze their impact on internet safety.
HE.912.CH.2.1	Adapt health messages and communication techniques to a specific target audience using various media.
HE.912.CH.2.2	Evaluate the effect of media/social media on personal and family health.
HE.912.CS.2.2	Describe security and privacy issues that relate to computer networks including the permanency of data on the Internet, online identity and privacy.
HE.912.PHC.2.1	Evaluate how the influences of social media affect physical and/or mental health, and the ability to make healthy choices.
HE.912.PHC.2.8	Design a social media campaign that positively influences physical and/or mental health.
HE.912.PHC.2.9	Analyze the impacts of technology and social media on popular culture and personal life.
HE.912.PHC.2.10	Demonstrate ethical and responsible use of technology.
HE.912.PHC.4.3	Develop strategies to combat cyberbullying and online harassment.
SC.912.HS.1.1	Identify potential dangers to an individuals safety and security online.
SC.912.HS.1.2	Evaluate the consequences of cyberbullying.
SC.912.HS.1.3	Determine the consequences of inaction when witnessing unsafe Internet practices.
SC.912.HS.1.4	Examine the positive outcomes when someone reports suspicious behavior on the Internet.
SC.912.HS.1.7	Construct strategies to combat cyberbullying or online harassment.
SC.912.HS.2.1	Prioritize regulating screen time and the use of electronic devices for mental and physical well-being.
SC.912.HS.3.1	Discuss the permanency of data on the Internet.
SC.912.HS.3.2	Analyze how social media influences the digital footprint of individuals, communities and cultures.
SC.912.TI.1.13	Examine the historical impact of social media.
SC.912.TI.2.1	Research how social media and technology can be used to distort, exaggerate or misrepresent information.

Required Instruction

The study of Hispanic contributions to the United States. [s. 1003.42\(2\)\(q\), F.S.](#)

Grades 9-12	
SS.912.A.4.8	Compare the experiences Americans (African Americans, Hispanics, Asians, women, conscientious objectors) had while serving in Europe.
SS.912.A.4.9	Compare how the war impacted German Americans, Asian Americans, African Americans, Hispanic Americans, Jewish Americans, Native Americans, Pacific Islanders, women and dissenters in the United States.
SS.912.A.7.5	Compare nonviolent and violent approaches utilized by groups (African Americans, women, Native Americans, Hispanics) to achieve civil rights.
SS.912.A.7.9	Examine the similarities of social movements (Native Americans, Hispanics, women, anti-war protesters) of the 1960s and 1970s.

Required Instruction

The study of women's contributions to the United States. [s. 1003.42\(2\)\(r\), F.S.](#)

Grade 5	
SS.5.A.5.4	Examine and explain the changing roles and impact of significant women during the American Revolution.
Grade 8	
SS.8.A.2.7	Describe the contributions of key groups (Africans, Native Americans, women, and children) to the society and culture of colonial America.
SS.8.A.3.15	Examine this time period (1763-1815) from the perspective of historically under-represented groups (children, indentured servants, Native Americans, slaves, women, working class).
SS.8.A.4.7	Explain the causes, course, and consequences (industrial growth, subsequent effect on children and women) of New England's textile industry.
SS.8.A.4.14	Examine the causes, course, and consequences of the women's suffrage movement (1848 Seneca Falls Convention, Declaration of Sentiments).
Grades 9-12	
SS.912.A.3.5	Identify significant inventors of the Industrial Revolution including African Americans and women.
SS.912.A.4.8	Compare the experiences Americans (African Americans, Hispanics, Asians, women, conscientious objectors) had while serving in Europe.
SS.912.A.4.9	Compare how the war impacted German Americans, Asian Americans, African Americans, Hispanic Americans, Jewish Americans, Native Americans, Pacific Islanders, women and dissenters in the United States.
SS.912.A.5.7	Examine the freedom movements that advocated civil rights for African Americans, Latinos, Asians, and women.
SS.912.A.5.10	Analyze support for and resistance to civil rights for women, African Americans, Native Americans and other minority groups.
SS.912.A.7.3	Examine the changing status of women in the United States from post-World War II to present.
SS.912.A.7.9	Examine the similarities of social movements (Native Americans, Hispanics, women, anti-war protesters) of the 1960s and 1970s.
SS.912.AA.3.5	Explain the struggles faced by African American women in the 19th century as it relates to issues of suffrage, business and access to education.
SS.912.AA.3.11	Examine and analyze the impact and achievements of African American women in the fields of education, journalism, science, industry, the arts, and as writers and orators in the 20th century.

Required Instruction

The nature and importance of free enterprise to the United States economy. [s. 1003.42\(2\)\(s\), F.S.](#)

Grade 7	
SS.7.CG.3.15	Analyze the advantages of capitalism and the free market in the United States over government-controlled economic systems (e.g., socialism and communism) in regard to economic freedom and raising the standard of living for citizens.
SS.7.E.1.1	Explain how the principles of a market and mixed economy helped to develop the United States into a democratic nation.
SS.7.E.1.2	Discuss the importance of borrowing and lending in the United States, the government's role in controlling financial institutions, and list the advantages and disadvantages of using credit.
SS.7.E.1.3	Review the concepts of supply and demand, choice, scarcity, and opportunity cost as they relate to the development of the mixed market economy in the United States.
SS.7.E.1.4	Discuss the function of financial institutions in the development of a market economy.
SS.7.E.1.5	Assess how profits, incentives, and competition motivate individuals, households, and businesses in a free market economy.
SS.7.E.1.6	Compare the national budget process to the personal budget process.
SS.7.E.2.1	Explain how federal, state, and local taxes support the economy as a function of the United States government.
SS.7.E.2.2	Describe the banking system in the United States and its impact on the money supply.
SS.7.E.2.3	Identify and describe United States laws and regulations adopted to promote economic competition.
SS.7.E.2.4	Identify entrepreneurs from various gender, social, and ethnic backgrounds who started a business seeking to make a profit.
SS.7.E.2.5	Explain how economic institutions impact the national economy.
SS.7.E.3.1	Explain how international trade requires a system for exchanging currency between and among nations.
SS.7.E.3.2	Assess how the changing value of currency affects trade of goods and services between nations.
SS.7.E.3.3	Compare and contrast a single resource economy with a diversified economy.
SS.7.E.3.4	Compare and contrast the standard of living in various countries today to that of the United States using gross domestic product (GDP) per capita as an indicator.
Grades 9-12	
SS.912.E.1.1	Identify the factors of production and why they are necessary for the production of goods and services.
SS.912.E.1.2	Analyze production possibilities curves to explain choice, scarcity, and opportunity costs.
SS.912.E.1.3	Compare how the various economic systems (traditional, market, command, mixed) answer the questions: (1) What to produce?; (2) How to produce?; and (3) For whom to produce?
SS.912.E.1.4	Define supply, demand, quantity supplied, and quantity demanded; graphically illustrate situations that would cause changes in each, and demonstrate how the equilibrium price of a product is determined by the interaction of supply and demand in the market place.
SS.912.E.1.5	Compare different forms of business organizations.
SS.912.E.1.6	Compare the basic characteristics of the four market structures (monopoly, oligopoly, monopolistic competition, pure competition).
SS.912.E.1.7	Graph and explain how firms determine price and output through marginal cost analysis.
SS.912.E.1.8	Explain ways firms engage in price and nonprice competition.
SS.912.E.1.9	Describe how the earnings of workers are determined.

SS.912.E.1.10	Explain the use of fiscal policy (taxation, spending) to promote price stability, full employment, and economic growth.
SS.912.E.1.11	Explain how the Federal Reserve uses the tools of monetary policy (discount rate, reserve requirement, open market operations) to promote price stability, full employment, and economic growth.
SS.912.E.1.12	Examine the four phases of the business cycle (peak, contraction - unemployment, trough, expansion - inflation).
SS.912.E.1.13	Explain the basic functions and characteristics of money, and describe the composition of the money supply in the United States.
SS.912.E.1.14	Compare credit, savings, and investment services available to the consumer from financial institutions.
SS.912.E.1.15	Describe the risk and return profiles of various investment vehicles and the importance of diversification.
SS.912.E.1.16	Construct a one-year budget plan for a specific career path including expenses and construction of a credit plan for purchasing a major item.
SS.912.E.2.1	Identify and explain broad economic goals.
SS.912.E.2.2	Use a decision-making model to analyze a public policy issue affecting the student's community that incorporates defining a problem, analyzing the potential consequences, and considering the alternatives.
SS.912.E.2.3	Research contributions of entrepreneurs, inventors, and other key individuals from various gender, social, and ethnic backgrounds in the development of the United States.
SS.912.E.2.4	Diagram and explain the problems that occur when government institutes wage and price controls, and explain the rationale for these controls.
SS.912.E.2.5	Analyze how capital investments may impact productivity and economic growth.
SS.912.E.2.6	Examine the benefits of natural monopolies and the purposes of government regulation of these monopolies.
SS.912.E.2.7	Identify the impact of inflation on society.
SS.912.E.2.8	Differentiate between direct and indirect taxes, and describe the progressivity of taxes (progressive, proportional, regressive).
SS.912.E.2.9	Analyze how changes in federal spending and taxation affect budget deficits and surpluses and the national debt.
SS.912.E.2.10	Describe the organization and functions of the Federal Reserve System.
SS.912.E.2.11	Assess the economic impact of negative and positive externalities on the local, state, and national environment.
SS.912.E.2.12	Construct a circular flow diagram for an open-market economy including elements of households, firms, government, financial institutions, product and factor markets, and international trade.
SS.912.E.3.1	Demonstrate the impact of inflation on world economies.
SS.912.E.3.2	Examine absolute and comparative advantage, and explain why most trade occurs because of comparative advantage.
SS.912.E.3.3	Discuss the effect of barriers to trade and why nations sometimes erect barriers to trade or establish free trade zones.
SS.912.E.3.4	Assess the economic impact of negative and positive externalities on the international environment.
SS.912.E.3.5	Compare the current United States economy with other developed and developing nations.
SS.912.E.3.6	Differentiate and draw conclusions about historical economic thought theorized by economists.
SS.912.CG.3.15	Explain how citizens are affected by the local, state and national governments.

SS.912.CG.4.1	Analyze how liberty and economic freedom generate broad-based opportunity and prosperity in the United States.
SS.912.W.6.3	Compare the philosophies of capitalism, socialism, and communism as described by Adam Smith, Robert Owen, and Karl Marx.

Required Instruction

Civic and character education on the qualities and responsibilities of patriotism and citizenship, including kindness; respect for authority, life, liberty, and personal property; honesty; charity; racial, ethnic, and religious tolerance; and cooperation and, for grades 11 and 12, voting using the uniform primary and general election ballot described in s. [101.151\(9\)](#). s. [1003.42\(2\)\(t\)](#), F.S.

Kindergarten	
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.
SS.K.CG.2.1	Describe and demonstrate the characteristics of being a responsible citizen.
SS.K.CG.2.3	Define patriotism as the allegiance to one's country.
Grade 1	
SS.1.CG.1.1	Explain the purpose of rules and laws in the home, school and community.
SS.1.CG.2.1	Explain the rights and responsibilities students have in the school community.
Grade 7	
SS.7.CG.2.2	Differentiate between obligations and responsibilities of U.S. citizenship, and evaluate their impact on society.
Grades 9-12	
SS.912.CG.2.2	Explain the importance of political and civic participation to the success of the United States constitutional republic.
SS.912.CG.2.3	Explain the responsibilities of citizens at the local, state and national levels.

Required Instruction

In order to encourage patriotism, the sacrifices that veterans and Medal of Honor recipients have made in serving our country and protecting democratic values worldwide. Such instruction must occur on or before Medal of Honor Day, Veterans' Day, and Memorial Day. Members of the instructional staff are encouraged to use the assistance of local veterans and Medal of Honor recipients when practicable. [s. 1003.42\(2\)\(u\)1., F.S.](#)

Kindergarten	
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.
Grade 1	
SS.1.A.2.3	Compare our nation's holidays with holidays of other cultures and countries.
Grade 3	
SS.3.AA.1.1	Identify African Americans who demonstrated heroism and patriotism (e.g., Booker T. Washington, Jesse Owens, Tuskegee Airmen, Martin Luther King Jr., Rosa Parks, President Barack Obama, 1st Lt. Vernon Baker, Sgt. 1st Class Melvin Morris).
Grades 9-12	
SS.912.A.4.8	Compare the experiences Americans (African Americans, Hispanics, Asians, women, conscientious objectors) had while serving in Europe.
SS.912.AA.3.1	Analyze the changing social and economic roles of African Americans during the Civil War and the Exodus of 1879.
SS.912.AA.4.3	Examine the importance of sacrifices, contributions and experiences of African Americans during military service from 1954 to present.
SS.912.CG.4.2	Explain how the United States uses foreign policy to influence other nations.
SS.912.CG.4.3	Explain how U.S. foreign policy supports democratic principles and protects human rights around the world.

Suggested Benchmark Alignment Guide by Grade Level

About This Section

This section organizes required instruction topics by grade level, providing a list of aligned Florida academic benchmarks for each. It is designed to help educators easily identify how required instruction topics connect to the standards they already teach. Each topic includes only the benchmarks that directly align with that specific grade level, supporting seamless integration into classroom instruction. This format ensures grade-appropriate implementation of required instruction while reinforcing existing academic goals.

Kindergarten

Required Instruction

The history, meaning, significance, and effect of the provisions of the Constitution of the United States and amendments thereto, with emphasis on each of the 10 amendments that make up the Bill of Rights and how the Constitution provides the structure of our government. [s. 1003.42\(2\)\(b\), F.S.](#)

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

Flag education, including proper flag display and flag salute. [s. 1003.42\(2\)\(d\), F.S.](#)

SS.K.CG.2.3	Define patriotism as the allegiance to one's country.
SS.K.CG.2.4	Recognize symbols that represent the United States.
SS.K.CG.2.5	Recognize symbols that represent Florida.

Required Instruction

The elements of civil government, including the primary functions of and interrelationships between the Federal Government, the state, and its counties, municipalities, school districts, and special districts. [s. 1003.42\(2\)\(e\), F.S.](#)

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

Required Instruction

The history of the United States, including the period of discovery, early colonies, the War for Independence, the Civil War, the expansion of the United States to its present boundaries, the world wars, and the civil rights movement to the present. American history shall be viewed as factual, not as constructed, shall be viewed as knowable, teachable, and testable, and shall be defined as the creation of a new nation based largely on the universal principles stated in the Declaration of Independence. [s. 1003.42\(2\)\(f\), F.S.](#)

SS.K.A.2.1	Compare children and families of today with those in the past.
SS.K.A.2.2	Recognize the importance of celebrations and national holidays as a way of remembering and honoring people, events, and our nation's ethnic heritage.
SS.K.AA.1.1	Recognize African American inventors and explorers (i.e., Lonnie Johnson [inventor], Mae C. Jemison, George Washington Carver).

Required Instruction

The history of African Americans, including the history of African peoples before the political conflicts that led to the development of slavery, the passage to America, the enslavement experience, abolition, and the history and contributions of Americans of the African diaspora to society. Students shall develop an understanding of the ramifications of prejudice, racism, and stereotyping on individual freedoms, and examine what it means to be a responsible and respectful person, for the purpose of encouraging tolerance of diversity in a pluralistic society and for nurturing and protecting democratic values and institutions. Instruction shall include the roles and contributions of individuals from all walks of life and their endeavors to learn and thrive throughout history as artists, scientists,

educators, businesspeople, influential thinkers, members of the faith community, and political and governmental leaders and the courageous steps they took to fulfill the promise of democracy and unite the nation. Instructional materials shall include the vital contributions of African Americans to build and strengthen American society and celebrate the inspirational stories of African Americans who prospered, even in the most difficult circumstances. Instructional personnel may facilitate discussions and use curricula to address, in an age-appropriate manner, how the individual freedoms of persons have been infringed by slavery, racial oppression, racial segregation, and racial discrimination, as well as topics relating to the enactment and enforcement of laws resulting in racial oppression, racial segregation, and racial discrimination and how recognition of these freedoms has overturned these unjust laws. [s. 1003.42\(2\)\(h\), F.S.](#)

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

Comprehensive age-appropriate and developmentally appropriate K-12 instruction on Health education that addresses concepts of community health, consumer health, environmental health, and family life, including:

- Injury prevention and safety.
- Internet safety.
- Nutrition.
- Personal health.
- Prevention and control of disease.
- Substance use and abuse.
- Prevention of child sexual abuse, exploitation, and human trafficking.

[s. 1003.42\(2\)\(o\)1., F.S.](#)

HE.K.PHC.3.3	Recognize the consequences of not following rules/practices when making healthy and safe decisions.
HE.K.PHC.2.3	Identify safe and unsafe examples of internet use.
HE.K.PHC.3.2	Recognize healthy options to personal health-related issues or problems.
HE.K.PHC.1.1	Identify healthy behaviors that affect personal health.
HE.K.PHC.2.1	Identify members of the school and community who support personal health practices and behaviors.
HE.K.PHC.3.2	Recognize healthy options to personal health-related issues or problems.
HE.K.PHC.3.4	Define a personal health goal and how it relates to overall health.
HE.K.PHC.1.4	Recognize ways you can prevent common communicable diseases.
HE.K.CEH.1.2	Recognize ways in the community to prevent common communicable diseases.
HE.K.PHC.1.2	Understand how you can prevent childhood injuries in the home, school, and community settings.

Required Instruction

Life skills that build confidence, support mental and emotional health, and enable students to overcome challenges, including:

- Self-awareness and self-management.
- Responsible decision making.
- Resiliency.
- Understanding and respecting other viewpoints and backgrounds.

[s. 1003.42\(2\)\(o\)4., F.S.](#)

HE.K.CEH.2.1	Explain the importance of rules to maintain health.
HE.K.PHC.3.1	Name situations when a health-related decision can be made individually or when assistance is needed.
HE.K.PHC.3.3	Recognize the consequences of not following rules/practices when making healthy and safe decisions.
HE.K.R.1.1	Define and give examples of kindness and caring.
HE.K.R.1.2	Demonstrate the ability to take turns and share with others.
HE.K.R.1.3	Describe ways to show respect to others.
HE.K.R.1.4	Identify the difference between the truth and a lie.
HE.K.R.2.1	Identify healthy choices that affect personal wellness.
HE.K.R.2.2	Demonstrate the ability to follow rules and directions.
HE.K.R.2.3	Discuss the value of goal setting.
HE.K.R.2.4	Identify and recognize basic feelings.
HE.K.R.2.5	Identify personal strengths and actions individuals can do independently.
HE.K.R.3.1	Identify the roles and responsibilities of trusted adults.
HE.K.R.3.2	Identify characteristics of a good citizen in school and the community.
HE.K.R.4.1	Identify when help is needed and who to ask for help.
HE.K.R.4.2	Identify the importance of sharing thoughts and ideas to solve problems.
HE.K.R.4.3	Discuss ways to work together to solve problems.

Required Instruction

For grades 9 through 12, developing leadership skills, interpersonal skills, organization skills, and research skills; creating a résumé, including a digital résumé; exploring career pathways; using state career planning resources; developing and practicing the skills necessary for employment interviews; workplace ethics and workplace law; managing stress and expectations; and self-motivation. [s. 1003.42\(2\)\(o\)4.f., F.S.](#)

HE.K.R.2.5	Identify personal strengths and actions individuals can do independently.
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Required Instruction

Civic and character education on the qualities and responsibilities of patriotism and citizenship, including kindness; respect for authority, life, liberty, and personal property; honesty; charity; racial, ethnic, and religious tolerance; and cooperation and, for grades 11 and 12, voting using the uniform primary and general election ballot described in [s. 101.151\(9\)](#). [s. 1003.42\(2\)\(t\), F.S.](#)

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

SS.K.CG.2.3	Define patriotism as the allegiance to ones country.
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Required Instruction

In order to encourage patriotism, the sacrifices that veterans and Medal of Honor recipients have made in serving our country and protecting democratic values worldwide. Such instruction must occur on or before Medal of Honor Day, Veterans' Day, and Memorial Day. Members of the instructional staff are encouraged to use the assistance of local veterans and Medal of Honor recipients when practicable. [s. 1003.42\(2\)\(u\), F.S.](#)

SS.K.A.2.2	Recognize the importance of celebrations and national holidays as a way of remembering and honoring people, events, and our nation's ethnic heritage.
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Grade 1

Required Instruction

The history, meaning, significance, and effect of the provisions of the Constitution of the United States and amendments thereto, with emphasis on each of the 10 amendments that make up the Bill of Rights and how the constitution provides the structure of our government. [s. 1003.42\(2\)\(b\), F.S.](#)

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

Flag education, including proper flag display and flag salute. [s. 1003.42\(2\)\(d\), F.S.](#)

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

The elements of civil government, including the primary functions of and interrelationships between the Federal Government, the state, and its counties, municipalities, school districts, and special districts. [s. 1003.42\(2\)\(e\), F.S.](#)

SS.1.CG.1.1	Explain the purpose of rules and laws in the home, school and community.
SS.1.CG.1.2	Describe how the absence of rules and laws impacts individuals and the community.
SS.1.CG.3.1	Recognize that the United States and Florida have Constitutions.
SS.1.CG.3.2	Explain responsible ways for individuals and groups to make decisions.

Required Instruction

The history of the United States, including the period of discovery, early colonies, the War for Independence, the Civil War, the expansion of the United States to its present boundaries, the world wars, and the civil rights movement to the present. American history shall be viewed as factual, not as constructed, shall be viewed as knowable, teachable, and testable, and shall be defined as the creation of a new nation based largely on the universal principles stated in the Declaration of Independence. [s. 1003.42\(2\)\(f\), F.S.](#)

SS.1.A.2.2	Compare life now with life in the past.
SS.1.A.2.3	Identify celebrations and national holidays as a way of remembering and honoring the heroism and achievements of the people, events, and our nation's ethnic heritage.
SS.1.A.2.4	Identify people from the past who have shown character ideals and principles including honesty, courage, and responsibility.
SS.1.AA.1.1	Identify African American artists (i.e., Aretha Franklin, Charles White [Abraham Lincoln portrait], James Earl Jones, Maya Angelou).

Required Instruction

The history of African Americans, including the history of African peoples before the political conflicts that led to the development of slavery, the passage to America, the enslavement experience, abolition, and the history and contributions of Americans of the African diaspora to society. Students shall develop an understanding of the ramifications of prejudice, racism, and stereotyping on individual freedoms, and examine what it means to be a responsible and respectful person, for the purpose of encouraging tolerance of diversity in a pluralistic society and for nurturing and protecting

democratic values and institutions. Instruction shall include the roles and contributions of individuals from all walks of life and their endeavors to learn and thrive throughout history as artists, scientists, educators, businesspeople, influential thinkers, members of the faith community, and political and governmental leaders and the courageous steps they took to fulfill the promise of democracy and unite the nation. Instructional materials shall include the vital contributions of African Americans to build and strengthen American society and celebrate the inspirational stories of African Americans who prospered, even in the most difficult circumstances. Instructional personnel may facilitate discussions and use curricula to address, in an age-appropriate manner, how the individual freedoms of persons have been infringed by slavery, racial oppression, racial segregation, and racial discrimination, as well as topics relating to the enactment and enforcement of laws resulting in racial oppression, racial segregation, and racial discrimination and how recognition of these freedoms has overturned these unjust laws. [s. 1003.42\(2\)\(h\), F.S.](#)

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

Kindness to animals. [s. 1003.42\(2\)\(l\), F.S.](#)

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

Comprehensive age-appropriate and developmentally appropriate K-12 instruction on Health education that addresses concepts of community health, consumer health, environmental health, and family life, including:

- Injury prevention and safety.
- Internet safety.
- Nutrition.
- Personal health.
- Prevention and control of disease.
- Substance use and abuse.
- Prevention of child sexual abuse, exploitation, and human trafficking.

[s. 1003.42\(2\)\(o\)1., F.S.](#)

HE.1.PHC.1.4	Describe ways you can prevent common communicable diseases.
HE.1.PHC.1.5	Tell about behaviors that avoid or reduce health risks.
HE.1.PHC.2.2	Explain why personal information should not be shared on the internet.
HE.1.PHC.1.1	Recognize how healthy behaviors affect personal health.
HE.1.PHC.3.2	Identify healthy options to personal health-related issues or problems.
HE.1.PHC.4.2	Identify ways one can make request to promote personal health.
HE.1.CH.3.1	List healthy and unhealthy choices for personal health and safety.
HE.1.PHC.1.4	Describe ways you can prevent common communicable diseases.
HE.1.CEH.1.2	Understand ways to prevent common communicable diseases in the community.
HE.1.CH.1.1	Determine the meaning of warning labels and signs on hazardous products and places.

Required Instruction

Life skills that build confidence, support mental and emotional health, and enable students to overcome challenges, including:

- Self-awareness and self-management
- Responsible decision making
- Resiliency
- Understanding and respecting other viewpoints and backgrounds

[s. 1003.42\(2\)\(o\)4., F.S.](#)

HE.1.PHC.3.1	Describe situations when a health-related decision can be made individually or when assistance is needed.
HE.1.PHC.3.3	Explain the consequences of not following rules/practices when making healthy and safe decisions.
HE.1.R.1.1	Discuss ways to respect personal property and personal space of others.
HE.1.R.1.2	Describe the traits of a good friend.
HE.1.R.1.3	Identify the benefits of sharing and cooperation.
HE.1.R.1.4	Define and give examples of honesty.
HE.1.R.1.5	Identify strategies to overcome a challenge.
HE.1.R.2.1	Identify my role and responsibilities in the school, community, and family.
HE.1.R.2.2	Establish a short-term goal as a class and take action toward achieving the goal.
HE.1.R.2.3	Identify the characteristics of a responsible decision maker.
HE.1.R.2.4	Describe how individual actions can affect others.
HE.1.R.2.5	Identify strategies to discover and demonstrate personal strengths.
HE.1.R.2.6	Identify healthy ways to express needs and wants.
HE.1.R.3.1	Identify characteristics of a leader in the school community.
HE.1.R.3.2	Demonstrate the characteristics of a good citizen in school and the community.
HE.1.R.4.1	Identify the importance of working together to solve problems.
HE.1.R.4.2	Identify the importance of sharing thoughts and ideas as an individual and as part of a group.
HE.1.R.4.3	Understand that conflict may arise when working together.

Required Instruction

For grades 9 through 12, developing leadership skills, interpersonal skills, organization skills, and research skills; creating a résumé, including a digital résumé; exploring career pathways; using state career planning resources; developing and practicing the skills necessary for employment interviews; workplace ethics and workplace law; managing stress and expectations; and self-motivation. [s. 1003.42\(2\)\(o\)4.f., F.S.](#)

HE.1.R.2.5	Identify strategies to discover and demonstrate personal strengths.
HE.1.R.3.1	Identify characteristics of a leader in the school community.

Required Instruction

Civic and character education on the qualities and responsibilities of patriotism and citizenship, including kindness; respect for authority, life, liberty, and personal property; honesty; charity; racial, ethnic, and religious tolerance; and cooperation and, for grades 11 and 12, voting using the uniform primary and general election ballot described in [s. 101.151\(9\)](#), [s. 1003.42\(2\)\(t\), F.S.](#)

SS.1.CG.1.1	Explain the purpose of rules and laws in the home, school and community.
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SS.1.CG.2.1	Explain the rights and responsibilities students have in the school community.
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Required Instruction

In order to encourage patriotism, the sacrifices that veterans and Medal of Honor recipients have made in serving our country and protecting democratic values worldwide. Such instruction must occur on or before Medal of Honor Day, Veterans' Day, and Memorial Day. Members of the instructional staff are encouraged to use the assistance of local veterans and Medal of Honor recipients when practicable. [s. 1003.42\(2\)\(u\)1., F.S.](#)

SS.1.A.2.3	Compare our nation's holidays with holidays of other cultures and countries.
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Grade 2

Required Instruction

The history, meaning, significance, and effect of the provisions of the Constitution of the United States and amendments thereto, with emphasis on each of the 10 amendments that make up the Bill of Rights and how the constitution provides the structure of our government. [s. 1003.42\(2\)\(b\), F.S.](#)

SS.2.CG.1.2	Explain how the U.S. government protects the liberty and rights of American citizens.
SS.2.CG.2.3	Explain how citizens demonstrate patriotism.
SS.2.CG.3.1	Identify the Constitution of the United States as the supreme law of the land.

Required Instruction

The elements of civil government include the primary functions of and interrelationships between the federal government, the state, and its counties, municipalities, school districts, and special districts. [s. 1003.42\(2\)\(e\), F.S.](#)

SS.2.CG.1.1	Explain why people form governments.
SS.2.CG.1.2	Explain how the U.S. government protects the liberty and rights of American citizens.
SS.2.CG.3.1	Identify the Constitution of the United States as the supreme law of the land.

Required Instruction

The history of the United States, including the period of discovery, early colonies, the War for Independence, the Civil War, the expansion of the United States to its present boundaries, the world wars, and the civil rights movement to the present. American history shall be viewed as factual, not as constructed, shall be viewed as knowable, teachable, and testable, and shall be defined as the creation of a new nation based largely on the universal principles stated in the Declaration of Independence. [s. 1003.42\(2\)\(f\), F.S.](#)

SS.2.A.2.1	Recognize that Native Americans were the first inhabitants in North America.
SS.2.A.2.2	Compare the cultures of Native American tribes from various geographic regions of the United States.
SS.2.A.2.3	Describe the impact of immigrants on the Native Americans.
SS.2.A.2.4	Explore ways the daily life of people living in Colonial America changed over time.
SS.2.A.2.5	Identify reasons people came to the United States throughout history.
SS.2.A.2.6	Discuss the importance of Ellis Island and the Statue of Liberty to immigration from 1892 - 1954.
SS.2.AA.1.1	Identify African Americans who demonstrated civic service (i.e., Secretary of State Colin Powell, Civil Air Patrol [CAP] Lt. Willa Beatrice Brown, Carter G. Woodson, Senator Hiram Revels).

Required Instruction

The history of African Americans, including the history of African peoples before the political conflicts that led to the development of slavery, the passage to America, the enslavement experience, abolition, and the history and contributions of Americans of the African diaspora to society. Students shall develop an understanding of the ramifications of prejudice, racism, and stereotyping on individual freedoms, and examine what it means to be a responsible and respectful person, for the

purpose of encouraging tolerance of diversity in a pluralistic society and for nurturing and protecting democratic values and institutions. Instruction shall include the roles and contributions of individuals from all walks of life and their endeavors to learn and thrive throughout history as artists, scientists, educators, businesspeople, influential thinkers, members of the faith community, and political and governmental leaders and the courageous steps they took to fulfill the promise of democracy and unite the nation. Instructional materials shall include the vital contributions of African Americans to build and strengthen American society and celebrate the inspirational stories of African Americans who prospered, even in the most difficult circumstances. Instructional personnel may facilitate discussions and use curricula to address, in an age-appropriate manner, how the individual freedoms of persons have been infringed by slavery, racial oppression, racial segregation, and racial discrimination, as well as topics relating to the enactment and enforcement of laws resulting in racial oppression, racial segregation, and racial discrimination and how recognition of these freedoms has overturned these unjust laws. [s. 1003.42\(2\)\(h\), F.S.](#)

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

Required Instruction

Comprehensive age-appropriate and developmentally appropriate K-12 instruction on Health education that addresses concepts of community health, consumer health, environmental health, and family life, including:

- Injury prevention and safety.
- Internet safety.
- Nutrition.
- Personal health.
- Prevention and control of disease.
- Substance use and abuse.
- Prevention of child sexual abuse, exploitation, and human trafficking.

[s. 1003.42\(2\)\(o\)1., F.S.](#)

HE.2.PHC.1.4	Select trusted adults and professionals who can help promote health.
HE.2.PHC.2.3	Describe the attributes of a safe and responsible internet user.
HE.2.CEH.2.2	Describe how the school and community influence health behaviors of children.
HE.2.CH.3.1	Describe ways the community can prevent childhood injuries in the school and community settings.
HE.2.PHC.1.1	Recognize how healthy behaviors affect personal health.
HE.2.PHC.1.5	Recognize healthy practices and behaviors to maintain or improve personal health.
HE.2.PHC.2.1	Describe how outside influences, family, and friends can influence personal health decisions.
HE.2.PHC.2.2	Describe ways a safe, healthy home environment can promote personal health.
HE.2.CEH.1.1	Identify how healthy behaviors affect the community.
HE.2.CEH.1.2	Describe ways to prevent common communicable diseases in the community.
HE.2.CH.1.1	Understand the meaning of warning labels and signs on hazardous products.

Required Instruction

Life skills that build confidence, support mental and emotional health, and enable students to overcome challenges, including:

- Self-awareness and self-management.
- Responsible decision making.
- Resiliency.
- Relationship skills and conflict resolution.
- Understanding and respecting other viewpoints and backgrounds.

[s. 1003.42\(2\)\(o\)4., F.S.](#)

HE.2.PHC.3.3	Compare the consequences of following/not following rules/practices when making healthy and safe decisions.
HE.2.PHC.2.1	Describe how outside influences, family, and friends can influence personal health decisions.
HE.2.PHC.2.3	Describe the attributes of a safe and responsible internet user.
HE.2.PHC.3.1	Differentiate between situations when a health-related decision can be made individually or when assistance is needed.
HE.2.PHC.3.3	Compare the consequences of following/not following rules/practices when making healthy and safe decisions.
HE.2.R.1.1	Identify the benefits of showing kindness and treating others with respect.
HE.2. R.1.2	Identify what a conflict is and how disagreements can happen.
HE.2. R.1.3	Explain the importance of being truthful.
HE.2.R.2.1	Identify ways to make positive contributions to the wellbeing of the school and the community.
HE.2. R.2.2	Identify personal goals and strategies to achieve those goals.
HE.2. R.2.3	Demonstrate healthy ways to express needs, wants, and listening skills.
HE.2.R.2.4	Identify personal strengths and areas for improvement.
HE.2. R.3.1	Identify ways to benefit the school and the community.
HE.2. R.3.2	Identify characteristics of a community leader.
HE.2.R.4.1	Identify strategies to work together to solve problems.
HE.2. R.4.2	Identify how disagreements can be settled using conflict resolution skills.

Required Instruction

For grades 9 through 12, developing leadership skills, interpersonal skills, organization skills, and research skills; creating a résumé, including a digital résumé; exploring career pathways; using state career planning resources; developing and practicing the skills necessary for employment interviews; workplace ethics and workplace law; managing stress and expectations; and self-motivation. [s. 1003.42\(2\),\(o\)4.f. F.S.](#)

HE.2.R.3.2	Identify characteristics of a community leader.
HE.2.R.4.2	Identify how disagreements can be settled using conflict resolution skills.

Grade 3

Required Instruction

The history, meaning, significance, and effect of the provisions of the Constitution of the United States and amendments thereto, with emphasis on each of the 10 amendments that make up the Bill of Rights and how the constitution provides the structure of our government. [s. 1003.42\(2\)\(b\), F.S.](#)

SS.3.CG.1.1	Explain how the U.S. Constitution establishes the purpose and fulfills the need for government.
SS.3.CG.2.3	Explain the history and meaning behind patriotic holidays and observances.
SS.3.CG.2.4	Recognize symbols, individuals, documents and events that represent the United States.
SS.3.CG.3.1	Explain how the U.S. and Florida Constitutions establish the structure, function, powers and limits of government.

Required Instruction

The elements of civil government, including the primary functions of and interrelationships between the Federal Government, the state, and its counties, municipalities, school districts, and special districts. [s. 1003.42\(2\)\(e\), F.S.](#)

SS.3.CG.1.1	Explain how the U.S. Constitution establishes the purpose and fulfills the need for government.
SS.3.CG.1.2	Describe how the U.S. government gains its power from the people.
SS.3.CG.2.2	Describe the importance of voting in elections.
SS.3.CG.3.1	Explain how the U.S. and Florida Constitutions establish the structure, function, powers and limits of government.
SS.3.CG.3.2	Recognize that government has local, state and national levels.

Required Instruction

The history of the United States, including the period of discovery, early colonies, the War for Independence, the Civil War, the expansion of the United States to its present boundaries, the world wars, and the civil rights movement to the present. American history shall be viewed as factual, not as constructed, shall be viewed as knowable, teachable, and testable, and shall be defined as the creation of a new nation based largely on the universal principles stated in the Declaration of Independence. [s. 1003.42\(2\)\(f\), F.S.](#)

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

The history of African Americans, including the history of African peoples before the political conflicts that led to the development of slavery, the passage to America, the enslavement experience, abolition, and the history and contributions of Americans of the African diaspora to society. Students shall develop an understanding of the ramifications of prejudice, racism, and stereotyping on individual freedoms, and examine what it means to be a responsible and respectful person, for the purpose of encouraging tolerance of diversity in a pluralistic society and for nurturing and protecting democratic values and institutions. Instruction shall include the roles and contributions of individuals from all walks of life and their endeavors to learn and thrive throughout history as artists, scientists,

educators, businesspeople, influential thinkers, members of the faith community, and political and governmental leaders and the courageous steps they took to fulfill the promise of democracy and unite the nation. Instructional materials shall include the vital contributions of African Americans to build and strengthen American society and celebrate the inspirational stories of African Americans who prospered, even in the most difficult circumstances. Instructional personnel may facilitate discussions and use curricula to address, in an age-appropriate manner, how the individual freedoms of persons have been infringed by slavery, racial oppression, racial segregation, and racial discrimination, as well as topics relating to the enactment and enforcement of laws resulting in racial oppression, racial segregation, and racial discrimination and how recognition of these freedoms has overturned these unjust laws. [s. 1003.42\(2\)\(h\), F.S.](#)

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

Comprehensive age-appropriate and developmentally appropriate K-12 instruction on health education that addresses concepts of community health, consumer health, environmental health, and family life, including:

- Injury prevention and safety.
- Internet safety.
- Nutrition.
- Personal health.
- Prevention and control of disease.
- Substance use and abuse.
- Prevention of child sexual abuse, exploitation, and human trafficking.

[s. 1003.42\(2\)\(o\)1., F.S.](#)

HE.3.PHC.2.4	Identify appropriate and inappropriate uses of the internet and communicating with others through technology.
HE.3.CEH.1.3	Identify the impact of internet and social media in the community.
HE.3.CH.1.1	Locate resources from home, school, and community that provide valid health information, products, and services.
HE.3.CH.2.1	Describe how the internet and various media/social media outlets influence the selection of health information, products, and services.
HE.3.PHC.2.2	Identify what the school and community do to support personal health practices and behaviors.
HE.3.PHC.1.1	Describe healthy behaviors that affect personal health.
HE.3.PHC.1.5	Demonstrate health behaviors to maintain or improve personal health.
HE.3.PHC.2.2	Identify what the school and community do to support personal health practices and behaviors.
HE.3.PHC.3.4	Select a personal health goal and track progress toward achievement.
HE.3.CH.2.2	Identify resources that could assist in achieving personal health goals
HE.3.PHC.3.3	Discuss the potential short-term personal impact of each option when making a health-related decision.
HE.3.CEH.2.1	Identify classroom and school rules that promote health and disease prevention.

Required Instruction

Life skills that build confidence, support mental and emotional health, and enable students to overcome challenges, including:

- Self-awareness and self-management.
- Responsible decision making.
- Resiliency.
- Relationship skills and conflict resolution.
- Understanding and respecting other viewpoints and backgrounds.

[s. 1003.42\(2\)\(o\)4., F.S.](#)

HE.3.PHC.3.2	Recognize healthy options when making decisions for yourself that avoid or reduce health risks.
HE.3.PHC.3.2	Recognize healthy options when making decisions for yourself that avoid or reduce health risks.
HE.3.PHC.3.1	Explain when assistance is needed when making a health-related decision.
HE.3.R.2.2	Identify ways in which my decisions affect others.
HE.3. R.1.1	Identify skills needed when working with others.
HE.3.R.1.2	Identify ways to display trustworthiness.
HE.3. R.1.3	Discuss ways to be loyal to friends and family.
HE.3.R.2.1	Categorize resources used to achieve a personal goal.
HE.3.R.2.2	Identify ways in which my decisions affect others.
HE.3. R.2.3	Describe positive ways to deal with failure and learn from challenges.
HE.3. R.2.4	Discuss how skills can be improved through hard work and perseverance.
HE.3. R.3.1	Identify leadership opportunities within the school and the community.
HE.3. R.3.2.	Identify opportunities to volunteer or serve others in the school or community
HE.3. R.4.1	Explain the importance of always taking ownership for personal actions.
HE.3. R.4.2	Identify different solutions and potential outcomes when problems arise.

Required Instruction

For grades 9 through 12, developing leadership skills, interpersonal skills, organization skills, and research skills; creating a résumé, including a digital résumé; exploring career pathways; using state career planning resources; developing and practicing the skills necessary for employment interviews; workplace ethics and workplace law; managing stress and expectations; and self-motivation. [s. 1003.42\(2\)\(o\)4.f., F.S.](#)

HE.3.R.3.1	Identify leadership opportunities within the school and the community.
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Required Instruction

In order to encourage patriotism, the sacrifices that veterans and Medal of Honor recipients have made in serving our country and protecting democratic values worldwide. Such instruction must occur on or before Medal of Honor Day, Veterans' Day, and Memorial Day. Members of the instructional staff are encouraged to use the assistance of local veterans and Medal of Honor recipients when practicable. [s. 1003.42\(2\)\(u\)1., F.S.](#)

SS.3.AA.1.1	Identify African Americans who demonstrated heroism and patriotism (e.g., Booker T. Washington, Jesse Owens, Tuskegee Airmen, Martin Luther King Jr., Rosa Parks, President Barack Obama, 1st Lt. Vernon Baker, Sgt. 1st Class Melvin Morris).
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Grade 4

Required Instruction

The history of African Americans, including the history of African peoples before the political conflicts that led to the development of slavery, the passage to America, the enslavement experience, abolition, and the history and contributions of Americans of the African diaspora to society. Students shall develop an understanding of the ramifications of prejudice, racism, and stereotyping on individual freedoms, and examine what it means to be a responsible and respectful person, for the purpose of encouraging tolerance of diversity in a pluralistic society and for nurturing and protecting democratic values and institutions. Instruction shall include the roles and contributions of individuals from all walks of life and their endeavors to learn and thrive throughout history as artists, scientists, educators, businesspeople, influential thinkers, members of the faith community, and political and governmental leaders and the courageous steps they took to fulfill the promise of democracy and unite the nation. Instructional materials shall include the vital contributions of African Americans to build and strengthen American society and celebrate the inspirational stories of African Americans who prospered, even in the most difficult circumstances. Instructional personnel may facilitate discussions and use curricula to address, in an age-appropriate manner, how the individual freedoms of persons have been infringed by slavery, racial oppression, racial segregation, and racial discrimination, as well as topics relating to the enactment and enforcement of laws resulting in racial oppression, racial segregation, and racial discrimination and how recognition of these freedoms has overturned these unjust laws. [s. 1003.42\(2\)\(h\), F.S.](#)

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

The history of the state. [s.1003.42\(2\)\(m\), F.S.](#)

SS.4.A.1.1	Analyze primary and secondary resources to identify significant individuals and events throughout Florida history.
SS.4.A.2.1	Compare Native American tribes in Florida.
SS.4.A.3.1	Identify explorers who came to Florida and the motivations for their expeditions.
SS.4.A.3.2	Describe causes and effects of European colonization on the Native American tribes of Florida.
SS.4.A.3.3	Identify the significance of St. Augustine as the oldest permanent European settlement in the United States.
SS.4.A.3.4	Explain the purpose of and daily life on missions (San Luis de Talimali in present-day Tallahassee).
SS.4.A.3.5	Identify the significance of Fort Mose as the first free African community in the United States.
SS.4.A.3.6	Identify the effects of Spanish rule in Florida.
SS.4.A.3.7	Identify nations (Spain, France, England) that controlled Florida before it became a United States territory.
SS.4.A.3.8	Explain how the Seminole tribe formed and the purpose for their migration.
SS.4.A.3.9	Explain how Florida (Adams-Onís Treaty) became a U.S. territory.
SS.4.A.3.10	Identify the causes and effects of the Seminole Wars.
SS.4.A.4.1	Explain the effects of technological advances on Florida.

SS.4.A.4.2	Describe pioneer life in Florida.
SS.4.A.5.1	Describe Florida's involvement (secession, blockades of ports, the battles of Ft. Pickens, Olustee, Ft. Brooke, Natural Bridge, food supply) in the Civil War.
SS.4.A.5.2	Summarize challenges Floridians faced during Reconstruction.
SS.4.A.6.1	Describe the economic development of Florida's major industries.
SS.4.A.6.2	Summarize contributions immigrant groups made to Florida.
SS.4.A.6.3	Describe the contributions of significant individuals to Florida.
SS.4.A.6.4	Describe effects of the Spanish American War on Florida.
SS.4.A.7.1	Describe the causes and effects of the 1920's Florida land boom and bust.
SS.4.A.7.2	Summarize challenges Floridians faced during the Great Depression.
SS.4.A.8.1	Identify Florida's role in the Civil Rights Movement.
SS.4.A.8.3	Describe the effect of the United States space program on Florida's economy and growth.
SS.4.A.9.1	Utilize timelines to sequence key events in Florida history.
SS.4.AA.1.1	Identify African American community leaders who made positive contributions in the state of Florida (e.g., Zora Neale Hurston, Florida Highwaymen, Mary McLeod Bethune, Evan B. Forde, Bessie Coleman, Gen. Daniel "Chappie" James, Bob Hayes, Sylvia Fowles).
SS.4.CG.1.1	Explain why the Florida government has a written Constitution.

Required Instruction

The conservation of natural resources. [s.1003.42\(2\)\(n\), F.S.](#)

SC.4.E.6.3	Recognize that humans need resources found on Earth and that these are either renewable or nonrenewable.
SC.4.E.6.6	Identify resources available in Florida (water, phosphate, oil, limestone, silicon, wind, and solar energy).

Required Instruction

Comprehensive age-appropriate and developmentally appropriate K-12 instruction on Health education that addresses concepts of community health, consumer health, environmental health, and family life, including:

- Injury prevention and safety.
- Internet safety.
- Nutrition.
- Personal health.
- Prevention and control of disease.
- Substance use and abuse.
- Prevention of child sexual abuse, exploitation, and human trafficking.

[s.1003.42\(2\)\(o\)1., F.S.](#)

HE.4.PHC.1.4	Identify the relationship between healthy behaviors and personal health.
HE.4.PHC.2.2	Describe ways a safe, healthy school environment can influence personal health.
HE.4.PHC.2.5	Identify health-related consequences of inappropriate and/or excessive internet use.
HE.4.PHC.3.2	Apply healthy options when making decisions to maintain or improve personal health and reduce health risks.

HE.4.PHC.3.3	Predict the potential short-term impact of each option on self and others when making a health-related decision.
HE.4.PHC.3.4	Create a personal health goal and track progress toward achievement.
HE.4.CH.2.1	Recognize ways health messages and communication techniques can be targeted for different audiences through internet and social media sources.
HE.4.CH.2.2	Categorize resources that could assist in achieving a small group personal health goal.
HE.4.CEH.1.3	Discuss the impact of internet and social media in the community.
HE.4.CEH.2.1	Recognize types of school rules and community laws that promote health and disease prevention.

Required Instruction

Life skills that build confidence, support mental and emotional health, and enable students to overcome challenges, including:

- Self-awareness and self-management.
- Responsible decision making.
- Resiliency.
- Relationship skills and conflict resolution.
- Understanding and respecting other viewpoints and backgrounds.

[s.1003.42\(2\)\(o\)4, F.S.](#)

HE.4.PHC.1.1	Identify examples of mental and physical health.
HE.4.PHC.3.1	Examine when assistance is needed to make a health-related decision.
HE.4.PHC.3.2	Apply healthy options when making decisions to maintain or improve personal health and reduce health risks.
HE.4.PHC.3.3	Predict the potential short-term impact of each option on self and others when making a health-related decision.
HE.4. R.1.1	Consider the perspectives of others.
HE.4. R.1.2	Identify the benefits of treating others with respect.
HE.4. R.1.3	Predict the potential outcomes of repeating and/or sharing information that is not true.
HE.4. R.1.4	Identify strategies to help persevere in difficult situations.
HE.4. R.2.1	Discuss ways to take responsibility for one's actions.
HE.4. R.2.2	Identify the value of making healthy choices for personal well-being.
HE.4. R.2.3	Create a personal goal and track progress toward achievement.
HE.4. R.2.4	Explain how attitudes and thoughts can influence your behavior.
HE.4. R.3.1	Identify opportunities to actively participate as a responsible citizen in the school and the local community.
HE.4. R.3.2	Model serving or helping others in the school or community.
HE.4. R.4.1	Describe how perseverance may help overcome obstacles.
HE.4. R.4.2	Describe strategies to resolve conflicts.

Grade 5

Required Instruction

The history and content of the Declaration of Independence, including national sovereignty, natural law, self-evident truth, equality of all persons, limited government, popular sovereignty, and inalienable rights of life, liberty, and property, and how they form the philosophical foundation of our government. [s. 1003.42\(2\)\(a\), F.S.](#)

SS.5.CG.1.1	Recognize that the Declaration of Independence affirms that every U.S. citizen has certain unalienable rights.
SS.5.CG.2.1	Discuss the political ideas of Patriots, Loyalists and other colonists about the American Revolution.

Required Instruction

The history, meaning, significance, and effect of the provisions of the Constitution of the United States and amendments thereto, with emphasis on each of the 10 amendments that make up the Bill of Rights and how the constitution provides the structure of our government. [s. 1003.42\(2\)\(b\), F.S.](#)

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.
SS.5.CG.1.2	Explain how and why the U.S. government was created by the U.S. Constitution.
SS.5.CG.1.4	Describe the history, meaning and significance of the Bill of Rights.
SS.5.CG.2.3	Analyze how the U.S. Constitution expanded civic participation over time.
SS.5.CG.2.4	Evaluate the importance of civic duties and responsibilities to the preservation of the United States' constitutional republic.
SS.5.CG.2.6	Explain symbols and documents that represent the United States.
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.
SS.5.CG.3.4	Describe the process for amending the U.S. Constitution.

Required Instruction

The arguments in support of adopting our republican form of government, as they are embodied in the most important of the Federalist Papers. [s. 1003.42\(2\)\(c\), F.S.](#)

SS.5.CG.1.2	Explain how and why the U.S. government was created by the U.S. Constitution.
SS.5.CG.1.3	Discuss arguments for adopting a representative form of government.

Required Instruction

The elements of civil government, including the primary functions of and interrelationships between the Federal Government, the state, and its counties, municipalities, school districts, and special districts. [s. 1003.42\(2\)\(e\), F.S.](#)

SS.5.CG.1.1	Recognize that the Declaration of Independence affirms that every U.S. citizen has certain unalienable rights.
SS.5.CG.1.2	Explain how and why the U.S. government was created by the U.S. Constitution.
SS.5.CG.1.3	Discuss arguments for adopting a representative form of government.

SS.5.CG.1.4	Describe the history, meaning and significance of the Bill of Rights.
SS.5.CG.2.1	Discuss the political ideas of Patriots, Loyalists and other colonists about the American Revolution.
SS.5.CG.2.2	Compare forms of political participation in the colonial period to today.
SS.5.CG.2.3	Analyze how the U.S. Constitution expanded civic participation over time.
SS.5.CG.2.4	Evaluate the importance of civic duties and responsibilities to the preservation of the United States' constitutional republic.
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.
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.
SS.5.CG.3.3	Explain the role of the court system in interpreting law and settling conflicts.
SS.5.CG.3.4	Describe the process for amending the U.S. Constitution.
SS.5.CG.3.6	Explain the relationship between the state and national governments.

Required Instruction

The history of the United States, including the period of discovery, early colonies, the War for Independence, the Civil War, the expansion of the United States to its present boundaries, the world wars, and the civil rights movement to the present. American history shall be viewed as factual, not as constructed, shall be viewed as knowable, teachable, and testable, and shall be defined as the creation of a new nation based largely on the universal principles stated in the Declaration of Independence. [s. 1003.42\(2\)\(f\), F.S.](#)

SS.5.A.3.1	Describe technological developments that shaped European exploration.
SS.5.A.3.2	Investigate (nationality, sponsoring country, motives, dates and routes of travel, accomplishments) the European explorers.
SS.5.A.3.3	Describe interactions among Native Americans, Africans, English, French, Dutch, and Spanish for control of North America.
SS.5.A.4.1	Identify the economic, political and socio-cultural motivation for colonial settlement.
SS.5.A.4.2	Compare characteristics of New England, Middle, and Southern colonies.
SS.5.A.4.3	Identify significant individuals responsible for the development of the New England, Middle, and Southern colonies.
SS.5.A.4.4	Demonstrate an understanding of political, economic, and social aspects of daily colonial life in the thirteen colonies.
SS.5.A.4.5	Explain the importance of Triangular Trade linking Africa, the West Indies, the British Colonies, and Europe.
SS.5.A.4.6	Describe the introduction, impact, and role of slavery in the colonies.
SS.5.A.5.1	Identify and explain significant events leading up to the American Revolution.
SS.5.A.5.2	Identify significant individuals and groups who played a role in the American Revolution.
SS.5.A.5.3	Explain the significance of historical documents including key political concepts, origins of these concepts, and their role in American independence.
SS.5.A.5.4	Examine and explain the changing roles and impact of significant women during the American Revolution.
SS.5.A.5.5	Examine and compare major battles and military campaigns of the American Revolution.
SS.5.A.5.6	Identify the contributions of foreign alliances and individuals to the outcome of the Revolution.

SS.5.A.5.7	Explain economic, military, and political factors which led to the end of the Revolutionary War.
SS.5.A.5.8	Evaluate the personal and political hardships resulting from the American Revolution.
SS.5.A.5.9	Discuss the impact and significance of land policies developed under the Confederation Congress (Northwest Ordinance of 1787).
SS.5.A.5.10	Examine the significance of the Constitution including its key political concepts, origins of those concepts, and their role in American democracy.
SS.5.A.6.1	Describe the causes and effects of the Louisiana Purchase.
SS.5.A.6.2	Identify roles and contributions of significant people during the period of westward expansion.
SS.5.A.6.3	Examine 19th century advancements (canals, roads, steamboats, flat boats, overland wagons, Pony Express, railroads) in transportation and communication.
SS.5.A.6.4	Explain the importance of the explorations west of the Mississippi River.
SS.5.A.6.5	Identify the causes and effects of the War of 1812.
SS.5.A.6.6	Explain how westward expansion affected Native Americans.
SS.5.A.6.7	Discuss the concept of Manifest Destiny.
SS.5.A.6.8	Describe the causes and effects of the Missouri Compromise.
SS.5.A.6.9	Describe the hardships of settlers along the overland trails to the west.
SS.5.AA.1.1	Examine the life of African Americans in the colonial era.
SS.5.AA.1.2	Examine the Underground Railroad and how former slaves partnered with other free people and groups in assisting those escaping from slavery.
SS.5.AA.1.3	Examine key figures and events in abolitionist movements.
SS.5.AA.1.4	Identify freedoms and rights secured for and by former slaves.
SS.5.AA.1.5	Examine the roles and contributions of significant African Americans during westward expansion (e.g., Benjamin “Pap” Singleton, James Beckwourth, Buffalo Soldiers, York [American explorer]).

Required Instruction

The history of the Holocaust (1933-1945), the systematic, planned annihilation of European Jews and other groups by Nazi Germany, a watershed event in the history of humanity, to be taught in a manner that leads to an investigation of human behavior, an understanding of the ramifications of prejudice, racism, and stereotyping, and an examination of what it means to be a responsible and respectful person, for the purposes of encouraging tolerance of diversity in a pluralistic society and for nurturing and protecting democratic values and institutions, including the policy, definition, and historical and current examples of anti-Semitism, as described in [s. 1000.05\(8\)](#), and the prevention of anti-Semitism. [s. 1003.42\(2\)\(g\), F.S.](#)

SS.5.HE.1.1	Define the Holocaust as the planned and systematic state-sponsored persecution and murder of European Jews by Nazi Germany and its collaborators between 1933 and 1945.
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Required Instruction

The history of African Americans, including the history of African peoples before the political conflicts that led to the development of slavery, the passage to America, the enslavement experience, abolition, and the history and contributions of Americans of the African diaspora to society. Students shall develop an understanding of the ramifications of prejudice, racism, and stereotyping on individual freedoms, and examine what it means to be a responsible and respectful person, for the purpose of encouraging tolerance of diversity in a pluralistic society and for nurturing and protecting

democratic values and institutions. Instruction shall include the roles and contributions of individuals from all walks of life and their endeavors to learn and thrive throughout history as artists, scientists, educators, businesspeople, influential thinkers, members of the faith community, and political and governmental leaders and the courageous steps they took to fulfill the promise of democracy and unite the nation. Instructional materials shall include the vital contributions of African Americans to build and strengthen American society and celebrate the inspirational stories of African Americans who prospered, even in the most difficult circumstances. Instructional personnel may facilitate discussions and use curricula to address, in an age-appropriate manner, how the individual freedoms of persons have been infringed by slavery, racial oppression, racial segregation, and racial discrimination, as well as topics relating to the enactment and enforcement of laws resulting in racial oppression, racial segregation, and racial discrimination and how recognition of these freedoms has overturned these unjust laws. [s. 1003.42\(2\)\(h\), F.S.](#)

SS.5.A.4.6	Describe the introduction, impact, and role of slavery in the colonies.
SS.5.AA.1.1	Examine the life of African Americans in the colonial era.
SS.5.AA.1.2	Examine the Underground Railroad and how former slaves partnered with other free people and groups in assisting those escaping from slavery.
SS.5.AA.1.3	Examine key figures and events in abolitionist movements.
SS.5.AA.1.4	Identify freedoms and rights secured for and by former slaves.
SS.5.AA.1.5	Examine the roles and contributions of significant African Americans during westward expansion (e.g., Benjamin “Pap” Singleton, James Beckwourth, Buffalo Soldiers, York [American explorer]).
SS.5.AA.1.6	Examine the experiences and contributions of African Americans in early Florida.

Required Instruction

The history of the state. [s. 1003.42\(2\)\(m\), F.S.](#)

SS.5.AA.1.6	Examine the experiences and contributions of African Americans in early Florida.
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Required Instruction

Comprehensive age-appropriate and developmentally appropriate K-12 instruction on Health education that addresses concepts of community health, consumer health, environmental health, and family life, including:

- Injury prevention and safety.
- Internet safety.
- Nutrition.
- Personal health.
- Prevention and control of disease.
- Substance use and abuse.
- Prevention of child sexual abuse, exploitation, and human trafficking.

[s. 1003.42\(2\)\(o\)1., F.S.](#)

HE.5.CEH.1.3	Explain how community health can be impacted by internet and social media in the community.
HE.5.CEH.2.1	Give examples of school and public health policies that influence health promotion and disease prevention.
HE.5.CEH.2.2	Investigate influences that change health beliefs and behaviors.

HE.5.CH.1.2	Research resources from home, school, and the community that provide valid health information.
HE.5.CH.2.1	Identify ways health messages and communication techniques can be targeted for different audiences through internet and social media sources.
HE.5.CH.2.2	Select reliable resources that would assist in achieving a personal health goal.
HE.5.PHC.1.4	Describe the relationship between healthy behaviors and personal health.
HE.5.PHC.2.2	Explain ways a safe, healthy home and school environment promote personal health.
HE.5.PHC.2.4	Discuss how media/social media influences personal and family health behaviors.
HE.5.PHC.3.2	Select a healthy option when making decisions for yourself to maintain or improve personal health and reduce health risks.
HE.5.PHC.3.3	Compare the potential short-term impact of each option on self and others when making a health-related decision.
HE.5.PHC.3.4	Develop a personal health goal and track progress toward achievement.

Required Instruction

Life skills that build confidence, support mental and emotional health, and enable students to overcome challenges, including:

- Self-awareness and self-management.
- Responsible decision making.
- Resiliency.
- Relationship skills and conflict resolution.
- Understanding and respecting other viewpoints and backgrounds.

[s. 1003.42\(2\)\(o\)4., F.S.](#)

HE.5.PHC.2.1	Explain how outside influences, including family and friends, affect health practices and behaviors.
HE.5.PHC.3.1	Analyze when assistance is needed when making a health-related decision.
HE.5.PHC.3.2	Select a healthy option when making decisions for yourself to maintain or improve personal health and reduce health risks.
HE.5.PHC.3.3	Compare the potential short-term impact of each option on self and others when making a health-related decision.
HE.5.R.1.1	Discuss how to work together to achieve a positive outcome.
HE.5.R.1.2	Identify how to communicate effectively within a group.
HE.5.R.1.3	Describe the importance of considering the perspective of others when communicating.
HE.5.R.1.4	Discuss ways that honesty and trustworthiness can lead to school and career success.
HE.5.R.2.1	Describe the importance of having the courage to do the right thing even when it is difficult.
HE.5.R.2.2	Discuss how responsible decision-making affects personal well-being.
HE.5.R.2.3	Select reliable resources that would assist in achieving a personal goal.
HE.5.R.2.4	Devise an individual goal (short or long term) to adopt, maintain, or improve a personal practice.
HE.5.R.2.5	Explain how attitudes and thoughts can influence your behavior and affect others.
HE.5.R.2.6	Demonstrate how to positively respond to external influences.
HE.5.R.3.1	Identify leadership skills that encourage and empower others.

HE.5.R.3.2	Identify ways to participate in decision-making in the school or community.
HE.5.R.4.1	Apply organizational strategies that support completing multiple tasks efficiently.
HE.5.R.4.2	Identify successful strategies for adjusting to change and setbacks.
HE.5.R.4.3	Compare conflict resolution methods to identify potential solutions.

Required Instruction

For grades 9 through 12, developing leadership skills, interpersonal skills, organization skills, and research skills; creating a résumé, including a digital résumé; exploring career pathways; using state career planning resources; developing and practicing the skills necessary for employment interviews; workplace ethics and workplace law; managing stress and expectations; and self-motivation. [s. 1003.42\(2\)\(o\)4.f., F.S.](#)

HE.5.R.1.4	Discuss ways that honesty and trustworthiness can lead to school and career success.
HE.5.R.3.1	Identify leadership skills that encourage and empower others.
HE.5.R.4.1	Apply organizational strategies that support completing multiple tasks efficiently.
HE.5.R.4.3	Compare conflict resolution methods to identify potential solutions.

Required Instruction

The study of women’s contributions to the United States. [s. 1003.42\(2\)\(r\), F.S.](#)

SS.5.A.5.4	Examine and explain the changing roles and impact of significant women during the American Revolution.
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Grade 6

Required Instruction

The history of the United States, including the period of discovery, early colonies, the War for Independence, the Civil War, the expansion of the United States to its present boundaries, the world wars, and the civil rights movement to the present. American history shall be viewed as factual, not as constructed, shall be viewed as knowable, teachable, and testable, and shall be defined as the creation of a new nation based largely on the universal principles stated in the Declaration of Independence. [s.1003.42\(2\)\(f\), F.S.](#)

SS.68.AA.1.1	Identify Afro-Eurasian trade routes and methods prior to the development of the Atlantic slave trade.
SS.68.AA.1.2	Describe the contact of European explorers with systematic slave trading in Africa.
SS.68.AA.1.3	Examine the evolution of the labor force in the use of indentured servitude contracts.
SS.68.AA.1.4	Describe the history and evolution of slave codes.
SS.68.AA.1.5	Analyze slave revolts that happened in early colonial America and how political leaders reacted (e.g., 1712 revolt in New York City, Stono Rebellion [1739]).
SS.68.AA.1.6	Examine the service and sacrifice of African patriots during the Revolutionary Era (e.g., Crispus Attucks, Peter Salem, James Armistead Lafayette, 1st Rhode Island Regiment).
SS.68.AA.2.1	Explain early congressional actions regarding the institution of slavery (i.e., Northwest Ordinance of 1787, Three-Fifths Compromise, Act Prohibiting Importation of Slaves of 1808).
SS.68.AA.2.2	Explain the effect of the cotton industry on the expansion of slavery due to Eli Whitney's Cotton Gin.
SS.68.AA.2.3	Examine the various duties and trades performed by slaves (e.g., agricultural work, painting, carpentry, tailoring, domestic service, blacksmithing, transportation).
SS.68.AA.2.4	Examine the Underground Railroad and its importance to those seeking freedom.
SS.68.AA.2.5	Identify political figures who strove to abolish the institution of slavery (e.g., Thaddeus Stevens, Abraham Lincoln, Zachariah Chandler).
SS.68.AA.2.6	Evaluate various abolitionist movements that continuously pushed to end slavery.
SS.68.AA.2.7	Examine how the status of slaves, those who had escaped slavery and free blacks affected their contributions to the Civil War effort.
SS.68.AA.2.8	Describe significant contributions made by key figures during Reconstruction (e.g., President Ulysses S. Grant, Secretary of War Edwin Stanton, Frederick Douglass, Lyman Trumbull).

Required Instruction

The history of the Holocaust (1933-1945), the systematic, planned annihilation of European Jews and other groups by Nazi Germany, a watershed event in the history of humanity, to be taught in a manner that leads to an investigation of human behavior, an understanding of the ramifications of prejudice, racism, and stereotyping, and an examination of what it means to be a responsible and

respectful person, for the purposes of encouraging tolerance of diversity in a pluralistic society and for nurturing and protecting democratic values and institutions, including the policy, definition, and historical and current examples of anti-Semitism, as described in [s. 1000.05\(8\)](#), and the prevention of anti-Semitism. [s.1003.42\(2\)\(g\)1. F.S.](#)

SS.68.HE.1.1	Examine the Holocaust as the planned and systematic state-sponsored persecution and murder of European Jews by Nazi Germany and its collaborators between 1933 and 1945.
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Required Instruction

The history of African Americans, including the history of African peoples before the political conflicts that led to the development of slavery, the passage to America, the enslavement experience, abolition, and the history and contributions of Americans of the African diaspora to society. Students shall develop an understanding of the ramifications of prejudice, racism, and stereotyping on individual freedoms, and examine what it means to be a responsible and respectful person, for the purpose of encouraging tolerance of diversity in a pluralistic society and for nurturing and protecting democratic values and institutions. Instruction shall include the roles and contributions of individuals from all walks of life and their endeavors to learn and thrive throughout history as artists, scientists, educators, businesspeople, influential thinkers, members of the faith community, and political and governmental leaders and the courageous steps they took to fulfill the promise of democracy and unite the nation. Instructional materials shall include the vital contributions of African Americans to build and strengthen American society and celebrate the inspirational stories of African Americans who prospered, even in the most difficult circumstances. Instructional personnel may facilitate discussions and use curricula to address, in an age-appropriate manner, how the individual freedoms of persons have been infringed by slavery, racial oppression, racial segregation, and racial discrimination, as well as topics relating to the enactment and enforcement of laws resulting in racial oppression, racial segregation, and racial discrimination and how recognition of these freedoms has overturned these unjust laws. [s.1003.42\(2\)\(h\), F.S.](#)

SS.68.AA.1.1	Identify Afro-Eurasian trade routes and methods prior to the development of the Atlantic slave trade.
SS.68.AA.1.2	Describe the contact of European explorers with systematic slave trading in Africa.
SS.68.AA.1.3	Examine the evolution of the labor force in the use of indentured servitude contracts.
SS.68.AA.1.4	Describe the history and evolution of slave codes.
SS.68.AA.1.5	Analyze slave revolts that happened in early colonial America and how political leaders reacted (e.g., 1712 revolt in New York City, Stono Rebellion [1739]).
SS.68.AA.1.6	Examine the service and sacrifice of African patriots during the Revolutionary Era (e.g., Crispus Attucks, Peter Salem, James Armistead Lafayette, 1st Rhode Island Regiment).
SS.68.AA.2.1	Explain early congressional actions regarding the institution of slavery (i.e., Northwest Ordinance of 1787, Three-Fifths Compromise, Act Prohibiting Importation of Slaves of 1808).
SS.68.AA.2.2	Explain the effect of the cotton industry on the expansion of slavery due to Eli Whitney's Cotton Gin.
SS.68.AA.2.3	Examine the various duties and trades performed by slaves (e.g., agricultural work, painting, carpentry, tailoring, domestic service, blacksmithing, transportation).

SS.68.AA.2.4	Examine the Underground Railroad and its importance to those seeking freedom.
SS.68.AA.2.5	Identify political figures who strove to abolish the institution of slavery (e.g., Thaddeus Stevens, Abraham Lincoln, Zachariah Chandler).
SS.68.AA.2.6	Evaluate various abolitionist movements that continuously pushed to end slavery.
SS.68.AA.2.7	Examine how the status of slaves, those who had escaped slavery and free blacks affected their contributions to the Civil War effort.
SS.68.AA.2.8	Describe significant contributions made by key figures during Reconstruction (e.g., President Ulysses S. Grant, Secretary of War Edwin Stanton, Frederick Douglass, Lyman Trumbull).

Required Instruction

The elementary principles of agriculture. [s.1003.42\(2\)\(j\), F.S.](#)

SS.6.W.2.2	Describe how the developments of agriculture and metallurgy related to settlement, population growth, and the emergence of civilization.
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Required Instruction

The conservation of natural resources. [s.1003.42\(2\)\(n\), F.S.](#)

SS.6.G.2.1	Explain how major physical characteristics, natural resources, climate, and absolute and relative locations have influenced settlement, interactions, and the economies of ancient civilizations of the world.
SS.6.G.5.1	Identify the methods used to compensate for the scarcity of resources in the ancient world.

Required Instruction

Comprehensive age-appropriate and developmentally appropriate K-12 instruction on Health education that addresses concepts of community health, consumer health, environmental health, and family life, including:

- Injury prevention and safety.
- Internet safety.
- Nutrition.
- Personal health.
- Prevention and control of disease.
- Substance use and abuse.
- Prevention of child sexual abuse, exploitation, and human trafficking.

[s.1003.42\(2\)\(o\)1., F.S.](#)

HE.68.SUA.1.1	Demonstrate responsible decision-making about the use of substances.
HE.68.SUA.1.2	Define terminology specific to alcohol misuse/abuse and discuss the short- and long-term effects of consuming alcohol.
HE.68.SUA.1.3	Discuss the health risks associated with alcohol misuse including liver disease, cancer, cardiovascular disease, and neurological/brain damage.
HE.68.SUA.1.4	Describe the types, delivery devices and accessibility of marijuana/THC products and their impacts on prevalence of use.
HE.68.SUA.1.5	Examine the effects of marijuana/THC and opioids on body systems and behavior.

HE.68.SUA.1.6	State the risks of misusing and sharing prescription and/or illicit drugs, including fentanyl and other opioids.
HE.68.SUA.1.7	Identify signs and symptoms of prescription and/or illicit drug misuse and overdose, including fentanyl and other opioids.
HE.68.SUA.1.8	Describe the short- and long-term physical and social consequences of tobacco, nicotine use and/or vaping.
HE.68.SUA.2.1	Discuss family rules, school rules and state laws about the use of alcohol and other drugs.
HE.68.SUA.2.2	Discuss the dangers of underage consumption of alcohol and the benefits of abstaining from drinking alcohol.
HE.68.SUA.2.3	Describe how external factors can influence behaviors related to tobacco, nicotine use, and/or vaping.
HE.68.SUA.2.4	Explain school-based policies and legal consequences related to the sale, promotion, and use of tobacco, nicotine, and/or vaping products on school property.
HE.68.SUA.3.1	Discuss ways to identify valid and reliable multi-media information as it pertains to alcohol and other drugs.
HE.68.SUA.3.2	Identify how to find and access school and community resources related to alcohol misuse and/or abuse.
HE.68.SUA.3.3	Differentiate between marijuana/THC myths and facts.
HE.68.SUA.3.4	Explain how family, peers and multi-media messages over time can influence the use of marijuana/THC.
HE.68.SUA.3.5	Describe the three major categories, purposes and side effects of prescription drugs.
HE.68.SUA.3.6	Distinguish valid and reliable resources for cessation.
HE.68.SUA.4.1	Demonstrate refusal and communication skills in specific scenarios related to underage drinking and illicit drug use.
HE.68.SUA.4.2	Predict the potential short- and long-term impacts on self and others when responding to pressure to use alcohol and/or other drugs.
HE.68.SUA.5.1	Work cooperatively with peers to advocate for others to remain alcohol and drug free.
HE.68.SUA.5.2	Demonstrate ways to seek help and support from trusted adults for peers involved in unwanted, threatening or dangerous situations.
HE.68.SUA.5.3	Identify the consequences of marijuana/THC use and work cooperatively to advocate for healthy behaviors.
HE.68.SUA.5.4	Model ways that encourage others to avoid situations where alcohol and other drugs are present or may be used
HE.68.SUA.5.5	Encourage peers to model healthy choices related to goals, communication, friendship and peer pressure.
HE.68.SUA.5.6	Describe how to support family and friends who are trying to stop using tobacco, nicotine, and/or vaping.
HE.6.PHC.1.1	Describe how the physical, mental social, and intellectual dimensions of health are interrelated.
HE.6.PHC.1.2	Identify personal health problems and concerns common to adolescents including reproductive development.
HE.6.PHC.1.3	Examine the importance of assuming responsibility for personal reproductive health behaviors.
HE.6.PHC.1.4	Describe situations when professional health services may be required.
HE.6.PHC.2.2	Identify environmental factors that affect personal health.
HE.6.PHC.2.5	Recognize how personal health choices can affect hereditary risk factors.

HE.6.PHC.2.6	Determine how social norms may impact healthy and unhealthy behavior.
HE.6.PHC.2.7	Explain how body systems are impacted by hereditary factors and infectious diseases.
HE.6.PHC.3.2	Specify the potential outcomes of each option when making a personal health-related decision.
HE.6.PHC.3.4	Use various methods to measure personal health status.
HE.6.PHC.3.5	Develop an individual goal to adopt, maintain, or improve a personal health practice.
HE.6.PHC.3.6	Determine strategies and skills needed to attain a personal health goal.
HE.6.PHC.3.7	Monitor progress toward attaining a personal health goal.
HE.6.PHC.3.9	Explore healthy practices and behaviors that will maintain or improve personal health and reduce health risks.
HE.6.CEH.2.4	Propose ways that technology can influence peer and community health behaviors.
HE.6.CEH.3.1	Choose healthy alternatives over unhealthy alternatives when making a decision.
HE.6.CH.1.1	Examine how appropriate health care can promote personal health.
HE.6.CH.1.3	Identify available resources and services needed to attain a personal health goal.
HE.6.CEH.2.1	Identify the impact of health information conveyed to students by the school and community.
HE.6.CEH.1.2	Identify community health problems and concerns common to adolescents.

Required Instruction

For students in grades 7 through 12, teen dating violence and abuse. This component must include, but not be limited to, the definition of dating violence and abuse, the warning signs of dating violence and abusive behavior, the characteristics of healthy relationships, measures to prevent and stop dating violence and abuse, and community resources available to victims of dating violence and abuse. [s.1003.42\(2\)\(o\)2., F.S.](#)

HE.6.PHC.1.4	Describe situations when professional health services may be required.
HE.6.CEH.1.2	Identify community health problems and concerns common to adolescents.

Required Instruction

For students in grades 6 through 12, awareness of the benefits of sexual abstinence as the expected standard and the consequences of teenage pregnancy. [s.1003.42\(2\)\(o\)3., F.S.](#)

HE.6.CEH.1.2	Identify community health problems and concerns common to adolescents.
HE.6.PHC.3.9	Explore healthy practices and behaviors that will maintain or improve personal health and reduce health risks.

Required Instruction

Life skills that build confidence, support mental and emotional health, and enable students to overcome challenges, including:

- Self-awareness and self-management.
- Responsible decision making.
- Resiliency.
- Relationship skills and conflict resolution.
- Understanding and respecting other viewpoints and backgrounds.

[s.1003.42\(2\)\(o\)4., F.S.](#)

HE.68.R.2.2	Demonstrate responsible decision-making that considers multiple perspectives.
HE.68.SUA.1.1	Demonstrate responsible decision-making about the use of substances.
HE.68. R.1.1	Demonstrate the ability to respond with empathy in a variety of contexts and situations.
HE.68. R.1.2	Describe the importance of empathy, kindness, honesty and trust in building and sustaining relationships.
HE.68. R.1.3	Identify sources of relational conflicts and healthy approaches to conflict resolutions.
HE.68. R.2.1	Discuss how character is shaped by attitudes, decisions and actions.
HE.68. R.2.3	Describe the importance of following school and community laws and rules.
HE.68. R.2.4	Monitor progress toward attaining a personal goal.
HE.68. R.2.5	Explain strategies and skills needed to assess progress and maintenance of a challenging personal goal.
HE.68. R.2.6	Describe how personal goals can vary with changing abilities, priorities, and responsibilities.
HE.68. R.2.7	Identify how continuous learning leads to personal growth.
HE.68. R.2.8	Identify strategies to manage challenges and setbacks.
HE.68. R.2.9	Identify healthy responses to negative peer pressure.
HE.68. R.3.1	Discuss ways a leader can build the trust of individuals and groups.
HE.68. R.3.2	Explain and develop ways to apply leadership skills in the school and the community.
HE.68. R.3.3	Identify the importance of volunteerism in positively affecting the community and nation.
HE.68. R.3.4	Identify ways to participate in our constitutional republic through public policy, voting, and leadership positions.
HE.68. R.4.1	Analyze possible solutions to a problem to determine the best outcome for oneself and others.
HE.68. R.4.2	Develop and apply conflict resolution skills in a variety of situations.
HE.68. R.4.3	Analyze ways to pursue common goals as a part of a team or group.
HE.68. R.4.4	Identify the importance of perseverance when facing difficulty solving a problem.
HE.6.PHC.1.1	Describe how the physical, mental social, and intellectual dimensions of health are interrelated.
HE.6.PHC.2.4	Examine how family and culture influence the health of adolescents.
HE.6.PHC.3.1	Distinguish between the need for individual or collaborative decision making.
HE.6.PHC.3.2	Specify the potential outcomes of each option when making a personal health-related decision.
HE.6.PHC.3.3	Predict the potential outcomes of a health-related decision.

HE.6.PHC.3.4	Use various methods to measure personal health status.
HE.6.CEH.1.1	Describe how the physical, mental, social, and intellectual dimensions of community health are interrelated.
HE.6.CEH.3.1	Choose healthy alternatives over unhealthy alternatives when making a decision.
HE.6.CEH.3.2	Specify the potential outcomes of each option when making a community health-related decision.

Required Instruction

For grades 9 through 12, developing leadership skills, interpersonal skills, organization skills, and research skills; creating a résumé, including a digital résumé; exploring career pathways; using state career planning resources; developing and practicing the skills necessary for employment interviews; workplace ethics and workplace law; managing stress and expectations; and self-motivation. [s.1003.42\(2\)\(o\)4.f., F.S.](#)

HE.68.R.1.3	Identify sources of relational conflicts and healthy approaches to conflict resolutions.
HE.68.R.3.1	Discuss ways a leader can build the trust of individuals and groups.
HE.68.R.3.2	Explain and develop ways to apply leadership skills in the school and the community.
HE.68.R.3.4	Identify ways to participate in our constitutional republic through public policy, voting, and leadership positions.
HE.68.R.4.2	Develop and apply conflict resolution skills in a variety of situations.
HE.6.PHC.1.1	Describe how the physical, mental social, and intellectual dimensions of health are interrelated.
HE.6.PHC.2.3	Examine how friends and peers influence the health of adolescents.
HE.6.PHC.3.9	Explore healthy practices and behaviors that will maintain or improve personal health and reduce health risks.
HE.6.CEH.1.1	Describe how the physical, mental, social, and intellectual dimensions of community health are interrelated.
SC.6.TI.1.4	Describe various technology-related career paths.

Required Instruction

For students in grades 6 through 12, the social, emotional, and physical effects of social media. This component must include, but need not be limited to, the negative effects of social media on mental health, including addiction; the distribution of misinformation on social media; how social media manipulates behavior; the permanency of sharing materials online; how to maintain personal security and identify cyberbullying, predatory behavior, and human trafficking on the Internet; and how to report suspicious behavior encountered on the Internet. [s.1003.42\(2\)\(o\)5.a., F.S.](#)

HE.6.PHC.2.1	Analyze how media/social media influences personal and peer thoughts, feelings, and health behaviors.
HE.6.PHC.2.3	Examine how friends and peers influence the health of adolescents.
HE.6.PHC.2.8	Describe legal and ethical behaviors when using the internet and social media.
HE.6.PHC.3.9	Explore healthy practices and behaviors that will maintain or improve personal health and reduce health risks.
HE.6.CEH.2.4	Propose ways that technology can influence peer and community health behaviors.
HE.6.CH.1.2	Investigate a variety of technologies to gather health information.

HE.6.CH.2.1	Illustrate ways health messages and communication techniques can be targeted for different audiences through internet and social media sources.
SC.6.TI.1.1	Recognize the data content sources that make your digital footprint.

Grade 7

Required Instruction

The history and content of the Declaration of Independence, including national sovereignty, natural law, self-evident truth, equality of all persons, limited government, popular sovereignty, and inalienable rights of life, liberty, and property, and how they form the philosophical foundation of our government. [s. 1003.42\(2\)\(a\), F.S.](#)

SS.7.CG.1.2	Trace the principles underlying America’s founding ideas on law and government.
SS.7.CG.1.4	Analyze how Enlightenment ideas, including Montesquieu’s view of separation of powers and John Locke’s theories related to natural law and Locke’s social contract, influenced the Founding.
SS.7.CG.1.5	Describe how British policies and responses to colonial concerns led to the writing of the Declaration of Independence.
SS.7.CG.1.6	Analyze the ideas and grievances set forth in the Declaration of Independence.
SS.7.CG.1.7	Explain how the weaknesses of the Articles of Confederation led to the writing of the U.S. Constitution.

Required Instruction

The history, meaning, significance, and effect of the provisions of the Constitution of the United States and amendments thereto, with emphasis on each of the 10 amendments that make up the Bill of Rights and how the constitution provides the structure of our government. [s. 1003.42\(2\)\(b\), F.S.](#)

SS.7.CG.1.7	Explain how the weaknesses of the Articles of Confederation led to the writing of the U.S. Constitution.
SS.7.CG.1.8	Explain the purpose of the Preamble to the U.S. Constitution.
SS.7.CG.1.9	Describe how the U.S. Constitution limits the powers of government through separation of powers, checks and balances, individual rights, rule of law and due process of law.
SS.7.CG.1.10	Compare the viewpoints of the Federalists and the Anti-Federalists regarding ratification of the U.S. Constitution and including a bill of rights.
SS.7.CG.2.1	Define the term “citizen,” and explain the constitutional means of becoming a U.S. citizen.
SS.7.CG.2.3	Identify and apply the rights contained in the Bill of Rights and other amendments to the U.S. Constitution.
SS.7.CG.2.4	Explain how the U.S. Constitution and the Bill of Rights safeguard individual rights.
SS.7.CG.2.7	Identify the constitutional qualifications required to hold state and national office.
SS.7.CG.3.3	Describe the structure and function of the three branches of government established in the U.S. Constitution.
SS.7.CG.3.4	Explain the relationship between state and national governments as written in Article IV of the U.S. Constitution and the 10th Amendment.
SS.7.CG.3.5	Explain the amendment process outlined in Article V of the U.S. Constitution.
SS.7.CG.3.6	Analyze how the 13th, 14th, 15th, 19th, 24th and 26th Amendments broadened participation in the political process.

SS.7.CG.3.7	Explain the structure, functions and processes of the legislative branch of government.
SS.7.CG.3.8	Explain the structure, functions and processes of the executive branch of government.
SS.7.CG.3.9	Explain the structure, functions and processes of the judicial branch of government.
SS.7.CG.3.14	Explain the purpose and function of the Electoral College in electing the President of the United States.

Required Instruction

The arguments in support of adopting our republican form of government, as they are embodied in the most important of the Federalist Papers. [s.1003.42\(2\)\(c\), F.S.](#)

SS.7.CG.1.10	Compare the viewpoints of the Federalists and the Anti-Federalists regarding ratification of the U.S. Constitution and including a bill of rights.
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Required Instruction

The elements of civil government, including the primary functions of and interrelationships between the Federal Government, the state, and its counties, municipalities, school districts, and special districts. [s.1003.42\(2\)\(e\), F.S.](#)

SS.7.CG.1.2	Trace the principles underlying America’s founding ideas on law and government.
SS.7.CG.1.7	Explain how the weaknesses of the Articles of Confederation led to the writing of the U.S. Constitution.
SS.7.CG.1.9	Describe how the U.S. Constitution limits the powers of government through separation of powers, checks and balances, individual rights, rule of law and due process of law.
SS.7.CG.1.11	Define the rule of law and recognize its influence on the development of legal, political and governmental systems in the United States.
SS.7.CG.2.1	Define the term “citizen,” and explain the constitutional means of becoming a U.S. citizen.
SS.7.CG.2.2	Differentiate between obligations and responsibilities of U.S. citizenship, and evaluate their impact on society.
SS.7.CG.2.3	Identify and apply the rights contained in the Bill of Rights and other amendments to the U.S. Constitution.
SS.7.CG.2.4	Explain how the U.S. Constitution and the Bill of Rights safeguard individual rights.
SS.7.CG.2.5	Describe the trial process and the role of juries in the administration of justice at the state and federal levels.
SS.7.CG.2.6	Examine the election and voting process at the local, state and national levels.
SS.7.CG.2.7	Identify the constitutional qualifications required to hold state and national office.
SS.7.CG.2.10	Explain the process for citizens to address a state or local problem by researching public policy alternatives, identifying appropriate government agencies to address the issue and determining a course of action.
SS.7.CG.3.1	Analyze the advantages of the United States’ constitutional republic over other forms of government in safeguarding liberty, freedom and a representative government.

SS.7.CG.3.2	Explain the advantages of a federal system of government over other systems in balancing local sovereignty with national unity and protecting against authoritarianism.
SS.7.CG.3.3	Describe the structure and function of the three branches of government established in the U.S. Constitution.
SS.7.CG.3.4	Explain the relationship between state and national governments as written in Article IV of the U.S. Constitution and the 10th Amendment.
SS.7.CG.3.5	Explain the amendment process outlined in Article V of the U.S. Constitution.
SS.7.CG.3.6	Analyze how the 13th, 14th, 15th, 19th, 24th and 26th Amendments broadened participation in the political process.
SS.7.CG.3.7	Explain the structure, functions and processes of the legislative branch of government.
SS.7.CG.3.8	Explain the structure, functions and processes of the executive branch of government.
SS.7.CG.3.9	Explain the structure, functions and processes of the judicial branch of government.
SS.7.CG.3.10	Identify sources and types of law.
SS.7.CG.3.11	Analyze the effects of landmark Supreme Court decisions on law, liberty and the interpretation of the U.S. Constitution.
SS.7.CG.3.13	Explain government obligations to its citizens and the services provided at the local, state and national levels.
SS.7.CG.3.14	Explain the purpose and function of the Electoral College in electing the President of the United States.
SS.7.CG.4.1	Explain the relationship between U.S. foreign and domestic policy.
SS.7.CG.4.2	Describe the United States' and citizen participation in international organizations.

Required Instruction

The history of the United States, including the period of discovery, early colonies, the War for Independence, the Civil War, the expansion of the United States to its present boundaries, the world wars, and the civil rights movement to the present. American history shall be viewed as factual, not as constructed, shall be viewed as knowable, teachable, and testable, and shall be defined as the creation of a new nation based largely on the universal principles stated in the Declaration of Independence. [s.1003.42\(2\)\(f\), F.S.](#)

SS.68.AA.1.1	Identify Afro-Eurasian trade routes and methods prior to the development of the Atlantic slave trade.
SS.68.AA.1.2	Describe the contact of European explorers with systematic slave trading in Africa.
SS.68.AA.1.3	Examine the evolution of the labor force in the use of indentured servitude contracts.
SS.68.AA.1.4	Describe the history and evolution of slave codes.
SS.68.AA.1.5	Analyze slave revolts that happened in early colonial America and how political leaders reacted (e.g., 1712 revolt in New York City, Stono Rebellion [1739]).
SS.68.AA.1.6	Examine the service and sacrifice of African patriots during the Revolutionary Era (e.g., Crispus Attucks, Peter Salem, James Armistead Lafayette, 1st Rhode Island Regiment).

SS.68.AA.2.1	Explain early congressional actions regarding the institution of slavery (i.e., Northwest Ordinance of 1787, Three-Fifths Compromise, Act Prohibiting Importation of Slaves of 1808).
SS.68.AA.2.2	Explain the effect of the cotton industry on the expansion of slavery due to Eli Whitney's Cotton Gin.
SS.68.AA.2.3	Examine the various duties and trades performed by slaves (e.g., agricultural work, painting, carpentry, tailoring, domestic service, blacksmithing, transportation).
SS.68.AA.2.4	Examine the Underground Railroad and its importance to those seeking freedom.
SS.68.AA.2.5	Identify political figures who strove to abolish the institution of slavery (e.g., Thaddeus Stevens, Abraham Lincoln, Zachariah Chandler).
SS.68.AA.2.6	Evaluate various abolitionist movements that continuously pushed to end slavery.
SS.68.AA.2.7	Examine how the status of slaves, those who had escaped slavery and free blacks affected their contributions to the Civil War effort.
SS.68.AA.2.8	Describe significant contributions made by key figures during Reconstruction (e.g., President Ulysses S. Grant, Secretary of War Edwin Stanton, Frederick Douglass, Lyman Trumbull).

Required Instruction

The history of the Holocaust (1933-1945), the systematic, planned annihilation of European Jews and other groups by Nazi Germany, a watershed event in the history of humanity, to be taught in a manner that leads to an investigation of human behavior, an understanding of the ramifications of prejudice, racism, and stereotyping, and an examination of what it means to be a responsible and respectful person, for the purposes of encouraging tolerance of diversity in a pluralistic society and for nurturing and protecting democratic values and institutions, including the policy, definition, and historical and current examples of anti-Semitism, as described in [s. 1000.05\(8\)](#), and the prevention of anti-Semitism. [s.1003.42\(2\)\(g\)1., F.S.](#)

SS.68.HE.1.1	Examine the Holocaust as the planned and systematic state-sponsored persecution and murder of European Jews by Nazi Germany and its collaborators between 1933 and 1945.
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Required Instruction

The history of African Americans, including the history of African peoples before the political conflicts that led to the development of slavery, the passage to America, the enslavement experience, abolition, and the history and contributions of Americans of the African diaspora to society. Students shall develop an understanding of the ramifications of prejudice, racism, and stereotyping on individual freedoms, and examine what it means to be a responsible and respectful person, for the purpose of encouraging tolerance of diversity in a pluralistic society and for nurturing and protecting democratic values and institutions. Instruction shall include the roles and contributions of individuals from all walks of life and their endeavors to learn and thrive throughout history as artists, scientists, educators, businesspeople, influential thinkers, members of the faith community, and political and governmental leaders and the courageous steps they took to fulfill the promise of democracy and unite the nation. Instructional materials shall include the vital contributions of African Americans to build and strengthen American society and celebrate the inspirational stories of African Americans who prospered, even in the most difficult circumstances. Instructional personnel may facilitate discussions and use curricula to address, in an age-appropriate manner, how the individual freedoms of persons have been infringed by slavery, racial oppression, racial segregation, and racial

discrimination, as well as topics relating to the enactment and enforcement of laws resulting in racial oppression, racial segregation, and racial discrimination and how recognition of these freedoms has overturned these unjust laws. [s.1003.42\(2\)\(h\), F.S.](#)

SS.68.AA.1.1	Identify Afro-Eurasian trade routes and methods prior to the development of the Atlantic slave trade.
SS.68.AA.1.2	Describe the contact of European explorers with systematic slave trading in Africa.
SS.68.AA.1.3	Examine the evolution of the labor force in the use of indentured servitude contracts.
SS.68.AA.1.4	Describe the history and evolution of slave codes.
SS.68.AA.1.5	Analyze slave revolts that happened in early colonial America and how political leaders reacted (e.g., 1712 revolt in New York City, Stono Rebellion [1739]).
SS.68.AA.1.6	Examine the service and sacrifice of African patriots during the Revolutionary Era (e.g., Crispus Attucks, Peter Salem, James Armistead Lafayette, 1st Rhode Island Regiment).
SS.68.AA.2.1	Explain early congressional actions regarding the institution of slavery (i.e., Northwest Ordinance of 1787, Three-Fifths Compromise, Act Prohibiting Importation of Slaves of 1808).
SS.68.AA.2.2	Explain the effect of the cotton industry on the expansion of slavery due to Eli Whitney's Cotton Gin.
SS.68.AA.2.3	Examine the various duties and trades performed by slaves (e.g., agricultural work, painting, carpentry, tailoring, domestic service, blacksmithing, transportation).
SS.68.AA.2.4	Examine the Underground Railroad and its importance to those seeking freedom.
SS.68.AA.2.5	Identify political figures who strove to abolish the institution of slavery (e.g., Thaddeus Stevens, Abraham Lincoln, Zachariah Chandler).
SS.68.AA.2.6	Evaluate various abolitionist movements that continuously pushed to end slavery.
SS.68.AA.2.7	Examine how the status of slaves, those who had escaped slavery and free blacks affected their contributions to the Civil War effort.
SS.68.AA.2.8	Describe significant contributions made by key figures during Reconstruction (e.g., President Ulysses S. Grant, Secretary of War Edwin Stanton, Frederick Douglass, Lyman Trumbull).
SS.7.CG.3.6	Analyze how the 13th, 14th, 15th, 19th, 24th and 26th Amendments broadened participation in the political process.

Required Instruction

The history of Asian Americans and Pacific Islanders, including the history of Japanese internment camps and the incarceration of Japanese-Americans during World War II; the immigration, citizenship, civil rights, identity, and culture of Asian Americans and Pacific Islanders; and the contributions of Asian Americans and Pacific Islanders to American society. Instructional materials shall include the contributions of Asian Americans and Pacific Islanders to American society. [s. 1003.42\(2\)\(i\), F.S.](#)

SS.7.CG.2.4	Explain how the U.S. Constitution and the Bill of Rights safeguard individual rights.
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Required Instruction

The conservation of natural resources. [s. 1003.42\(2\)\(n\), F.S.](#)

SS.7.G.2.3	Explain how major physical characteristics, natural resources, climate, and absolute and relative location have influenced settlement, economies, and inter-governmental relations in North America.
SS.7.G.3.1	Use maps to describe the location, abundance, and variety of natural resources in North America.
SS.7.G.5.1	Use a choropleth or other map to geographically represent current information about issues of conservation or ecology in the local community.

Required Instruction

Comprehensive age-appropriate and developmentally appropriate K-12 instruction on Health education that addresses concepts of community health, consumer health, environmental health, and family life, including:

- Injury prevention and safety.
- Internet safety.
- Nutrition.
- Personal health.
- Prevention and control of disease.
- Substance use and abuse.
- Prevention of child sexual abuse, exploitation, and human trafficking.

[s.1003.42\(2\)\(o\)1., F.S.](#)

HE.68.SUA.1.1	Demonstrate responsible decision-making about the use of substances.
HE.68.SUA.1.2	Define terminology specific to alcohol misuse/abuse and discuss the short- and long-term effects of consuming alcohol.
HE.68.SUA.1.3	Discuss the health risks associated with alcohol misuse including liver disease, cancer, cardiovascular disease, and neurological/brain damage.
HE.68.SUA.1.4	Describe the types, delivery devices and accessibility of marijuana/THC products and their impacts on prevalence of use.
HE.68.SUA.1.5	Examine the effects of marijuana/THC and opioids on body systems and behavior.
HE.68.SUA.1.6	State the risks of misusing and sharing prescription and/or illicit drugs, including fentanyl and other opioids.
HE.68.SUA.1.7	Identify signs and symptoms of prescription and/or illicit drug misuse and overdose, including fentanyl and other opioids.
HE.68.SUA.1.8	Describe the short- and long-term physical and social consequences of tobacco, nicotine use and/or vaping.
HE.68.SUA.2.1	Discuss family rules, school rules and state laws about the use of alcohol and other drugs.
HE.68.SUA.2.2	Discuss the dangers of underage consumption of alcohol and the benefits of abstaining from drinking alcohol.
HE.68.SUA.2.3	Describe how external factors can influence behaviors related to tobacco, nicotine use, and/or vaping.
HE.68.SUA.2.4	Explain school-based policies and legal consequences related to the sale, promotion, and use of tobacco, nicotine, and/or vaping products on school property.
HE.68.SUA.3.1	Discuss ways to identify valid and reliable multi-media information as it pertains to alcohol and other drugs.

HE.68.SUA.3.2	Identify how to find and access school and community resources related to alcohol misuse and/or abuse.
HE.68.SUA.3.3	Differentiate between marijuana/THC myths and facts.
HE.68.SUA.3.4	Explain how family, peers and multi-media messages over time can influence the use of marijuana/THC.
HE.68.SUA.3.5	Describe the three major categories, purposes and side effects of prescription drugs.
HE.68.SUA.3.6	Distinguish valid and reliable resources for cessation.
HE.68.SUA.4.1	Demonstrate refusal and communication skills in specific scenarios related to underage drinking and illicit drug use.
HE.68.SUA.4.2	Predict the potential short- and long-term impacts on self and others when responding to pressure to use alcohol and/or other drugs.
HE.68.SUA.5.1	Work cooperatively with peers to advocate for others to remain alcohol and drug free.
HE.68.SUA.5.2	Demonstrate ways to seek help and support from trusted adults for peers involved in unwanted, threatening or dangerous situations.
HE.68.SUA.5.3	Identify the consequences of marijuana/THC use and work cooperatively to advocate for healthy behaviors.
HE.68.SUA.5.4	Model ways that encourage others to avoid situations where alcohol and other drugs are present or may be used
HE.68.SUA.5.5	Encourage peers to model healthy choices related to goals, communication, friendship and peer pressure.
HE.68.SUA.5.6	Describe how to support family and friends who are trying to stop using tobacco, nicotine, and/or vaping.
HE.7.CEH.1.1	Investigate how the physical, mental, social, and intellectual dimensions of community health are interrelated.
HE.7.CEH.1.2	Describe community health problems and concerns common to adolescents.
HE.7.CEH.2.2	Evaluate how changes in social norms impact healthy and unhealthy behavior.
HE.7.CEH.3.1	Describe ways the community can reduce or prevent injuries and adolescent health problems.
HE.7.CEH.3.2	Explain how injury or illness stemming from unhealthy or risky behaviors impacts the community.
HE.7.CH.1.1	Explain how appropriate health care can promote personal health.
HE.7.CH.1.3	Determine appropriate resources and services needed to attain a personal health goal.
HE.7.CH.2.1	Analyze ways consumer health messages can target different audiences through internet and social media sources.
HE.7.CH.3.2	Compare resources and services needed to attain a personal health goal.
HE.7.PHC.1.2	Classify infectious diseases and their modes of transmission to the human body.
HE.7.PHC.2.2	Analyze how environmental factors affect personal health.
HE.7.PHC.2.3	Analyze how friends and peers influence the health of adolescents.
HE.7.PHC.2.5	Describe how personal health choices can affect hereditary risk factors.
HE.7.PHC.2.6	Analyze personal beliefs as they relate to health practices.
HE.7.PHC.2.8	Describe safe and legal practices when participating in online communities.
HE.7.PHC.3.2	Select healthy alternatives over unhealthy alternatives when making a decision.
HE.7.PHC.3.4	Predict the short and long-term consequences of engaging in health-risk behaviors.

HE.7.PHC.3.5	Devise an individual goal (short or long term) to adopt, maintain, or improve a personal health practice.
HE.7.PHC.3.6	Explain strategies and skills needed to assess progress and maintenance of a personal health goal.
HE.7.PHC.3.7	Compare and contrast the effects of healthy and unhealthy behaviors on personal health.
HE.7.PHC.3.9	Practice behaviors that will maintain or improve personal health and reduce health risks, including reproductive health.

Required Instruction

For students in grades 7 through 12, teen dating violence and abuse. This component must include, but not be limited to, the definition of dating violence and abuse, the warning signs of dating violence and abusive behavior, the characteristics of healthy relationships, measures to prevent and stop dating violence and abuse, and community resources available to victims of dating violence and abuse. [s. 1003.42\(2\)\(o\)2., F.S.](#)

HE.7.CEH.1.2	Describe community health problems and concerns common to adolescents.
HE.7.PHC.2.3	Analyze how friends and peers influence the health of adolescents.

Required Instruction

For students in grades 6 through 12, awareness of the benefits of sexual abstinence as the expected standard and the consequences of teenage pregnancy. [s. 1003.42\(2\)\(o\)3., F.S.](#)

HE.7.CEH.1.2	Describe community health problems and concerns common to adolescents.
HE.7.PHC.3.4	Predict the short and long-term consequences of engaging in health-risk behaviors.
HE.7.PHC.3.9	Describe ways one can reduce or prevent injuries and adolescent health problems.

Required Instruction

Life skills that build confidence, support mental and emotional health, and enable students to overcome challenges, including:

- Self-awareness and self-management.
- Responsible decision making.
- Resiliency.
- Relationship skills and conflict resolution.
- Understanding and respecting other viewpoints and backgrounds.

[s.1003.42\(2\)\(o\)4., F.S.](#)

HE.68.R.1.1	Demonstrate the ability to respond with empathy in a variety of contexts and situations.
HE.68.R.1.2	Describe the importance of empathy, kindness, honesty and trust in building and sustaining relationships.
HE.68.R.1.3	Identify sources of relational conflicts and healthy approaches to conflict resolutions.
HE.68.R.2.1	Discuss how character is shaped by attitudes, decisions and actions.
HE.68.R.2.2	Demonstrate responsible decision-making that considers multiple perspectives.
HE.68.R.2.3	Describe the importance of following school and community laws and rules.
HE.68.R.2.4	Monitor progress toward attaining a personal goal.

HE.68.R.2.5	Explain strategies and skills needed to assess progress and maintenance of a challenging personal goal.
HE.68.R.2.6	Describe how personal goals can vary with changing abilities, priorities, and responsibilities.
HE.68.R.2.7	Identify how continuous learning leads to personal growth.
HE.68.R.2.8	Identify strategies to manage challenges and setbacks.
HE.68.R.2.9	Identify healthy responses to negative peer pressure.
HE.68.R.3.1	Discuss ways a leader can build the trust of individuals and groups.
HE.68.R.3.2	Explain and develop ways to apply leadership skills in the school and the community.
HE.68.R.3.3	Identify the importance of volunteerism in positively affecting the community and nation.
HE.68.R.3.4	Identify ways to participate in our constitutional republic through public policy, voting, and leadership positions.
HE.68.R.4.1	Analyze possible solutions to a problem to determine the best outcome for oneself and others.
HE.68.R.4.2	Develop and apply conflict resolution skills in a variety of situations.
HE.68.R.4.3	Analyze ways to pursue common goals as a part of a team or group.
HE.68.R.4.4	Identify the importance of perseverance when facing difficulty solving a problem.
HE.68.SUA.1.1	Demonstrate responsible decision-making about the use of substances.
HE.7.CEH.1.1	Investigate how the physical, mental, social, and intellectual dimensions of community health are interrelated.
HE.7.CH.1.3	Determine appropriate resources and services needed to attain a personal health goal.
HE.7.PHC.1.1	Explain how physical, mental, social, and intellectual dimensions of health are interrelated.
HE.7.PHC.2.4	Analyze how family and cultural changes influence the health of adolescents.
HE.7.PHC.2.6	Analyze personal beliefs as they relate to health practices.
HE.7.PHC.3.1	Predict when health-related situations require the application of a thoughtful decision-making process.
HE.7.PHC.3.2	Select healthy alternatives over unhealthy alternatives when making a decision.
HE.7.PHC.3.3	Determine when individual or collaborative decision making is appropriate.

Required Instruction

For grades 9 through 12, developing leadership skills, interpersonal skills, organization skills, and research skills; creating a résumé, including a digital résumé; exploring career pathways; using state career planning resources; developing and practicing the skills necessary for employment interviews; workplace ethics and workplace law; managing stress and expectations; and self-motivation.
[s. 1003.42\(2\)\(o\)4.f., F.S.](#)

HE.68.R.1.3	Identify sources of relational conflicts and healthy approaches to conflict resolutions.
HE.68.R.3.1	Discuss ways a leader can build the trust of individuals and groups.
HE.68.R.3.2	Explain and develop ways to apply leadership skills in the school and the community.
HE.68.R.3.4	Identify ways to participate in our constitutional republic through public policy, voting, and leadership positions.

HE.68.R.4.2	Develop and apply conflict resolution skills in a variety of situations.
HE.7.CEH.1.1	Investigate how the physical, mental, social, and intellectual dimensions of community health are interrelated.
HE.7.PHC.3.5	Devise an individual goal (short or long term) to adopt, maintain, or improve a personal health practice.
SC.7.TI.1.4	Analyze technology-related career paths.

Required Instruction

For students in grades 6 through 12, the social, emotional, and physical effects of social media. This component must include, but need not be limited to, the negative effects of social media on mental health, including addiction; the distribution of misinformation on social media; how social media manipulates behavior; the permanency of sharing materials online; how to maintain personal security and identify cyberbullying, predatory behavior, and human trafficking on the Internet; and how to report suspicious behavior encountered on the Internet. [s. 1003.42\(2\)\(o\)5.a., F.S.](#)

HE.68.SUA.2.3	Describe how external factors can influence behaviors related to tobacco, nicotine use, and/or vaping.
HE.7.CEH.2.3	Evaluate how media/social media influences peer and community health behaviors.
HE.7.CEH.3.1	Describe ways the community can reduce or prevent injuries and adolescent health problems.
HE.7.CH.2.1	Analyze ways consumer health messages can target different audiences through internet and social media sources.
HE.7.CH.2.2	Analyze how messages from media/social media influence health behaviors.
HE.7.PHC.2.1	Interpret the potential impact of media/social media on health behaviors, personal thoughts, and feelings.
HE.7.PHC.2.7	Explain the influence of personal values, attitudes, and beliefs about individual health practices and behaviors.
SC.7.HS.1.1	Explain the possible consequences of cyberbullying.
SC.7.HS.1.4	Categorize potential dangers to an individuals safety and security.
SC.7.HS.1.5	Recognize the importance of reporting suspicious behavior encountered on the Internet.
SC.7.HS.2.1	Identify the digital practices that may affect your physical and mental well-being.
SC.7.HS.3.3	Discuss how device usage can affect sleeping patterns.

Required Instruction

The nature and importance of free enterprise to the United States economy. [s. 1003.42\(2\)\(s\), F.S.](#)

SS.7.CG.3.15	Analyze the advantages of capitalism and the free market in the United States over government-controlled economic systems (e.g., socialism and communism) in regard to economic freedom and raising the standard of living for citizens.
SS.7.E.1.1	Explain how the principles of a market and mixed economy helped to develop the United States into a democratic nation.
SS.7.E.1.2	Discuss the importance of borrowing and lending in the United States, the government's role in controlling financial institutions, and list the advantages and disadvantages of using credit.

SS.7.E.1.3	Review the concepts of supply and demand, choice, scarcity, and opportunity cost as they relate to the development of the mixed market economy in the United States.
SS.7.E.1.4	Discuss the function of financial institutions in the development of a market economy.
SS.7.E.1.5	Assess how profits, incentives, and competition motivate individuals, households, and businesses in a free market economy.
SS.7.E.1.6	Compare the national budget process to the personal budget process.
SS.7.E.2.1	Explain how federal, state, and local taxes support the economy as a function of the United States government.
SS.7.E.2.2	Describe the banking system in the United States and its impact on the money supply.
SS.7.E.2.3	Identify and describe United States laws and regulations adopted to promote economic competition.
SS.7.E.2.4	Identify entrepreneurs from various gender, social, and ethnic backgrounds who started a business seeking to make a profit.
SS.7.E.2.5	Explain how economic institutions impact the national economy.
SS.7.E.3.1	Explain how international trade requires a system for exchanging currency between and among nations.
SS.7.E.3.2	Assess how the changing value of currency affects trade of goods and services between nations.
SS.7.E.3.3	Compare and contrast a single resource economy with a diversified economy.
SS.7.E.3.4	Compare and contrast the standard of living in various countries today to that of the United States using gross domestic product (GDP) per capita as an indicator.

Required Instruction

Civic and character education on the qualities and responsibilities of patriotism and citizenship, including kindness; respect for authority, life, liberty, and personal property; honesty; charity; racial, ethnic, and religious tolerance; and cooperation and, for grades 11 and 12, voting using the uniform primary and general election ballot described in [s. 101.151\(9\)](#), [s. 1003.42\(2\)\(t\)](#), F.S.

SS.7.CG.2.2	Differentiate between obligations and responsibilities of U.S. citizenship, and evaluate their impact on society.
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Grade 8

Required Instruction

The history and content of the Declaration of Independence, including national sovereignty, natural law, self-evident truth, equality of all persons, limited government, popular sovereignty, and inalienable rights of life, liberty, and property, and how they form the philosophical foundation of our government. [s. 1003.42\(2\)\(a\), F.S.](#)

SS.8.A.3.7	Examine the structure, content, and consequences of the Declaration of Independence.
SS.8.CG.3.1	Trace the foundational ideals and principles related to the U.S. government expressed in primary sources from the colonial period to Reconstruction.

Required Instruction

The history, meaning, significance, and effect of the provisions of the Constitution of the United States and amendments thereto, with emphasis on each of the 10 amendments that make up the Bill of Rights and how the constitution provides the structure of our government. [s. 1003.42\(2\)\(b\), F.S.](#)

SS.8.A.3.9	Evaluate the structure, strengths, and weaknesses of the Articles of Confederation and its aspects that led to the Constitutional Convention.
SS.8.A.3.10	Examine the course and consequences of the Constitutional Convention (New Jersey Plan, Virginia Plan, Great Compromise, Three-Fifths Compromise, compromises regarding taxation and slave trade, Electoral College, state vs. federal power, empowering a president).
SS.8.CG.2.1	Identify the constitutional provisions for establishing citizenship.
SS.8.CG.2.6	Evaluate how amendments to the U.S. Constitution expanded opportunities for civic participation through Reconstruction.

Required Instruction

The arguments in support of adopting our republican form of government, as they are embodied in the most important of the Federalist Papers. [s.1003.42\(2\)\(c\), F.S.](#)

SS.8.A.3.11	Analyze support and opposition (Federalists, Federalist Papers, Anti-Federalists, Bill of Rights) to ratification of the U.S. Constitution.
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Required Instruction

The elements of civil government, including the primary functions of and interrelationships between the Federal Government, the state, and its counties, municipalities, school districts, and special districts. [s.1003.42\(2\)\(e\), F.S.](#)

SS.8.CG.1.3	Explain the importance of the rule of law in the United States' constitutional republic.
SS.8.CG.2.1	Identify the constitutional provisions for establishing citizenship.
SS.8.CG.2.2	Compare the legal obligations of citizens at the local, state and national levels.
SS.8.CG.2.5	Analyze how the Bill of Rights guarantees civil rights and liberties to citizens.
SS.8.CG.2.6	Evaluate how amendments to the U.S. Constitution expanded opportunities for civic participation through Reconstruction.

Required Instruction

The history of the United States, including the period of discovery, early colonies, the War for Independence, the Civil War, the expansion of the United States to its present boundaries, the world wars, and the civil rights movement to the present. American history shall be viewed as factual, not as constructed, shall be viewed as knowable, teachable, and testable, and shall be defined as the creation of a new nation based largely on the universal principles stated in the Declaration of Independence. [s.1003.42\(2\)\(f\), F.S.](#)

SS.68.AA.1.1	Identify Afro-Eurasian trade routes and methods prior to the development of the Atlantic slave trade.
SS.68.AA.1.2	Describe the contact of European explorers with systematic slave trading in Africa.
SS.68.AA.1.3	Examine the evolution of the labor force in the use of indentured servitude contracts.
SS.68.AA.1.4	Describe the history and evolution of slave codes.
SS.68.AA.1.5	Analyze slave revolts that happened in early colonial America and how political leaders reacted (e.g., 1712 revolt in New York City, Stono Rebellion [1739]).
SS.68.AA.1.6	Examine the service and sacrifice of African patriots during the Revolutionary Era (e.g., Crispus Attucks, Peter Salem, James Armistead Lafayette, 1st Rhode Island Regiment).
SS.68.AA.2.1	Explain early congressional actions regarding the institution of slavery (i.e., Northwest Ordinance of 1787, Three-Fifths Compromise, Act Prohibiting Importation of Slaves of 1808).
SS.68.AA.2.2	Explain the effect of the cotton industry on the expansion of slavery due to Eli Whitney's Cotton Gin.
SS.68.AA.2.3	Examine the various duties and trades performed by slaves (e.g., agricultural work, painting, carpentry, tailoring, domestic service, blacksmithing, transportation).
SS.68.AA.2.4	Examine the Underground Railroad and its importance to those seeking freedom.
SS.68.AA.2.5	Identify political figures who strove to abolish the institution of slavery (e.g., Thaddeus Stevens, Abraham Lincoln, Zachariah Chandler).
SS.68.AA.2.6	Evaluate various abolitionist movements that continuously pushed to end slavery.
SS.68.AA.2.7	Examine how the status of slaves, those who had escaped slavery and free blacks affected their contributions to the Civil War effort.
SS.68.AA.2.8	Describe significant contributions made by key figures during Reconstruction (e.g., President Ulysses S. Grant, Secretary of War Edwin Stanton, Frederick Douglass, Lyman Trumbull).
SS.8.A.2.1	Compare the relationships among the British, French, Spanish, and Dutch in their struggle for colonization of North America.
SS.8.A.2.2	Compare the characteristics of the New England, Middle, and Southern colonies.
SS.8.A.2.3	Differentiate economic systems of New England, Middle and Southern colonies including indentured servants and slaves as labor sources.
SS.8.A.2.4	Identify the impact of key colonial figures on the economic, political, and social development of the colonies.
SS.8.A.2.5	Discuss the impact of colonial settlement on Native American populations.
SS.8.A.2.6	Examine the causes, course, and consequences of the French and Indian War.

SS.8.A.2.7	Describe the contributions of key groups (Africans, Native Americans, women, and children) to the society and culture of colonial America.
SS.8.A.3.1	Explain the consequences of the French and Indian War in British policies for the American colonies from 1763 - 1774.
SS.8.A.3.2	Explain American colonial reaction to British policy from 1763 - 1774.
SS.8.A.3.3	Recognize the contributions of the Founding Fathers (John Adams, Sam Adams, Benjamin Franklin, John Hancock, Alexander Hamilton, Thomas Jefferson, James Madison, George Mason, George Washington) during American Revolutionary efforts.
SS.8.A.3.4	Examine the contributions of influential groups to both the American and British war efforts during the American Revolutionary War and their effects on the outcome of the war.
SS.8.A.3.5	Describe the influence of individuals on social and political developments during the Revolutionary era.
SS.8.A.3.6	Examine the causes, course, and consequences of the American Revolution.
SS.8.A.3.7	Examine the structure, content, and consequences of the Declaration of Independence.
SS.8.A.3.8	Examine individuals and groups that affected political and social motivations during the American Revolution.
SS.8.A.3.9	Evaluate the structure, strengths, and weaknesses of the Articles of Confederation and its aspects that led to the Constitutional Convention.
SS.8.A.3.10	Examine the course and consequences of the Constitutional Convention (New Jersey Plan, Virginia Plan, Great Compromise, Three-Fifths Compromise, compromises regarding taxation and slave trade, Electoral College, state vs. federal power, empowering a president).
SS.8.A.3.11	Analyze support and opposition (Federalists, Federalist Papers, Anti-Federalists, Bill of Rights) to ratification of the U.S. Constitution.
SS.8.A.3.12	Examine the influences of George Washington's presidency in the formation of the new nation.
SS.8.A.3.13	Explain major domestic and international economic, military, political, and socio-cultural events of John Adams's presidency.
SS.8.A.3.14	Explain major domestic and international economic, military, political, and socio-cultural events of Thomas Jefferson's presidency.
SS.8.A.3.15	Examine this time period (1763-1815) from the perspective of historically under-represented groups (children, indentured servants, Native Americans, slaves, women, working class).
SS.8.A.3.16	Examine key events in Florida history as each impacts this era of American history.
SS.8.A.4.1	Examine the causes, course, and consequences of United States westward expansion and its growing diplomatic assertiveness (War of 1812, Convention of 1818, Adams-Onís Treaty, Missouri Compromise, Monroe Doctrine, Trail of Tears, Texas annexation, Manifest Destiny, Oregon Territory, Mexican American War/Mexican Cession, California Gold Rush, Compromise of 1850, Kansas Nebraska Act, Gadsden Purchase).
SS.8.A.4.2	Describe the debate surrounding the spread of slavery into western territories and Florida.
SS.8.A.4.3	Examine the experiences and perspectives of significant individuals and groups during this era of American History.

SS.8.A.4.4	Discuss the impact of westward expansion on cultural practices and migration patterns of Native Americans, African slave populations and other minority groups.
SS.8.A.4.5	Explain the causes, course, and consequences of the 19th century transportation revolution on the growth of the nation's economy.
SS.8.A.4.6	Identify technological improvements (inventions/inventors) that contributed to industrial growth.
SS.8.A.4.7	Explain the causes, course, and consequences (industrial growth, subsequent effect on children and women) of New England's textile industry.
SS.8.A.4.8	Describe the influence of individuals on social and political developments of this era in American History.
SS.8.A.4.9	Analyze the causes, course and consequences of the Second Great Awakening on social reform movements.
SS.8.A.4.10	Analyze the impact of technological advancements on the agricultural economy and slave labor.
SS.8.A.4.11	Examine the aspects of slave culture including plantation life, resistance efforts, and the role of the slaves' spiritual system.
SS.8.A.4.12	Examine the effects of the 1804 Haitian Revolution on the United States acquisition of the Louisiana Territory.
SS.8.A.4.13	Explain the consequences of landmark Supreme Court decisions (McCulloch v. Maryland [1819], Gibbons v. Odgen [1824], Cherokee Nation v. Georgia [1831], and Worcester v. Georgia [1832]) significant to this era of American history.
SS.8.A.4.14	Examine the causes, course, and consequences of the women's suffrage movement (1848 Seneca Falls Convention, Declaration of Sentiments).
SS.8.A.4.15	Examine the causes, course, and consequences of literature movements (Transcendentalism) significant to this era of American history.
SS.8.A.4.16	Identify key ideas and influences of Jacksonian democracy.
SS.8.A.4.17	Examine key events and peoples in Florida history as each impacts this era of American history.
SS.8.A.4.18	Examine the experiences and perspectives of different ethnic, national, and religious groups in Florida, explaining their contributions to Florida's and America's society and culture during the Territorial Period.
SS.8.A.5.1	Explain the causes, course, and consequence of the Civil War (sectionalism, slavery, states' rights, balance of power in the Senate).
SS.8.A.5.2	Analyze the role of slavery in the development of sectional conflict.
SS.8.A.5.3	Explain major domestic and international economic, military, political, and socio-cultural events of Abraham Lincoln's presidency.
SS.8.A.5.4	Identify the division (Confederate and Union States, Border states, western territories) of the United States at the outbreak of the Civil War.
SS.8.A.5.5	Compare Union and Confederate strengths and weaknesses.
SS.8.A.5.6	Compare significant Civil War battles and events and their effects on civilian populations.
SS.8.A.5.7	Examine key events and peoples in Florida history as each impacts this era of American history.
SS.8.A.5.8	Explain and evaluate the policies, practices, and consequences of Reconstruction (presidential and congressional reconstruction, Johnson's impeachment, Civil Rights Act of 1866, the 13th, 14th, and 15th Amendments, opposition of Southern whites to Reconstruction, accomplishments and failures of Radical Reconstruction, presidential

	election of 1876, end of Reconstruction, rise of Jim Crow laws, rise of Ku Klux Klan).
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Required Instruction

The history of the Holocaust (1933-1945), the systematic, planned annihilation of European Jews and other groups by Nazi Germany, a watershed event in the history of humanity, to be taught in a manner that leads to an investigation of human behavior, an understanding of the ramifications of prejudice, racism, and stereotyping, and an examination of what it means to be a responsible and respectful person, for the purposes of encouraging tolerance of diversity in a pluralistic society and for nurturing and protecting democratic values and institutions, including the policy, definition, and historical and current examples of anti-Semitism, as described in [s. 1000.05\(8\)](#), and the prevention of anti-Semitism. [s.1003.42\(2\)\(g\)1., F.S.](#)

SS.68.HE.1.1	Examine the Holocaust as the planned and systematic state-sponsored persecution and murder of European Jews by Nazi Germany and its collaborators between 1933 and 1945.
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Required Instruction

The history of African Americans, including the history of African peoples before the political conflicts that led to the development of slavery, the passage to America, the enslavement experience, abolition, and the history and contributions of Americans of the African diaspora to society. Students shall develop an understanding of the ramifications of prejudice, racism, and stereotyping on individual freedoms, and examine what it means to be a responsible and respectful person, for the purpose of encouraging tolerance of diversity in a pluralistic society and for nurturing and protecting democratic values and institutions. Instruction shall include the roles and contributions of individuals from all walks of life and their endeavors to learn and thrive throughout history as artists, scientists, educators, businesspeople, influential thinkers, members of the faith community, and political and governmental leaders and the courageous steps they took to fulfill the promise of democracy and unite the nation. Instructional materials shall include the vital contributions of African Americans to build and strengthen American society and celebrate the inspirational stories of African Americans who prospered, even in the most difficult circumstances. Instructional personnel may facilitate discussions and use curricula to address, in an age-appropriate manner, how the individual freedoms of persons have been infringed by slavery, racial oppression, racial segregation, and racial discrimination, as well as topics relating to the enactment and enforcement of laws resulting in racial oppression, racial segregation, and racial discrimination and how recognition of these freedoms has overturned these unjust laws. [s.1003.42\(2\)\(h\) F.S.](#)

SS.68.AA.1.1	Identify Afro-Eurasian trade routes and methods prior to the development of the Atlantic slave trade.
SS.68.AA.1.2	Describe the contact of European explorers with systematic slave trading in Africa.
SS.68.AA.1.3	Examine the evolution of the labor force in the use of indentured servitude contracts.
SS.68.AA.1.4	Describe the history and evolution of slave codes.
SS.68.AA.1.5	Analyze slave revolts that happened in early colonial America and how political leaders reacted (e.g., 1712 revolt in New York City, Stono Rebellion [1739]).
SS.68.AA.1.6	Examine the service and sacrifice of African patriots during the Revolutionary Era (e.g., Crispus Attucks, Peter Salem, James Armistead Lafayette, 1st Rhode Island Regiment).

SS.68.AA.2.1	Explain early congressional actions regarding the institution of slavery (i.e., Northwest Ordinance of 1787, Three-Fifths Compromise, Act Prohibiting Importation of Slaves of 1808).
SS.68.AA.2.2	Explain the effect of the cotton industry on the expansion of slavery due to Eli Whitney's Cotton Gin.
SS.68.AA.2.3	Examine the various duties and trades performed by slaves (e.g., agricultural work, painting, carpentry, tailoring, domestic service, blacksmithing, transportation).
SS.68.AA.2.4	Examine the Underground Railroad and its importance to those seeking freedom.
SS.68.AA.2.5	Identify political figures who strove to abolish the institution of slavery (e.g., Thaddeus Stevens, Abraham Lincoln, Zachariah Chandler).
SS.68.AA.2.6	Evaluate various abolitionist movements that continuously pushed to end slavery.
SS.68.AA.2.7	Examine how the status of slaves, those who had escaped slavery and free blacks affected their contributions to the Civil War effort.
SS.68.AA.2.8	Describe significant contributions made by key figures during Reconstruction (e.g., President Ulysses S. Grant, Secretary of War Edwin Stanton, Frederick Douglass, Lyman Trumbull).
SS.8.A.2.3	Differentiate economic systems of New England, Middle and Southern colonies including indentured servants and slaves as labor sources.
SS.8.A.3.10	Examine the course and consequences of the Constitutional Convention (New Jersey Plan, Virginia Plan, Great Compromise, Three-Fifths Compromise, compromises regarding taxation and slave trade, Electoral College, state vs. federal power, empowering a president).
SS.8.A.3.15	Examine this time period (1763-1815) from the perspective of historically under-represented groups (children, indentured servants, Native Americans, slaves, women, working class).
SS.8.A.4.2	Describe the debate surrounding the spread of slavery into western territories and Florida.
SS.8.A.4.4	Discuss the impact of westward expansion on cultural practices and migration patterns of Native Americans, African slave populations and other minority groups.
SS.8.A.4.10	Analyze the impact of technological advancements on the agricultural economy and slave labor.
SS.8.A.4.11	Examine the aspects of slave culture including plantation life, resistance efforts, and the role of the slaves' spiritual system.
SS.8.A.5.1	Explain the causes, course, and consequence of the Civil War (sectionalism, slavery, states' rights, balance of power in the Senate).
SS.8.A.5.2	Analyze the role of slavery in the development of sectional conflict.

Required Instruction

The history of Asian Americans and Pacific Islanders, including the history of Japanese internment camps and the incarceration of Japanese-Americans during World War II; the immigration, citizenship, civil rights, identity, and culture of Asian Americans and Pacific Islanders; and the contributions of Asian Americans and Pacific Islanders to American society. Instructional materials shall include the contributions of Asian Americans and Pacific Islanders to American society. [s.1003.42\(2\)\(i\), F.S.](#)

SS.8.A.4.4	Discuss the impact of westward expansion on cultural practices and migration patterns of Native Americans, African slave populations and other minority groups.
SS.8.E.2.3	Assess the role of Africans and other minority groups in the economic development of the United States.

Required Instruction

The conservation of natural resources. [s.1003.42\(2\)\(n\), F.S.](#)

SS.8.G.3.2	Use geographic terms and tools to explain differing perspectives on the use of renewable and non-renewable resources in the United States and Florida over time.
SS.8.G.5.2	Describe the impact of human modifications on the physical environment and ecosystems of the United States throughout history.

Required Instruction

Comprehensive age-appropriate and developmentally appropriate K-12 instruction on Health education that addresses concepts of community health, consumer health, environmental health, and family life, including:

- Injury prevention and safety.
- Internet safety.
- Nutrition.
- Personal health.
- Prevention and control of disease.
- Substance use and abuse.
- Prevention of child sexual abuse, exploitation, and human trafficking.

[s.1003.42\(2\)\(o\)1., F.S.](#)

HE.68.SUA.1.1	Demonstrate responsible decision-making about the use of substances.
HE.68.SUA.1.2	Define terminology specific to alcohol misuse/abuse and discuss the short- and long-term effects of consuming alcohol.
HE.68.SUA.1.3	Discuss the health risks associated with alcohol misuse including liver disease, cancer, cardiovascular disease, and neurological/brain damage.
HE.68.SUA.1.4	Describe the types, delivery devices and accessibility of marijuana/THC products and their impacts on prevalence of use.
HE.68.SUA.1.5	Examine the effects of marijuana/THC and opioids on body systems and behavior.
HE.68.SUA.1.6	State the risks of misusing and sharing prescription and/or illicit drugs, including fentanyl and other opioids.
HE.68.SUA.1.7	Identify signs and symptoms of prescription and/or illicit drug misuse and overdose, including fentanyl and other opioids.
HE.68.SUA.1.8	Describe the short- and long-term physical and social consequences of tobacco, nicotine use and/or vaping.
HE.68.SUA.2.1	Discuss family rules, school rules and state laws about the use of alcohol and other drugs.
HE.68.SUA.2.2	Discuss the dangers of underage consumption of alcohol and the benefits of abstaining from drinking alcohol.
HE.68.SUA.2.3	Describe how external factors can influence behaviors related to tobacco, nicotine use, and/or vaping.

HE.68.SUA.2.4	Explain school-based policies and legal consequences related to the sale, promotion, and use of tobacco, nicotine, and/or vaping products on school property.
HE.68.SUA.3.1	Discuss ways to identify valid and reliable multi-media information as it pertains to alcohol and other drugs.
HE.68.SUA.3.2	Identify how to find and access school and community resources related to alcohol misuse and/or abuse.
HE.68.SUA.3.3	Differentiate between marijuana/THC myths and facts.
HE.68.SUA.3.4	Explain how family, peers and multi-media messages over time can influence the use of marijuana/THC.
HE.68.SUA.3.5	Describe the three major categories, purposes and side effects of prescription drugs.
HE.68.SUA.3.6	Distinguish valid and reliable resources for cessation.
HE.68.SUA.4.1	Demonstrate refusal and communication skills in specific scenarios related to underage drinking and illicit drug use.
HE.68.SUA.4.2	Predict the potential short- and long-term impacts on self and others when responding to pressure to use alcohol and/or other drugs.
HE.68.SUA.5.1	Work cooperatively with peers to advocate for others to remain alcohol and drug free.
HE.68.SUA.5.2	Demonstrate ways to seek help and support from trusted adults for peers involved in unwanted, threatening or dangerous situations.
HE.68.SUA.5.3	Identify the consequences of marijuana/THC use and work cooperatively to advocate for healthy behaviors.
HE.68.SUA.5.4	Model ways that encourage others to avoid situations where alcohol and other drugs are present or may be used
HE.68.SUA.5.5	Encourage peers to model healthy choices related to goals, communication, friendship and peer pressure.
HE.68.SUA.5.6	Describe how to support family and friends who are trying to stop using tobacco, nicotine, and/or vaping.
HE.8.PHC.1.1	Analyze how the physical, mental, social, and intellectual dimensions of personal health are interrelated.
HE.8.PHC.1.2	Identify major chronic diseases that impact human body systems.
HE.8.PHC.1.3	Assess the importance of assuming responsibility for personal health behaviors.
HE.8.PHC.1.4	Assess personal health practices.
HE.8.PHC.2.1	Analyze the influences of media/social media on physical, emotional, and social health.
HE.8.PHC.2.3	Predict how environmental factors affect personal health.
HE.8.PHC.2.6	Describe the influence of culture on health beliefs, practices, and behaviors.
HE.8.PHC.2.7	Explore how heredity and family history can affect personal health.
HE.8.PHC.2.8	Explain how the perceptions of norms influence healthy and unhealthy behaviors.
HE.8.PHC.2.9	Describe how personal health goals can vary with changing abilities, priorities, and responsibilities.
HE.8.PHC.2.10	Explain the impact of cyberbullying and inappropriate use of social media on personal wellness.
HE.8.PHC.3.2	Compile the potential outcomes of each option when making a health-related decision.
HE.8.PHC.3.3	Distinguish when individual or collaborative decision-making is appropriate.
HE.8.PHC.3.4	Evaluate the outcomes of a health-related decision.

HE.8.PHC.3.5	Determine situations when specific professional health services or providers may be required.
HE.8.PHC.3.7	Design an individual goal to adopt, maintain, or improve a personal health practice.
HE.8.PHC.3.8	Apply strategies and skills needed to attain a personal health goal.
HE.8.PHC.3.9	Apply healthy practices and behaviors that will maintain or improve personal health and reduce health risks.
HE.8.PHC.4.2	Identify strategies to combat cyberbullying and online harassment.
HE.8.CH.1.1	Analyze how appropriate health care can influence personal health.
HE.8.CH.2.2	Research marketing strategies behind health-related media/social media messages.
HE.8.CH.4.2	Recommend a variety of technologies to gather health information.
HE.8.CEH.1.2	Evaluate community health problems and concerns common to adolescents.
HE.8.CEH.2.2	Critique school and public health policies that influence health promotion and disease prevention.
HE.8.CEH.2.3	Analyze how media/social media influences community health behaviors.
HE.8.CEH.3.2	Anticipate how injury or illness stemming from unhealthy or risky behaviors impacts the community.
HE.8.CEH.4.1	Promote positive health choices with the influence and support of others.

Required Instruction

For students in grades 7 through 12, teen dating violence and abuse. This component must include, but not be limited to, the definition of dating violence and abuse, the warning signs of dating violence and abusive behavior, the characteristics of healthy relationships, measures to prevent and stop dating violence and abuse, and community resources available to victims of dating violence and abuse. [s. 1003.42\(2\)\(o\)2., F.S.](#)

HE.8.CEH.1.2	Evaluate community health problems and concerns common to adolescents.
HE.8.CEH.2.4	Predict how environmental factors affect community health.
HE.8.CH.2.2	Research marketing strategies behind health-related media/social media messages.
HE.8.PHC.1.1	Analyze how the physical, mental, social, and intellectual dimensions of personal health are interrelated.
HE.8.PHC.3.1	Determine when health-related situations require the application of a thoughtful prepared plan of action.

Required Instruction

For students in grades 6 through 12, awareness of the benefits of sexual abstinence as the expected standard and the consequences of teenage pregnancy. [s.1003.42\(2\)\(o\)3., F.S.](#)

HE.8.PHC.1.3	Assess the importance of assuming responsibility for personal health behaviors.
HE.8.CEH.1.2	Evaluate community health problems and concerns common to adolescents.
HE.8.CEH.3.3	Categorize healthy and unhealthy alternatives to community health-related issues or problems.
HE.8.CEH.4.1	Promote positive health choices with the influence and support of others.
HE.8.CEH.4.2	Justify a health-enhancing position on a topic and support it with accurate information.

Required Instruction

Life skills that build confidence, support mental and emotional health, and enable students to overcome challenges, including:

- Self-awareness and self-management.
- Responsible decision making.
- Resiliency.
- Relationship skills and conflict resolution.
- Understanding and respecting other viewpoints and backgrounds.

[s.1003.42\(2\)\(o\)4., F.S.](#)

HE.68. R.1.1	Demonstrate the ability to respond with empathy in a variety of contexts and situations.
HE.68. R.1.2	Describe the importance of empathy, kindness, honesty and trust in building and sustaining relationships.
HE.68. R.1.3	Identify sources of relational conflicts and healthy approaches to conflict resolutions.
HE.68. R.2.1	Discuss how character is shaped by attitudes, decisions and actions.
HE.68. R.2.2	Demonstrate responsible decision-making that considers multiple perspectives.
HE.68. R.2.3	Describe the importance of following school and community laws and rules.
HE.68. R.2.4	Monitor progress toward attaining a personal goal.
HE.68. R.2.5	Explain strategies and skills needed to assess progress and maintenance of a challenging personal goal.
HE.68. R.2.6	Describe how personal goals can vary with changing abilities, priorities, and responsibilities.
HE.68. R.2.7	Identify how continuous learning leads to personal growth.
HE.68. R.2.8	Identify strategies to manage challenges and setbacks.
HE.68. R.2.9	Identify healthy responses to negative peer pressure.
HE.68. R.3.1	Discuss ways a leader can build the trust of individuals and groups.
HE.68. R.3.2	Explain and develop ways to apply leadership skills in the school and the community.
HE.68. R.3.3	Identify the importance of volunteerism in positively affecting the community and nation.
HE.68. R.3.4	Identify ways to participate in our constitutional republic through public policy, voting, and leadership positions.
HE.68. R.4.1	Analyze possible solutions to a problem to determine the best outcome for oneself and others.
HE.68. R.4.2	Develop and apply conflict resolution skills in a variety of situations.
HE.68. R.4.3	Analyze ways to pursue common goals as a part of a team or group.
HE.68. R.4.4	Identify the importance of perseverance when facing difficulty solving a problem.
HE.68.SUA.1.1	Demonstrate responsible decision-making about the use of substances.
HE.68.SUA.2.3	Describe how external factors can influence behaviors related to tobacco, nicotine use, and/or vaping.
HE.8.PHC.1.4	Assess personal health practices.
HE.8.PHC.2.1	Analyze the influences of media/social media on physical, emotional, and social health.
HE.8.PHC.2.5	Assess the role of the beliefs of family and culture on the health of adolescents.
HE.8.PHC.2.6	Describe the influence of culture on health beliefs, practices, and behaviors.

HE.8.PHC.3.2	Compile the potential outcomes of each option when making a health-related decision.
HE.8.PHC.3.3	Distinguish when individual or collaborative decision-making is appropriate.
HE.8.PHC.3.4	Evaluate the outcomes of a health-related decision.
HE.8.PHC.3.6	Investigate personal strategies to reduce or prevent injuries and other adolescent health problems.
HE.8.CEH.1.1	Analyze how the physical, mental, social, and intellectual dimensions of community health are interrelated.

Required Instruction

For grades 9 through 12, developing leadership skills, interpersonal skills, organization skills, and research skills; creating a résumé, including a digital résumé; exploring career pathways; using state career planning resources; developing and practicing the skills necessary for employment interviews; workplace ethics and workplace law; managing stress and expectations; and self-motivation.

[s.1003.42\(2\)\(o\)4.f., F.S.](#)

HE.68.R.1.3	Identify sources of relational conflicts and healthy approaches to conflict resolutions.
HE.68.R.3.1	Discuss ways a leader can build the trust of individuals and groups.
HE.68.R.3.2	Explain and develop ways to apply leadership skills in the school and the community.
HE.68.R.3.4	Identify ways to participate in our constitutional republic through public policy, voting, and leadership positions.
HE.68.R.4.2	Develop and apply conflict resolution skills in a variety of situations.
HE.8.PHC.1.4	Identify sources of relational conflicts and healthy approaches to conflict resolutions.
HE.8.PHC.3.6	Investigate personal strategies to reduce or prevent injuries and other adolescent health problems.
HE.8.CEH.1.1	Analyze how the physical, mental, social, and intellectual dimensions of community health are interrelated.
SC.8.TI.2.3	Compare various technology-related career paths.

Required Instruction

For students in grades 6 through 12, the social, emotional, and physical effects of social media. This component must include, but need not be limited to, the negative effects of social media on mental health, including addiction; the distribution of misinformation on social media; how social media manipulates behavior; the permanency of sharing materials online; how to maintain personal security and identify cyberbullying, predatory behavior, and human trafficking on the Internet; and how to report suspicious behavior encountered on the Internet. [s.1003.42\(2\)\(o\)5.a., F.S.](#)

HE.8.CEH.2.3	Analyze how media/social media influences community health behaviors.
HE.8.CH.2.1	Evaluate ways consumer health messages and communication techniques can be targeted for different audiences.
HE.8.CH.2.2	Research marketing strategies behind health-related media/social media messages.
HE.8.CH.2.3	Analyze the influence of technology on personal and family health.
HE.8.CH.4.2	Recommend a variety of technologies to gather health information.
HE.8.PHC.2.1	Analyze the influences of media/social media on physical, emotional, and social health.

HE.8.PHC.2.10	Explain the impact of cyberbullying and inappropriate use of social media on personal wellness.
HE.8.PHC.4.2	Identify strategies to combat cyberbullying and online harassment.
SC.8.HS.3.1	Discuss how regulating the use of digital media and communication is important for mental and physical well-being.
SC.8.HS.3.2	Analyze how digital media and communication influence behavior.

Required Instruction

The study of women's contributions to the United States. [s.1003.42\(2\)\(r\), F.S.](#)

SS.8.A.2.7	Describe the contributions of key groups (Africans, Native Americans, women, and children) to the society and culture of colonial America.
SS.8.A.3.15	Examine this time period (1763-1815) from the perspective of historically under-represented groups (children, indentured servants, Native Americans, slaves, women, working class).
SS.8.A.4.7	Explain the causes, course, and consequences (industrial growth, subsequent effect on children and women) of New England's textile industry.
SS.8.A.4.14	Examine the causes, course, and consequences of the women's suffrage movement (1848 Seneca Falls Convention, Declaration of Sentiments).

Grades 9-12

Required Instruction

The history and content of the Declaration of Independence, including national sovereignty, natural law, self-evident truth, equality of all persons, limited government, popular sovereignty, and inalienable rights of life, liberty, and property, and how they form the philosophical foundation of our government. [s. 1003.42\(2\)\(a\), F.S.](#)

SS.912.CG.1.1	Examine how intellectual influences in primary documents contributed to the ideas in the Declaration of Independence, the U.S. Constitution and the Bill of Rights.
SS.912.CG.1.2	Explain the influence of Enlightenment ideas on the Declaration of Independence.
SS.912.CG.1.4	Analyze how the ideals and principles expressed in the founding documents shape America as a constitutional republic.
SS.912.CG.2.6	Explain how the principles contained in foundational documents contributed to the expansion of civil rights and liberties over time.

Required Instruction

The history, meaning, significance, and effect of the provisions of the Constitution of the United States and amendments thereto, with emphasis on each of the 10 amendments that make up the Bill of Rights and how the constitution provides the structure of our government. [s. 1003.42\(2\)\(b\), F.S.](#)

SS.912.A.2.4	Distinguish the freedoms guaranteed to African Americans and other groups with the 13th, 14th, and 15th Amendments to the Constitution.
SS.912.AA.2.6	Compare the effects of the Black Codes and the Nadir on freed people, and analyze the sharecropping system and debt peonage as practiced in the United States.
SS.912.CG.1.1	Examine how intellectual influences in primary documents contributed to the ideas in the Declaration of Independence, the U.S. Constitution and the Bill of Rights.
SS.912.CG.1.3	Explain arguments presented in the Federalist Papers in support of ratifying the U.S. Constitution and a republican form of government.
SS.912.CG.1.5	Explain how the U.S. Constitution and its amendments uphold the following political principles: checks and balances, consent of the governed, democracy, due process of law, federalism, individual rights, limited government, representative government, republicanism, rule of law and separation of powers.
SS.912.CG.2.1	Examine how intellectual influences in primary documents contributed to the ideas in the Declaration of Independence, the U.S. Constitution and the Bill of Rights.
SS.912.CG.3.2	Explain how the U.S. Constitution safeguards and limits individual rights.
SS.912.CG.3.3	Analyze the structures, functions and processes of the legislative branch as described in Article I of the U.S. Constitution.
SS.912.CG.3.4	Analyze the structures, functions and processes of the executive branch as described in Article II of the U.S. Constitution.
SS.912.CG.3.6	Explain expressed, implied, concurrent and reserved powers in the U.S. Constitution.
SS.912.CG.3.7	Analyze the structures, functions and processes of the judicial branch as described in Article III of the U.S. Constitution.

Required Instruction

The arguments in support of adopting our republican form of government, as they are embodied in the most important of the Federalist Papers. [s. 1003.42\(2\)\(c\), F.S.](#)

SS.912.CG.1.3	Explain arguments presented in the Federalist Papers in support of ratifying the U.S. Constitution and a republican form of government.
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Required Instruction

The elements of civil government, including the primary functions of and interrelationships between the Federal Government, the state, and its counties, municipalities, school districts, and special districts. [s. 1003.42\(2\)\(e\), F.S.](#)

SS.912.CG.1.4	Analyze how the ideals and principles expressed in the founding documents shape America as a constitutional republic.
SS.912.CG.1.5	Explain how the U.S. Constitution and its amendments uphold the following political principles: checks and balances, consent of the governed, democracy, due process of law, federalism, individual rights, limited government, representative government, republicanism, rule of law and separation of powers.
SS.912.CG.2.1	Examine how intellectual influences in primary documents contributed to the ideas in the Declaration of Independence, the U.S. Constitution and the Bill of Rights.
SS.912.CG.2.2	Explain the importance of political and civic participation to the success of the United States' constitutional republic.
SS.912.CG.2.3	Explain the responsibilities of citizens at the local, state and national levels.
SS.912.CG.2.4	Evaluate, take and defend objective, evidence-based positions on issues that cause the government to balance the interests of individuals with the public good.
SS.912.CG.2.7	Analyze the impact of civic engagement as a means of preserving or reforming institutions.
SS.912.CG.2.8	Explain the impact of political parties, interest groups, media and individuals on determining and shaping public policy.
SS.912.CG.2.9	Explain the process and procedures of elections at the state and national levels.
SS.912.CG.2.12	Explain how interest groups, the media and public opinion influence local, state and national decision-making related to public issues.
SS.912.CG.3.2	Explain how the U.S. Constitution safeguards and limits individual rights.
SS.912.CG.3.3	Analyze the structures, functions and processes of the legislative branch as described in Article I of the U.S. Constitution.
SS.912.CG.3.4	Analyze the structures, functions and processes of the executive branch as described in Article II of the U.S. Constitution.
SS.912.CG.3.5	Describe how independent regulatory agencies interact with the three branches of government and with citizens.
SS.912.CG.3.6	Explain expressed, implied, concurrent and reserved powers in the U.S. Constitution.
SS.912.CG.3.7	Analyze the structures, functions and processes of the judicial branch as described in Article III of the U.S. Constitution.
SS.912.CG.3.8	Describe the purpose and function of judicial review in the American constitutional government.

SS.912.CG.3.9	Compare the role of state and federal judges with other elected officials.
SS.912.CG.3.10	Analyze the levels and responsibilities of state and federal courts.
SS.912.CG.3.11	Evaluate how landmark Supreme Court decisions affect law, liberty and the interpretation of the U.S. Constitution.
SS.912.CG.3.12	Analyze the concept of federalism in the United States and its role in establishing the relationship between the state and national governments.
SS.912.CG.3.13	Explain how issues between Florida, other states and the national government are resolved.
SS.912.CG.3.14	Explain the judicial decision-making process in interpreting law at the state and national levels.
SS.912.CG.3.15	Explain how citizens are affected by the local, state and national governments.
SS.912.FL.3.7	Explain how governments establish laws and institutions to provide consumers with information about goods or services being purchased and to protect consumers.
SS.912.FL.4.8	Explain ways that government agencies supervise and regulate financial institutions to help protect the safety, soundness, and legal compliance of the United States banking and financial system.
SS.912.FL.4.9	Describe government policies that create incentives and disincentives for people to save.
SS.912.FL.6.11	Describe why an economic role for a government may exist if individuals do not have complete information about the nature of alternative investments or access to competitive financial markets.
SS.912.FL.6.12	Compare the Securities and Exchange Commission (SEC), the Federal Reserve, and other government agencies that regulate financial markets.

Required Instruction

The history of the United States, including the period of discovery, early colonies, the War for Independence, the Civil War, the expansion of the United States to its present boundaries, the world wars, and the civil rights movement to the present. American history shall be viewed as factual, not as constructed, shall be viewed as knowable, teachable, and testable, and shall be defined as the creation of a new nation based largely on the universal principles stated in the Declaration of Independence. [s. 1003.42\(2\)\(f\), F.S.](#)

SS.912.A.2.1	Review causes and consequences of the Civil War.
SS.912.A.2.2	Assess the influence of significant people or groups on Reconstruction.
SS.912.A.2.3	Describe the issues that divided Republicans during the early Reconstruction era.
SS.912.A.2.4	Distinguish the freedoms guaranteed to African Americans and other groups with the 13th, 14th, and 15th Amendments to the Constitution.
SS.912.A.2.5	Assess how Jim Crow Laws influenced life for African Americans and other racial/ethnic minority groups.
SS.912.A.2.6	Compare the effects of the Black Codes and the Nadir on freed people, and analyze the sharecropping system and debt peonage as practiced in the United States.
SS.912.A.3.1	Analyze the economic challenges to American farmers and farmers' responses to these challenges in the mid to late 1800s.
SS.912.A.3.2	Examine the social, political, and economic causes, course, and consequences of the second Industrial Revolution that began in the late 19th century.

SS.912.A.3.3	Compare the first and second Industrial Revolutions in the United States.
SS.912.A.3.4	Determine how the development of steel, oil, transportation, communication, and business practices affected the United States economy.
SS.912.A.3.5	Identify significant inventors of the Industrial Revolution including African Americans and women.
SS.912.A.3.6	Analyze changes that occurred as the United States shifted from agrarian to an industrial society.
SS.912.A.3.7	Compare the experience of European immigrants in the east to that of Asian immigrants in the west (the Chinese Exclusion Act, Gentlemen's Agreement with Japan).
SS.912.A.3.8	Examine the importance of social change and reform in the late 19th and early 20th centuries (class system, migration from farms to cities, Social Gospel movement, role of settlement houses and churches in providing services to the poor).
SS.912.A.3.9	Examine causes, course, and consequences of the labor movement in the late 19th and early 20th centuries.
SS.912.A.3.11	Analyze the impact of political machines in United States cities in the late 19th and early 20th centuries.
SS.912.A.3.12	Compare how different nongovernmental organizations and progressives worked to shape public policy, restore economic opportunities, and correct injustices in American life.
SS.912.A.3.13	Examine key events and peoples in Florida history as they relate to United States history.
SS.912.A.4.1	Analyze the major factors that drove United States imperialism.
SS.912.A.4.2	Explain the motives of the United States acquisition of the territories.
SS.912.A.4.3	Examine causes, course, and consequences of the Spanish American War.
SS.912.A.4.4	Analyze the economic, military, and security motivations of the United States to complete the Panama Canal as well as major obstacles involved in its construction.
SS.912.A.4.5	Examine causes, course, and consequences of United States involvement in World War I.
SS.912.A.4.6	Examine how the United States government prepared the nation for war with war measures (Selective Service Act, War Industries Board, war bonds, Espionage Act, Sedition Act, Committee of Public Information).
SS.912.A.4.7	Examine the impact of airplanes, battleships, new weaponry and chemical warfare in creating new war strategies (trench warfare, convoys).
SS.912.A.4.8	Compare the experiences Americans (African Americans, Hispanics, Asians, women, conscientious objectors) had while serving in Europe.
SS.912.A.4.9	Compare how the war impacted German Americans, Asian Americans, African Americans, Hispanic Americans, Jewish Americans, Native Americans, Pacific Islanders, women and dissenters in the United States.
SS.912.A.4.10	Examine the provisions of the Treaty of Versailles and the failure of the United States to support the League of Nations.
SS.912.A.4.11	Examine key events and peoples in Florida history as they relate to United States history.
SS.912.A.5.1	Discuss the economic outcomes of demobilization.
SS.912.A.5.2	Explain the causes of the public reaction (Sacco and Vanzetti, labor, racial unrest) associated with the Red Scare.
SS.912.A.5.3	Examine the impact of United States foreign economic policy during the 1920s.

SS.912.A.5.4	Evaluate how the economic boom during the Roaring Twenties changed consumers, businesses, manufacturing, and marketing practices.
SS.912.A.5.5	Describe efforts by the United States and other world powers to avoid future wars.
SS.912.A.5.6	Analyze the influence that Hollywood, the Harlem Renaissance, the Fundamentalist movement, and prohibition had in changing American society in the 1920s.
SS.912.A.5.7	Examine the freedom movements that advocated civil rights for African Americans, Latinos, Asians, and women.
SS.912.A.5.8	Compare the views of Booker T. Washington, W.E.B. DuBois, and Marcus Garvey relating to the African American experience.
SS.912.A.5.9	Explain why support for the Ku Klux Klan varied in the 1920s with respect to issues such as anti-immigration, anti-African American, anti-Catholic, anti-Jewish, anti-women, and anti-union ideas.
SS.912.A.5.10	Analyze support for and resistance to civil rights for women, African Americans, Native Americans and other minority groups.
SS.912.A.5.11	Examine causes, course, and consequences of the Great Depression and the New Deal.
SS.912.A.6.1	Examine causes, course, and consequences of World War II on the United States and the world.
SS.912.A.6.2	Describe the United States response in the early years of World War II (Neutrality Acts, Cash and Carry, Lend Lease Act).
SS.912.A.6.3	Analyze the impact of the Holocaust during World War II on Jews as well as other groups.
SS.912.A.6.4	Examine efforts to expand or contract rights for various populations during World War II.
SS.912.A.6.5	Explain the impact of World War II on domestic government policy including, but not limited to, rationing and the forced internment of Japanese Americans.
SS.912.A.6.6	Analyze the use of atomic weapons during World War II and the aftermath of the bombings.
SS.912.A.6.7	Describe the attempts to promote international justice through the Nuremberg Trials.
SS.912.A.6.8	Analyze the effects of the Red Scare on domestic United States policy.
SS.912.A.6.9	Describe the rationale for the formation of the United Nations, including the contribution of Mary McLeod Bethune.
SS.912.A.6.10	Examine causes, course, and consequences of the early years of the Cold War (Truman Doctrine, Marshall Plan, NATO, Warsaw Pact).
SS.912.A.6.11	Examine the controversy surrounding the proliferation of nuclear technology in the United States and the world.
SS.912.A.6.12	Examine causes, course, and consequences of the Korean War.
SS.912.A.6.13	Analyze significant foreign policy events during the Truman, Eisenhower, Kennedy, Johnson, and Nixon administrations.
SS.912.A.6.14	Analyze causes, course, and consequences of the Vietnam War.
SS.912.A.7.1	Identify causes for Post-World War II prosperity and its effects on American society.
SS.912.A.7.2	Compare the relative prosperity between different ethnic groups and social classes in the post-World War II period.
SS.912.A.7.3	Examine the changing status of women in the United States from post-World War II to present.

SS.912.A.7.4	Evaluate the success of 1960s era presidents' foreign and domestic policies.
SS.912.A.7.5	Compare nonviolent and violent approaches utilized by groups (African Americans, women, Native Americans, Hispanics) to achieve civil rights.
SS.912.A.7.6	Assess key figures and organizations in shaping the Civil Rights Movement and Black Power Movement.
SS.912.A.7.7	Assess the building of coalitions between African Americans, whites, and other groups in achieving integration and equal rights.
SS.912.A.7.8	Analyze significant Supreme Court decisions relating to integration, busing, affirmative action, the rights of the accused, and reproductive rights.
SS.912.A.7.9	Examine the similarities of social movements (Native Americans, Hispanics, women, anti-war protesters) of the 1960s and 1970s.
SS.912.A.7.10	Analyze the significance of Vietnam and Watergate on the government and people of the United States.
SS.912.A.7.11	Analyze the foreign policy of the United States as it relates to Africa, Asia, the Caribbean, Latin America, and the Middle East.
SS.912.A.7.12	Analyze political, economic, and social concerns that emerged at the end of the 20th century and into the 21st century.
SS.912.A.7.13	Analyze the attempts to extend New Deal legislation through the Great Society and the successes and failures of these programs to promote social and economic stability.
SS.912.A.7.14	Review the role of the United States as a participant in the global economy (trade agreements, international competition, impact on American labor, environmental concerns).
SS.912.A.7.15	Analyze the effects of foreign and domestic terrorism on the American people.
SS.912.A.7.16	Examine changes in immigration policy and attitudes toward immigration since 1950.
SS.912.AA.1.1	Examine the condition of slavery as it existed in Africa, Asia, the Americas and Europe prior to 1619.
SS.912.AA.1.2	Analyze the development of labor systems using indentured servitude contracts with English settlers and Africans early in Jamestown, Virginia.
SS.912.AA.1.3	Analyze the reciprocal roles of the Triangular Trade routes between Africa and the western hemisphere, Africa and Europe, and Europe and the western hemisphere.
SS.912.AA.1.4	Examine the development of slavery and describe the conditions for Africans during their passage to America.
SS.912.AA.1.5	Explain the significance of England sending convicts, vagabonds and children to the colonies.
SS.912.AA.1.6	Describe the harsh conditions in the Virginia Colony.
SS.912.AA.1.7	Compare the living conditions of slaves in British North American colonies, the Caribbean, Central America and South America, including infant mortality rates.
SS.912.AA.1.8	Analyze the headright system in Jamestown, Virginia and other southern colonies.
SS.912.AA.1.9	Evaluate how conditions for Africans changed in colonial North America from 1619-1776.
SS.912.AA.1.10	Evaluate efforts by groups to limit the expansion of race-based slavery in Colonial America.
SS.912.AA.1.11	Examine different events in which Africans resisted slavery.

SS.912.AA.1.12	Examine the significance of “Ladinos” (Africans, Atlantic creoles) and Spanish explorers who laid claim to “La Florida.”
SS.912.AA.2.1	Describe the contributions of Africans to society, science, poetry, politics, oratory, literature, music, dance, Christianity and exploration in the United States from 1776-1865.
SS.912.AA.2.2	Explain how slave codes were strengthened in response to Africans’ resistance to slavery.
SS.912.AA.2.4	Examine political actions of the Continental Congress regarding the practice of slavery.
SS.912.AA.2.5	Examine how federal and state laws shaped the lives and rights for enslaved and free Africans in the 18th and 19th centuries.
SS.912.AA.2.6	Analyze the provisions under the Articles of Confederation and the Constitution regarding slavery.
SS.912.AA.2.7	Analyze the contributions of founding principles of liberty, justice and equality in the quest to end slavery.
SS.912.AA.2.8	Examine the range and variety of specialized roles performed by slaves.
SS.912.AA.2.9	Explain how early abolitionist movements advocated for the civil rights of Africans in America.
SS.912.AA.2.10	Evaluate the Abolitionist Movement and its leaders and how they contributed in different ways to eliminate slavery.
SS.912.AA.2.11	Describe the impact The Society of Friends had on the abolition of slavery.
SS.912.AA.2.12	Explain how the Underground Railroad and its conductors successfully relocated slaves to free states and Canada.
SS.912.AA.2.13	Explain how the rise of cash crops accelerated the growth of the domestic slave trade in the United States.
SS.912.AA.2.14	Compare the actions of Nat Turner, John Brown and Frederick Douglass and the direct responses to their efforts to end slavery.
SS.912.AA.2.15	Describe the effects produced by asylum offered to slaves by Spanish Florida.
SS.912.AA.2.16	Describe Florida colonies that existed between the colonial period through the acquisition of Florida with the Adams-Onís Treaty of 1819, which was called the Transcontinental Treaty and ratified in 1821.
SS.912.AA.3.1	Analyze the changing social and economic roles of African Americans during the Civil War and the Exodus of 1879.
SS.912.AA.3.2	Examine social contributions of African Americans post-Civil War.
SS.912.AA.3.3	Examine the importance of sacrifices, contributions and experiences of African Americans during wartime from the Spanish-American War through the Korean War.
SS.912.AA.3.4	Evaluate the relationship of various ethnic groups to African Americans’ access to rights, privileges and liberties in the United States.
SS.912.AA.3.5	Explain the struggles faced by African American women in the 19th century as it relates to issues of suffrage, business and access to education.
SS.912.AA.3.6	Describe the emergence, growth, destruction and rebuilding of black communities during Reconstruction and beyond.
SS.912.AA.3.7	Examine economic developments of and for African Americans post-WWI, including the spending power and the development of black businesses and innovations.
SS.912.AA.3.8	Examine political developments of and for African Americans in the post-WWI period.

SS.912.AA.3.9	Examine the various factors that led to and the consequences of the Great Migration.
SS.912.AA.3.10	Describe the Harlem Renaissance and examine contributions from African American artists, musicians and writers and their lasting influence on American culture.
SS.912.AA.3.11	Examine and analyze the impact and achievements of African American women in the fields of education, journalism, science, industry, the arts, and as writers and orators in the 20th century.
SS.912.AA.3.12	Analyze the impact and contributions of African American role models as inventors, scientists, industrialist, educators, artists, athletes, politicians and physicians in the 19th and early 20th centuries and explain the significance of their work on American society.
SS.912.AA.3.13	Explain how WWII was an impetus for the modern Civil Rights Movement.
SS.912.AA.3.14	Examine key figures and events from Florida that affected African Americans.
SS.912.AA.4.1	Analyze the influences and contributions of African American musical pioneers.
SS.912.AA.4.2	Analyze the influence and contributions of African Americans to film.
SS.912.AA.4.3	Examine the importance of sacrifices, contributions and experiences of African Americans during military service from 1954 to present.
SS.912.AA.4.4	Analyze the course, consequence and influence of the modern Civil Rights Movement.
SS.912.AA.4.5	Compare differing organizational approaches to achieving equality in America.
SS.912.AA.4.6	Examine organizational approaches to resisting equality in America.
SS.912.AA.4.7	Explain the struggles and successes for access to equal educational opportunities for African Americans.
SS.912.AA.4.8	Analyze the contributions of African Americans to the fields of science, technology, engineering and mathematics (STEM).
SS.912.AA.4.9	Examine the key people who helped shape modern civil rights movement (e.g., Dr. Martin Luther King Jr., Claudette Colvin, Rosa Parks, Stokely Carmichael, Fannie Lou Hamer, Freedom Riders, A. Philip Randolph, Malcolm X, Justice Thurgood Marshall, Mamie Till Mobley, Diane Nash, Coretta Scott King, John Lewis, Medgar Evers).
SS.912.AA.4.10	Identify key legislation and the politicians and political figures who advanced American equality and representative democracy.
SS.912.AA.4.11	Analyze the role of famous African Americans who contributed to the visual and performing arts (e.g., Florida Highwaymen, Marian Anderson, Alvin Ailey, Misty Copeland).
SS.912.AA.4.12	Analyze economic, political, legal and social experiences of African Americans and their contributions and sacrifices to American life from 1960 to present.
SS.912.AA.4.13	Examine key events and persons related to society, economics and politics in Florida as they influenced African American experiences.

Required Instruction

The history of the Holocaust (1933-1945), the systematic, planned annihilation of European Jews and other groups by Nazi Germany, a watershed event in the history of humanity, to be taught in a manner that leads to an investigation of human behavior, an understanding of the ramifications of prejudice, racism, and stereotyping, and an examination of what it means to be a responsible and respectful person, for the purposes of encouraging tolerance of diversity in a pluralistic society and for nurturing and protecting democratic values and institutions, including the policy, definition, and historical and current examples of anti-Semitism, as described in [s. 1000.05\(8\)](#), and the prevention of anti-Semitism. [s. 1003.42\(2\)\(g\)1., F.S.](#)

SS.912.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.
SS.912.HE.1.2	Analyze how the Nazi regime utilized and built on historical antisemitism to create a common enemy of the Jews.
SS.912.HE.1.3	Analyze how the Treaty of Versailles was a causal factor leading the rise of the Nazis, and how the increasing spread of antisemitism was manipulated to the Nazis' advantage.
SS.912.HE.1.4	Explain how the National Socialist German Workers' Party, or Nazi Party, grew into a mass movement and gained and maintained power in Germany through totalitarian means from 1933 to 1945 under the leadership of Adolf Hitler.
SS.912.HE.1.5	Describe how the Nazis utilized various forms of propaganda to indoctrinate the German population.
SS.912.HE.1.6	Examine how the Nazis used education and youth programs to indoctrinate young people into the Nazi ideology.
SS.912.HE.1.7	Explain what is meant by "the Aryan Race" and why this terminology was used.
SS.912.HE.2.1	Describe how the life of Jews deteriorated under the Third Reich and the Nuremberg Laws in Germany and its annexed territories (e.g., the Rhineland, Sudetenland, Austria) from 1933 to 1938.
SS.912.HE.2.2	Analyze the causes and effects of Kristallnacht and how it became a watershed event in the transition from targeted persecution and anti-Jewish policy to open, public violence against Jews in Nazi-controlled Europe.
SS.912.HE.2.3	Analyze Hitler's motivations for the annexations of Austria and the Sudetenland, and the invasion of Poland.
SS.912.HE.2.4	Describe how Jewish immigration was perceived and restricted by various nations from 1933 to 1939.
SS.912.HE.2.5	Explain the effect Nazi policies had on other groups targeted by the government of Nazi Germany.
SS.912.HE.2.6	Identify the various armed and unarmed resistance efforts in Europe from 1933 to 1945.
SS.912.HE.2.7	Examine the role that bystanders, collaborators and perpetrators played in the implementation of Nazi policies against Jewish people and other targeted groups, as well as the role of rescuers in opposing the Nazis and their policies.
SS.912.HE.2.8	Analyze how corporate complicity aided Nazi goals.
SS.912.HE.2.9	Explain how killing squads, including the Einsatzgruppen, conducted mass shooting operations in Eastern Europe with the assistance of the Schutzstaffel (SS), police units, the army and local collaborators.

SS.912.HE.2.10	Explain the origins and purpose of ghettos in Europe.
SS.912.HE.2.11	Discuss life in the various ghettos.
SS.912.HE.2.12	Define “partisan” and explain the role partisans played in World War II.
SS.912.HE.2.13	Examine the origins, purpose and conditions associated with various types of camps.
SS.912.HE.2.14	Explain the purpose of the death marches.
SS.912.HE.2.15	Describe the experience of Holocaust survivors following World War II.
SS.912.HE.3.1	Analyze the international community’s efforts to hold perpetrators responsible for their involvement in the Holocaust.
SS.912.HE.3.2	Explain the impact of the Eichmann Trial on policy concerning crimes against humanity, capital punishment, accountability, the testimony of survivors and acknowledgment of the international community.
SS.912.HE.3.3	Explain the effects of Holocaust denial on contemporary society.
SS.912.HE.3.4	Explain why it is important for current and future generations to learn from the Holocaust.
SS.912.HE.3.5	Recognize that antisemitism includes a certain perception of the Jewish people, which may be expressed as hatred toward Jewish people, rhetorical and physical manifestations of antisemitism directed toward a person or his or her property or toward Jewish community institutions or religious facilities.
SS.912.A.6.3	Analyze the impact of the Holocaust during World War II on Jews as well as other groups.
SS.912.W.7.8	Explain the causes, events, and effects of the Holocaust (1933-1945) including its roots in the long tradition of antisemitism, 19th century ideas about race and nation, and Nazi dehumanization of the Jews and other victims.

Required Instruction

The history of African Americans, including the history of African peoples before the political conflicts that led to the development of slavery, the passage to America, the enslavement experience, abolition, and the history and contributions of Americans of the African diaspora to society. Students shall develop an understanding of the ramifications of prejudice, racism, and stereotyping on individual freedoms, and examine what it means to be a responsible and respectful person, for the purpose of encouraging tolerance of diversity in a pluralistic society and for nurturing and protecting democratic values and institutions. Instruction shall include the roles and contributions of individuals from all walks of life and their endeavors to learn and thrive throughout history as artists, scientists, educators, businesspeople, influential thinkers, members of the faith community, and political and governmental leaders and the courageous steps they took to fulfill the promise of democracy and unite the nation. Instructional materials shall include the vital contributions of African Americans to build and strengthen American society and celebrate the inspirational stories of African Americans who prospered, even in the most difficult circumstances. Instructional personnel may facilitate discussions and use curricula to address, in an age-appropriate manner, how the individual freedoms of persons have been infringed by slavery, racial oppression, racial segregation, and racial discrimination, as well as topics relating to the enactment and enforcement of laws resulting in racial oppression, racial segregation, and racial discrimination and how recognition of these freedoms has overturned these unjust laws. [s. 1003.42\(2\)\(h\), F.S.](#)

SS.912.A.2.4	Distinguish the freedoms guaranteed to African Americans and other groups with the 13th, 14th, and 15th Amendments to the Constitution.
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SS.912.A.2.5	Assess how Jim Crow Laws influenced life for African Americans and other racial/ethnic minority groups.
SS.912.A.3.5	Identify significant inventors of the Industrial Revolution including African Americans and women.
SS.912.A.4.8	Compare the experiences Americans (African Americans, Hispanics, Asians, women, conscientious objectors) had while serving in Europe.
SS.912.A.4.9	Compare how the war impacted German Americans, Asian Americans, African Americans, Hispanic Americans, Jewish Americans, Native Americans, Pacific Islanders, women and dissenters in the United States.
SS.912.A.5.7	Examine the freedom movements that advocated civil rights for African Americans, Latinos, Asians, and women.
SS.912.A.5.8	Compare the views of Booker T. Washington, W.E.B. DuBois, and Marcus Garvey relating to the African American experience.
SS.912.A.5.9	Explain why support for the Ku Klux Klan varied in the 1920s with respect to issues such as anti-immigration, anti-African American, anti-Catholic, anti-Jewish, anti-women, and anti-union ideas.
SS.912.A.5.10	Analyze support for and resistance to civil rights for women, African Americans, Native Americans and other minority groups.
SS.912.A.7.5	Compare nonviolent and violent approaches utilized by groups (African Americans, women, Native Americans, Hispanics) to achieve civil rights.
SS.912.A.7.7	Assess the building of coalitions between African Americans, whites, and other groups in achieving integration and equal rights.
SS.912.AA.1.1	Examine the condition of slavery as it existed in Africa, Asia, the Americas and Europe prior to 1619.
SS.912.AA.1.2	Analyze the development of labor systems using indentured servitude contracts with English settlers and Africans early in Jamestown, Virginia.
SS.912.AA.1.3	Analyze the reciprocal roles of the Triangular Trade routes between Africa and the western hemisphere, Africa and Europe, and Europe and the western hemisphere.
SS.912.AA.1.4	Examine the development of slavery and describe the conditions for Africans during their passage to America.
SS.912.AA.1.5	Explain the significance of England sending convicts, vagabonds and children to the colonies.
SS.912.AA.1.6	Describe the harsh conditions in the Virginia Colony.
SS.912.AA.1.7	Compare the living conditions of slaves in British North American colonies, the Caribbean, Central America and South America, including infant mortality rates.
SS.912.AA.1.8	Analyze the headright system in Jamestown, Virginia and other southern colonies.
SS.912.AA.1.9	Evaluate how conditions for Africans changed in colonial North America from 1619-1776.
SS.912.AA.1.10	Evaluate efforts by groups to limit the expansion of race-based slavery in Colonial America.
SS.912.AA.1.11	Examine different events in which Africans resisted slavery.
SS.912.AA.1.12	Examine the significance of “Ladinos” (Africans, Atlantic creoles) and Spanish explorers who laid claim to “La Florida.”
SS.912.AA.2.1	Describe the contributions of Africans to society, science, poetry, politics, oratory, literature, music, dance, Christianity and exploration in the United States from 1776-1865.

SS.912.AA.2.2	Explain how slave codes were strengthened in response to Africans' resistance to slavery.
SS.912.AA.2.4	Examine political actions of the Continental Congress regarding the practice of slavery.
SS.912.AA.2.5	Examine how federal and state laws shaped the lives and rights for enslaved and free Africans in the 18th and 19th centuries.
SS.912.AA.2.6	Analyze the provisions under the Articles of Confederation and the Constitution regarding slavery.
SS.912.AA.2.7	Analyze the contributions of founding principles of liberty, justice and equality in the quest to end slavery.
SS.912.AA.2.8	Examine the range and variety of specialized roles performed by slaves.
SS.912.AA.2.9	Explain how early abolitionist movements advocated for the civil rights of Africans in America.
SS.912.AA.2.10	Evaluate the Abolitionist Movement and its leaders and how they contributed in different ways to eliminate slavery.
SS.912.AA.2.11	Describe the impact The Society of Friends had on the abolition of slavery.
SS.912.AA.2.12	Explain how the Underground Railroad and its conductors successfully relocated slaves to free states and Canada.
SS.912.AA.2.13	Explain how the rise of cash crops accelerated the growth of the domestic slave trade in the United States.
SS.912.AA.2.14	Compare the actions of Nat Turner, John Brown and Frederick Douglass and the direct responses to their efforts to end slavery.
SS.912.AA.2.15	Describe the effects produced by asylum offered to slaves by Spanish Florida.
SS.912.AA.2.16	Describe Florida colonies that existed between the colonial period through the acquisition of Florida with the Adams-Onís Treaty of 1819, which was called the Transcontinental Treaty and ratified in 1821.
SS.912.AA.3.1	Analyze the changing social and economic roles of African Americans during the Civil War and the Exodus of 1879.
SS.912.AA.3.2	Examine social contributions of African Americans post-Civil War.
SS.912.AA.3.3	Examine the importance of sacrifices, contributions and experiences of African Americans during wartime from the Spanish-American War through the Korean War.
SS.912.AA.3.4	Evaluate the relationship of various ethnic groups to African Americans' access to rights, privileges and liberties in the United States.
SS.912.AA.3.5	Explain the struggles faced by African American women in the 19th century as it relates to issues of suffrage, business and access to education.
SS.912.AA.3.6	Describe the emergence, growth, destruction and rebuilding of black communities during Reconstruction and beyond.
SS.912.AA.3.7	Examine economic developments of and for African Americans post-WWI, including the spending power and the development of black businesses and innovations.
SS.912.AA.3.8	Examine political developments of and for African Americans in the post-WWI period.
SS.912.AA.3.9	Examine the various factors that led to and the consequences of the Great Migration.
SS.912.AA.3.10	Describe the Harlem Renaissance and examine contributions from African American artists, musicians and writers and their lasting influence on American culture.

SS.912.AA.3.11	Examine and analyze the impact and achievements of African American women in the fields of education, journalism, science, industry, the arts, and as writers and orators in the 20th century.
SS.912.AA.3.12	Analyze the impact and contributions of African American role models as inventors, scientists, industrialist, educators, artists, athletes, politicians and physicians in the 19th and early 20th centuries and explain the significance of their work on American society.
SS.912.AA.3.13	Explain how WWII was an impetus for the modern Civil Rights Movement.
SS.912.AA.3.14	Examine key figures and events from Florida that affected African Americans.
SS.912.AA.4.1	Analyze the influences and contributions of African American musical pioneers.
SS.912.AA.4.2	Analyze the influence and contributions of African Americans to film.
SS.912.AA.4.3	Examine the importance of sacrifices, contributions and experiences of African Americans during military service from 1954 to present.
SS.912.AA.4.4	Analyze the course, consequence and influence of the modern Civil Rights Movement.
SS.912.AA.4.5	Compare differing organizational approaches to achieving equality in America.
SS.912.AA.4.6	Examine organizational approaches to resisting equality in America.
SS.912.AA.4.7	Explain the struggles and successes for access to equal educational opportunities for African Americans.
SS.912.AA.4.8	Analyze the contributions of African Americans to the fields of science, technology, engineering and mathematics (STEM).
SS.912.AA.4.9	Examine the key people who helped shape modern civil rights movement (e.g., Dr. Martin Luther King Jr., Claudette Colvin, Rosa Parks, Stokely Carmichael, Fannie Lou Hamer, Freedom Riders, A. Philip Randolph, Malcolm X, Justice Thurgood Marshall, Mamie Till Mobley, Diane Nash, Coretta Scott King, John Lewis, Medgar Evers).
SS.912.AA.4.10	Identify key legislation and the politicians and political figures who advanced American equality and representative democracy.
SS.912.AA.4.11	Analyze the role of famous African Americans who contributed to the visual and performing arts (e.g., Florida Highwaymen, Marian Anderson, Alvin Ailey, Misty Copeland).
SS.912.AA.4.12	Analyze economic, political, legal and social experiences of African Americans and their contributions and sacrifices to American life from 1960 to present.
SS.912.AA.4.13	Examine key events and persons related to society, economics and politics in Florida as they influenced African American experiences.
SS.912.CG.2.5	Analyze contemporary and historical examples of government-imposed restrictions on rights.
SS.912.W.4.14	Recognize the practice of slavery and other forms of forced labor experienced during the 13th through 17th centuries in East Africa, West Africa, Europe, Southwest Asia, and the Americas.
SS.912.W.4.15	Explain the origins, developments, and impact of the trans-Atlantic slave trade between West Africa and the Americas.

Required Instruction

The history of Asian Americans and Pacific Islanders, including the history of Japanese internment camps and the incarceration of Japanese-Americans during World War II; the immigration, citizenship, civil rights, identity, and culture of Asian Americans and Pacific Islanders; and the contributions of Asian Americans and Pacific Islanders to American society. Instructional materials shall include the contributions of Asian Americans and Pacific Islanders to American society.

[s. 1003.42\(2\)\(i\), F.S.](#)

SS.912.A.3.7	Compare the experience of European immigrants in the east to that of Asian immigrants in the west (the Chinese Exclusion Act, Gentlemen's Agreement with Japan).
SS.912.A.4.9	Compare how the war impacted German Americans, Asian Americans, African Americans, Hispanic Americans, Jewish Americans, Native Americans, Pacific Islanders, women and dissenters in the United States.
SS.912.A.5.7	Examine the freedom movements that advocated civil rights for African Americans, Latinos, Asians, and women.
SS.912.A.6.5	Explain the impact of World War II on domestic government policy including, but not limited to, rationing and the forced internment of Japanese Americans.
SS.912.A.7.2	Compare the relative prosperity between different ethnic groups and social classes in the post-World War II period.
SS.912.A.7.17	Analyze the contributions of African Americans, Native Americans and other minority groups in shaping politics, economy, culture and society of the United States.
SS.912.CG.2.5	Analyze contemporary and historical examples of government-imposed restrictions on rights.
SS.912.CG.3.11	Evaluate how landmark Supreme Court decisions affect law, liberty and the interpretation of the U.S. Constitution.

Required Instruction

The true effects of all alcoholic and intoxicating liquors and beverages and narcotics upon the human body and mind. [s. 1003.42\(2\)\(k\), F.S.](#)

SS.912.P.5.8	Characterize the major categories of psychoactive drugs and their effects.
SS.912.P.5.9	Describe how psychoactive drugs act at the synaptic level.
SS.912.P.5.10	Evaluate the biological and psychological effects of psychoactive drugs.
SS.912.P.5.11	Explain how culture and expectations influence the use and experience of drugs.

Required Instruction

The history of the state. [s. 1003.42\(2\)\(m\), F.S.](#)

SS.912.A.3.13	Examine key events and people in Florida history as they relate to United States history. (Industrial Revolution)
SS.912.A.4.11	Examine key events and people in Florida history as they relate to United States history. (Spanish American War – World War I)
SS.912.A.5.12	Examine key events and people in Florida history as they relate to United States history. (Interwar Period)
SS.912.A.6.15	Examine key events and peoples in Florida history as they relate to United States history. (World War II – Vietnam War)

SS.912.A.7.17	Analyze the contributions of African Americans, Native Americans and other minority groups in shaping politics, economy, culture and society of the United States.
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Required Instruction

The conservation of natural resources. [s. 1003.42\(2\)\(n\), F.S.](#)

SS.912.G.3.3	Use geographic terms and tools to explain differing perspectives on the use of renewable and non-renewable resources in Florida, the United States, and the world.
SC.912.L.17.11	Evaluate the costs and benefits of renewable and nonrenewable resources, such as water, energy, fossil fuels, wildlife, and forests.
SC.912.L.17.19	Describe how different natural resources are produced and how their rates of use and renewal limit availability.

Required Instruction

Comprehensive age-appropriate and developmentally appropriate K-12 instruction on Health education that addresses concepts of community health, consumer health, environmental health, and family life, including:

- Injury prevention and safety.
- Internet safety.
- Nutrition.
- Personal health.
- Prevention and control of disease.
- Substance use and abuse.
- Prevention of child sexual abuse, exploitation, and human trafficking.

[s. 1003.42\(2\)\(o\)1.a., F.S.](#)

HE.912.CEH.2.1	Assess how the school and community can affect personal health practices and behaviors.
HE.912.CEH.2.2	Evaluate how public health policies and government regulations can influence health promotion and disease prevention.
HE.912.CEH.2.3	Propose strategies to avoid risks on social media and the internet.
HE.912.CEH.2.6	Analyze how culture supports and challenges health beliefs, practices, and behaviors.
HE.912.CEH.2.8	Evaluate how the social determinants of health impact a community's health, wellbeing, and quality of life.
HE.912.CEH.2.9	Identify computer related laws and analyze their impact on internet safety.
HE.912.CEH.3.1	Analyze community strategies for prevention, detection, and treatment of communicable and chronic diseases.
HE.912.CEH.4.1	Develop a resource that influences and supports others in making positive health choices.
HE.912.CH.1.2	Describe resources or services that facilitate achieving personal health goals.
HE.912.CH.4.1	Justify the use of valid technologies to gather health information.
HE.912.PHC.1.1	Evaluate personal health practices and overall health status to include all dimensions of health.
HE.912.PHC.1.2	Analyze personal strategies for prevention, detection, and treatment of communicable and chronic diseases.
HE.912.PHC.2.1	Evaluate how the influences of social media affect physical and/or mental health, and the ability to make healthy choices.
HE.912.PHC.2.2	Evaluate how environment and personal health are interrelated.

HE.912.PHC.2.5	Analyze how heredity and family history can impact personal health.
HE.912.PHC.2.10	Demonstrate ethical and responsible use of technology.
HE.912.PHC.3.7	Assess the degree of susceptibility to injury, illness, or death if engaging in unhealthy/risky behaviors.
HE.912.PHC.3.8	Formulate a plan to attain a personal health goal that addresses strengths, needs, barriers, and risks.
HE.912.PHC.3.9	Implement strategies and monitor progress in achieving a personal health goal.
HE.912.PHC.3.10	Evaluate healthy practices and behaviors that will maintain or improve health and reduce health risks, including reproductive health.
HE.912.SUA.1.1	Differentiate between various levels of alcohol consumption and its effects on the body.
HE.912.SUA.1.2	Analyze how moderate and excessive alcohol consumption can contribute to risky, unsafe behaviors and consequences.
HE.912.SUA.1.3	Analyze the long-term health risks associated with alcohol misuse including physical and neurological damage.
HE.912.SUA.1.4	Analyze how alcohol, marijuana/THC, tobacco, nicotine, and/or drug use can impede goals, activities, achievements, and college and career readiness.
HE.912.SUA.1.5	Analyze the physical, mental, social and legal consequences of marijuana/THC use.
HE.912.SUA.1.6	Examine the effects of marijuana/THC and vaping on brain function and development.
HE.912.SUA.1.7	Differentiate between the three major categories of prescription drugs and describe the purposes and side effects.
HE.912.SUA.1.8	Analyze signs and symptoms of prescription drug and/or illicit drug misuse and overdose.
HE.912.SUA.1.9	Summarize the risks and consequences of misusing and sharing prescription drugs and/or illicit drugs.
HE.912.SUA.1.10	Analyze the short- and long-term physical, psychological, financial, and social consequences of tobacco, nicotine use, and/or vaping.
HE.912.SUA.2.1	Analyze the legal, mental and social consequences of underage consumption of alcohol.
HE.912.SUA.2.2	Distinguish how external factors, including industry practices, can influence behaviors related to tobacco, nicotine use, and/or vaping.
HE.912.SUA.3.1	Discuss valid, reliable school and community resources where an individual can seek help for issues related to alcohol and/or other drug misuse and/or abuse.
HE.912.SUA.3.2	Assess and examine the misconceptions and perceived norms that surround marijuana/THC and factors that contribute and influence decisions regarding usage.
HE.912.SUA.3.3	Evaluate the accessibility of effective nicotine cessation products and services.
HE.912.SUA.4.1	Propose strategies that can reduce health risks for self and others for potential pressures at the college or career level.
HE.912.SUA.5.1	Plan how to effectively ask for help if a person in your immediate environment experiences a problem with alcohol and/or other drugs.
HE.912.SUA.5.2	Utilize current, accurate data/information to formulate a health-enhancing message to effectively persuade others to be drug and alcohol free.
HE.912.SUA.5.3	Propose strategies for prevention, detection and treatment options for youth who misuse, are dependent on or are addicted to alcohol, marijuana/THC, nicotine, tobacco, vaping, and other drugs.

Required Instruction

For students in grades 7 through 12, teen dating violence and abuse. This component must include, but not be limited to, the definition of dating violence and abuse, the warning signs of dating violence and abusive behavior, the characteristics of healthy relationships, measures to prevent and stop dating violence and abuse, and community resources available to victims of dating violence and abuse. [s. 1003.42\(2\)\(o\)2., F.S.](#)

HE.912.CEH.1.2	Utilize current, accurate data/information to formulate a health-enhancing message.
HE.912.CEH.2.1	Assess how the school and community can affect personal health practices and behaviors.
HE.912.CEH.2.7	Analyze how the perceptions of norms influence healthy and unhealthy behaviors.
HE.912.CEH.4.1	Develop a resource that influences and supports others in making positive health choices.

Required Instruction

For students in grades 6 through 12, awareness of the benefits of sexual abstinence as the expected standard and the consequences of teenage pregnancy. [s. 1003.42\(2\)\(o\)3., F.S.](#)

HE.912.CEH.1.2	Utilize current, accurate data/information to formulate a health-enhancing message.
HE.912.PHC.2.6	Predict how healthy behaviors can affect health status.
HE.912.PHC.3.7	Assess the degree of susceptibility to injury, illness, or death if engaging in unhealthy/risky behaviors.
HE.912.PHC.3.10	Evaluate healthy practices and behaviors that will maintain or improve health and reduce health risks, including reproductive health.

Required Instruction

Life skills that build confidence, support mental and emotional health, and enable students to overcome challenges, including:

- Self-awareness and self-management.
- Responsible decision making.
- Resiliency.
- Relationship skills and conflict resolution.
- Understanding and respecting other viewpoints and backgrounds.

[s. 1003.42\(2\)\(o\)4., F.S.](#)

HE.912.CEH.2.6	Analyze how culture supports and challenges health beliefs, practices, and behaviors.
HE.912.CEH.3.5	Examine barriers that can hinder healthy decision making.
HE.912.PHC.1.3	Analyze the role of individual responsibility in enhancing health.
HE.912.PHC.1.4	Interpret the significance of interrelationships in mental and physical health.
HE.912.PHC.2.4	Analyze how family and culture influence the health of individuals.
HE.912.PHC.2.7	Evaluate the influence of personal values, attitudes, and beliefs about individual health practices and behaviors.
HE.912.PHC.2.9	Analyze the impacts of technology and social media on popular culture and personal life.
HE.912.PHC.2.10	Demonstrate ethical and responsible use of technology.

HE.912.PHC.3.1	Determine the value of applying a thoughtful decision making process in health-related situations.
HE.912.PHC.3.2	Assess whether individual or collaborative decision making is needed to make a healthy decision.
HE.912.PHC.3.8	Formulate a plan to attain a personal health goal that addresses strengths, needs, barriers, and risks.
HE.912.PHC.3.9	Implement strategies and monitor progress in achieving a personal health goal.
HE.912.R.1.1	Demonstrate effective and respectful communication skills and strategies.
HE.912.R.1.2	Demonstrate empathy in a variety of contexts and situations.
HE.912.R.1.3	Adjust behavior to respect the needs of others.
HE.912.R.2.1	Describe the importance of leadership skills in the school and the community.
HE.912.R.2.2	Analyze different perspectives to inform responsible decision-making.
HE.912.R.2.3	Formulate a plan to attain a personal goal that addresses strengths, needs, and risks.
HE.912.R.2.4	Implement strategies and monitor progress in achieving a personal goal.
HE.912.R.2.5	Formulate an effective long-term plan to include all dimensions of wellness.
HE.912.R.2.6	Analyze how actions and reactions can influence one to respond in different situations.
HE.912.R.2.7	Evaluate strategies that assist with managing challenges or setbacks.
HE.912.R.3.1	Identify benefits of voting, volunteering, mentoring, and seeking leadership positions.
HE.912.R.3.2	Analyze ways a leader can inspire confidence and motivate others.
HE.912.R.3.3	Analyze situations and demonstrate strategies to engage in respectful debate.
HE.912.R.4.1	Analyze the importance of character and grit to achieve successful outcomes.
HE.912.R.4.2	Generate and apply alternative solutions when solving problems or resolving conflict.
HE.912.R.4.3	Describe ways to anticipate, avoid or de-escalate conflicts.
HE.912.R.4.4	Identify the importance of perseverance when facing difficulty solving a problem.
HE.912.SUA.3.2	Discuss valid, reliable school and community resources where an individual can seek help for issues related to alcohol and/or other drug misuse and/or abuse.
HE.912.SUA.4.1	Propose strategies that can reduce health risks for self and others for potential pressures at the college or career level.

Required Instruction

For grades 9 through 12, developing leadership skills, interpersonal skills, organization skills, and research skills; creating a résumé, including a digital résumé; exploring career pathways; using state career planning resources; developing and practicing the skills necessary for employment interviews; workplace ethics and workplace law; managing stress and expectations; and self-motivation. [s. 1003.42\(2\)\(o\)4.f., F.S.](#)

HE.912.CEH.4.2	Demonstrate leadership skills by advocating for personal, family, and community health.
HE.912.PHC.3.2	Assess whether individual or collaborative decision making is needed to make a healthy decision.

HE.912.PHC.4.2	Propose strategies to reduce or prevent injuries and health problems.
HE.912.R.2.1	Describe the importance of leadership skills in the school and the community.
HE.912.R.3.1	Identify benefits of voting, volunteering, mentoring, and seeking leadership positions.
HE.912.R.3.2	Analyze ways a leader can inspire confidence and motivate others.
HE.912.SUA.1.4	Analyze how alcohol, marijuana/THC, tobacco, nicotine, and/or drug use can impede goals, activities, achievements, and college and career readiness.
HE.912.TI.1.10	Analyze technology-related career paths.

Required Instruction

For students in grades 6 through 12, the social, emotional, and physical effects of social media. This component must include, but need not be limited to, the negative effects of social media on mental health, including addiction; the distribution of misinformation on social media; how social media manipulates behavior; the permanency of sharing materials online; how to maintain personal security and identify cyberbullying, predatory behavior, and human trafficking on the Internet; and how to report suspicious behavior encountered on the Internet. [s. 1003.42\(2\)\(o\)5.a., F.S.](#)

HE.912.CEH.2.3	Propose strategies to avoid risks on social media and the internet.
HE.912.CEH.2.9	Identify computer related laws and analyze their impact on internet safety.
HE.912.CH.2.1	Adapt health messages and communication techniques to a specific target audience using various media.
HE.912.CH.2.2	Evaluate the effect of media/social media on personal and family health.
HE.912.PHC.2.1	Evaluate how the influences of social media affect physical and/or mental health, and the ability to make healthy choices.
HE.912.PHC.2.8	Design a social media campaign that positively influences physical and/or mental health.
HE.912.PHC.2.9	Analyze the impacts of technology and social media on popular culture and personal life.
HE.912.PHC.2.10	Demonstrate ethical and responsible use of technology.
HE.912.PHC.4.3	Develop strategies to combat cyberbullying and online harassment.
SC.912.CS.2.2	Describe security and privacy issues that relate to computer networks including the permanency of data on the Internet, online identity and privacy.
SC.912.HS.1.1	Identify potential dangers to an individuals safety and security online.
SC.912.HS.1.2	Evaluate the consequences of cyberbullying.
SC.912.HS.1.3	Determine the consequences of inaction when witnessing unsafe Internet practices.
SC.912.HS.1.4	Examine the positive outcomes when someone reports suspicious behavior on the Internet.
SC.912.HS.1.7	Construct strategies to combat cyberbullying or online harassment.
SC.912.HS.2.1	Prioritize regulating screen time and the use of electronic devices for mental and physical well-being.
SC.912.HS.3.1	Discuss the permanency of data on the Internet.
SC.912.HS.3.2	Analyze how social media influences the digital footprint of individuals, communities and cultures.
SC.912.TI.1.13	Examine the historical impact of social media.
SC.912.TI.2.1	Research how social media and technology can be used to distort, exaggerate or misrepresent information.

Required Instruction

The study of Hispanic contributions to the United States. [s. 1003.42\(2\)\(q\), F.S.](#)

SS.912.A.4.8	Compare the experiences Americans (African Americans, Hispanics, Asians, women, conscientious objectors) had while serving in Europe.
SS.912.A.4.9	Compare how the war impacted German Americans, Asian Americans, African Americans, Hispanic Americans, Jewish Americans, Native Americans, Pacific Islanders, women and dissenters in the United States.
SS.912.A.7.5	Compare nonviolent and violent approaches utilized by groups (African Americans, women, Native Americans, Hispanics) to achieve civil rights.
SS.912.A.7.9	Examine the similarities of social movements (Native Americans, Hispanics, women, anti-war protesters) of the 1960s and 1970s.

Required Instruction

The study of women's contributions to the United States. [s. 1003.42\(2\)\(r\), F.S.](#)

SS.912.A.3.5	Identify significant inventors of the Industrial Revolution including African Americans and women.
SS.912.A.4.8	Compare the experiences Americans (African Americans, Hispanics, Asians, women, conscientious objectors) had while serving in Europe.
SS.912.A.4.9	Compare how the war impacted German Americans, Asian Americans, African Americans, Hispanic Americans, Jewish Americans, Native Americans, Pacific Islanders, women and dissenters in the United States.
SS.912.A.5.7	Examine the freedom movements that advocated civil rights for African Americans, Latinos, Asians, and women.
SS.912.A.5.10	Analyze support for and resistance to civil rights for women, African Americans, Native Americans and other minority groups.
SS.912.A.7.3	Examine the changing status of women in the United States from post-World War II to present.
SS.912.A.7.9	Examine the similarities of social movements (Native Americans, Hispanics, women, anti-war protesters) of the 1960s and 1970s.
SS.912.AA.3.5	Explain the struggles faced by African American women in the 19th century as it relates to issues of suffrage, business and access to education.
SS.912.AA.3.11	Examine and analyze the impact and achievements of African American women in the fields of education, journalism, science, industry, the arts, and as writers and orators in the 20th century.

Required Instruction

The nature and importance of free enterprise to the United States economy. [s. 1003.42\(2\)\(s\), F.S.](#)

SS.912.E.1.1	Identify the factors of production and why they are necessary for the production of goods and services.
SS.912.E.1.2	Analyze production possibilities curves to explain choice, scarcity, and opportunity costs.
SS.912.E.1.3	Compare how the various economic systems (traditional, market, command, mixed) answer the questions: (1) What to produce?; (2) How to produce?; and (3) For whom to produce?
SS.912.E.1.4	Define supply, demand, quantity supplied, and quantity demanded; graphically illustrate situations that would cause changes in each, and

	demonstrate how the equilibrium price of a product is determined by the interaction of supply and demand in the market place.
SS.912.E.1.5	Compare different forms of business organizations.
SS.912.E.1.6	Compare the basic characteristics of the four market structures (monopoly, oligopoly, monopolistic competition, pure competition).
SS.912.E.1.7	Graph and explain how firms determine price and output through marginal cost analysis.
SS.912.E.1.8	Explain ways firms engage in price and nonprice competition.
SS.912.E.1.9	Describe how the earnings of workers are determined.
SS.912.E.1.10	Explain the use of fiscal policy (taxation, spending) to promote price stability, full employment, and economic growth.
SS.912.E.1.11	Explain how the Federal Reserve uses the tools of monetary policy (discount rate, reserve requirement, open market operations) to promote price stability, full employment, and economic growth.
SS.912.E.1.12	Examine the four phases of the business cycle (peak, contraction - unemployment, trough, expansion - inflation).
SS.912.E.1.13	Explain the basic functions and characteristics of money, and describe the composition of the money supply in the United States.
SS.912.E.1.14	Compare credit, savings, and investment services available to the consumer from financial institutions.
SS.912.E.1.15	Describe the risk and return profiles of various investment vehicles and the importance of diversification.
SS.912.E.1.16	Construct a one-year budget plan for a specific career path including expenses and construction of a credit plan for purchasing a major item.
SS.912.E.2.1	Identify and explain broad economic goals.
SS.912.E.2.2	Use a decision-making model to analyze a public policy issue affecting the student's community that incorporates defining a problem, analyzing the potential consequences, and considering the alternatives.
SS.912.E.2.3	Research contributions of entrepreneurs, inventors, and other key individuals from various gender, social, and ethnic backgrounds in the development of the United States.
SS.912.E.2.4	Diagram and explain the problems that occur when government institutes wage and price controls, and explain the rationale for these controls.
SS.912.E.2.5	Analyze how capital investments may impact productivity and economic growth.
SS.912.E.2.6	Examine the benefits of natural monopolies and the purposes of government regulation of these monopolies.
SS.912.E.2.7	Identify the impact of inflation on society.
SS.912.E.2.8	Differentiate between direct and indirect taxes, and describe the progressivity of taxes (progressive, proportional, regressive).
SS.912.E.2.9	Analyze how changes in federal spending and taxation affect budget deficits and surpluses and the national debt.
SS.912.E.2.10	Describe the organization and functions of the Federal Reserve System.
SS.912.E.2.11	Assess the economic impact of negative and positive externalities on the local, state, and national environment.
SS.912.E.2.12	Construct a circular flow diagram for an open-market economy including elements of households, firms, government, financial institutions, product and factor markets, and international trade.
SS.912.E.3.1	Demonstrate the impact of inflation on world economies.

SS.912.E.3.2	Examine absolute and comparative advantage, and explain why most trade occurs because of comparative advantage.
SS.912.E.3.3	Discuss the effect of barriers to trade and why nations sometimes erect barriers to trade or establish free trade zones.
SS.912.E.3.4	Assess the economic impact of negative and positive externalities on the international environment.
SS.912.E.3.5	Compare the current United States economy with other developed and developing nations.
SS.912.E.3.6	Differentiate and draw conclusions about historical economic thought theorized by economists.

Required Instruction

Civic and character education on the qualities and responsibilities of patriotism and citizenship, including kindness; respect for authority, life, liberty, and personal property; honesty; charity; racial, ethnic, and religious tolerance; and cooperation and, for grades 11 and 12, voting using the uniform primary and general election ballot described in [s. 101.151\(9\)](#). [s. 1003.42\(2\)\(t\)](#), [F.S.](#)

SS.912.CG.2.2	Explain the importance of political and civic participation to the success of the United States constitutional republic.
SS.912.CG.2.3	Explain the responsibilities of citizens at the local, state and national levels.

Required Instruction

In order to encourage patriotism, the sacrifices that veterans and Medal of Honor recipients have made in serving our country and protecting democratic values worldwide. Such instruction must occur on or before Medal of Honor Day, Veterans' Day, and Memorial Day. Members of the instructional staff are encouraged to use the assistance of local veterans and Medal of Honor recipients when practicable. [s. 1003.42\(2\)\(u\)1.](#), [F.S.](#)

SS.912.A.4.8	Compare the experiences Americans (African Americans, Hispanics, Asians, women, conscientious objectors) had while serving in Europe.
SS.912.AA.3.1	Analyze the changing social and economic roles of African Americans during the Civil War and the Exodus of 1879.
SS.912.AA.4.3	Examine the importance of sacrifices, contributions and experiences of African Americans during military service from 1954 to present.
SS.912.CG.4.2	Explain how the United States uses foreign policy to influence other nations.
SS.912.CG.4.3	Explain how U.S. foreign policy supports democratic principles and protects human rights around the world.

Frequently Asked Questions

This section addresses common questions from districts, schools, and educators regarding the implementation, instruction, reporting, and compliance with [section 1003.42\(2\), F.S.](#), and [Rule 6A-1.094124, F.A.C.](#)

General Questions

Q: Why must districts submit an annual implementation plan for Required Instruction to the Florida Department of Education?

A: Pursuant to [Rule 6A-1.094124, F.A.C.](#), school districts must annually report how they are implementing the required instruction topics outlined in [section 1003.42\(2\), F.S.](#) This ensures statewide accountability and consistency in the delivery of essential instructional content.

Q: Who is responsible for submitting the required instruction report?

A: Each school district designates a representative, often within the academic services, curriculum or accountability departments, to coordinate and submit the report to FDOE through the Bureau of Standards and Instructional Support.

Q: When is the required instruction report due each year?

A: The specific submission window is communicated annually by FDOE, typically during the fall semester. Districts should monitor official communication channels for reporting timelines and updates.

Implementation and Instructional Materials

Q: Can districts integrate required instruction topics into existing courses?

A: Yes. Districts are encouraged to embed required instruction into relevant subjects such as social studies, health, English language arts or science, depending on the topic. The key requirement is that the instruction is age-appropriate, benchmarks-aligned and documented.

Q: Are there specific instructional materials that must be used?

A: The state does not mandate specific instructional materials; however, districts must ensure that resources used are accurate, age-appropriate, and aligned with Florida state academic standards. Districts may choose from state-adopted instructional materials or develop local resources that support required instruction.

Q: What professional learning is available for teachers delivering required instruction?

A: The Florida Department of Education (FDOE) offers guidance and content-specific resources throughout the year to support the implementation of required instruction. Districts may also develop their own training to help staff understand and deliver these topics effectively. For the latest updates and information, please visit the [Bureau of Standards and Instructional Support \(BSIS\) website](#).

Content Area Questions

Q: How should topics like the Holocaust, African American history, and Hispanic contributions be taught?

A: Instruction on these historical and cultural topics should be comprehensive, age-appropriate and factually accurate. It should promote understanding, empathy and civic awareness while aligning with the intent of the law to promote tolerance and understanding of the experiences of all people.

Q: What benchmarks align with mental and emotional health instruction?

A: The Florida Health Education standards include benchmarks that support instruction in mental and emotional health, including topics such as emotional regulation, coping strategies, and help-seeking behaviors. These can be found in the Health Education strand on [CPALMS](#).

Q: Are financial literacy and personal finance part of required instruction?

A: No, personal financial literacy is not included within the statutory list of required instruction topics. However, per [s.1003.4282\(3\)\(h\), F.S.](#), high school students are required to complete a one-half credit course in Personal Financial Literacy and Money Management in order to graduate.

Statutory Requirements

Q: What are the key instructional areas required under [s.1003.42\(2\), F.S.](#)?

A: Required instruction includes, but is not limited to, topics such as:

- The history of the United States and Florida
- The Declaration of Independence and U.S. Constitution
- The Holocaust
- African American history
- Character education
- Substance use prevention
- Teen dating violence and abuse
- Mental and emotional health
- The effects of social media
- Civic literacy and patriotism

Q: How do districts demonstrate compliance with statutory requirements?

A: Districts demonstrate compliance by submitting a detailed implementation plan that outlines how each required instruction topic will be delivered. The plan must include:

- Instructional methods used at each grade level (e.g., classroom instruction, assemblies, online learning)
- Professional qualifications of the personnel delivering instruction (e.g., certified teachers, counselors, health professionals)
- Instructional materials used, including the publisher, title, and edition
- Alignment to the intent of the statute and relevant academic benchmarks

This documentation must be submitted annually and must clearly show how instruction is delivered in a way that meets statutory requirements for content, delivery, and instructional quality.

Q: What are the consequences of non-compliance?

A: Districts that fail to report or implement required instruction may be subject to follow-up by FDOE, and may be required to submit a corrective action plan. Continued non-compliance could affect state accountability and funding considerations.

Parental Rights

Q: Are parents allowed to review instructional materials used for required instruction?

A: Yes. Under the Parents' Bill of Rights ([s.1014.04, F.S.](#)), parents have the right to access and review instructional materials. Districts must maintain transparency and provide access to materials upon request.

Q: Can parents opt their child out of any required instruction topics?

A: Yes. Florida law allows parents to request, in writing, that their child be exempt from instruction on reproductive health or any disease, including HIV/AIDS, its symptoms, development and

treatment. Students who are exempted may not be penalized for this exemption. [s.1003.42\(5\), F.S.](#), However, most topics listed under [s.1003.42\(5\), F.S.](#), are considered essential components of public education and do not include opt-out provisions. Each school district is required to notify parents of this exemption option on its website homepage and must provide a link for parents to access and review the instructional materials used in the curriculum.

Q: How are parents notified about required instruction content?

A: Districts are encouraged to communicate required instruction topics via websites, handbooks, or direct notices. Transparency and proactive engagement with families help ensure trust and compliance with both required instruction and parental rights statutes.

Contact Information and Support

Guidance for Districts on Required Instruction Implementation and Reporting

Introduction

The Florida Department of Education (FDOE) is committed to supporting school districts in effectively implementing and documenting required instruction, as outlined in [section 1003.42\(2\), Florida Statutes](#), and [Rule 6A-1.094124, Florida Administrative Code](#). This section provides contact information for key state offices that offer technical assistance, content support, and guidance on required instruction and related reporting requirements.

State Contacts for Required Instruction Support

Bureau of Standards and Instructional Support (BSIS)

For support related to academic standards, instructional benchmarks, subject-area integration and required instruction alignment:

Florida Department of Education
Bureau of Standards and Instructional Support (BSIS)
Email: RequiredInstruction@fldoe.org
Phone: (850) 245-0423
Website: <https://www.fldoe.org/academics/standards>

BSIS provides leadership and support for the development, alignment, and implementation of Florida's state academic standards across all subject areas. The bureau also oversees guidance and technical assistance related to required instruction reporting as outlined in Rule [6A-1.094124, F.A.C.](#) and [s.1003.42\(2\), F.S.](#)

Links and Additional Guidance

- Section 1003.42(2), Florida Statutes – Required Instruction
http://www.leg.state.fl.us/statutes/index.cfm?App_mode=Display_Statute&URL=1000-1099/1003/Sections/1003.42.html
- Rule 6A-1.094124, Florida Administrative Code – Required Instruction Reporting
<https://www.flrules.org/gateway/ruleNo.asp?id=6A-1.094124>
- CPALMS – Florida's Official Source for Standards and Instructional Resources
<https://www.cpalms.org>
- Florida Required Instruction Reporting Portal
<https://flripqa.azurewebsites.net/>
- Parents' Bill of Rights – Section 1014.04, Florida Statutes
http://www.leg.state.fl.us/statutes/index.cfm?App_mode=Display_Statute&Search_String=&URL=1000-1099/1014/Sections/1014.04.html