

**Main Criteria:** Florida Standards  
**Secondary Criteria:** Social Studies Online  
**Subjects:** Science, Social Studies  
**Grade:** K  
**Correlation Options:** Show Correlated

**Florida Standards**  
**Social Studies**  
Grade: K - Adopted: 2014

<b>BODY OF KNOWLEDGE</b>	<b>SS.K.A.</b>	<b>American History</b>
<b>BIG IDEA</b>	<b>SS.K.A. 2.</b>	<b>Historical Knowledge</b>

BENCHMARK	SS.K.A.2. 1.	Compare children and families of today with those in the past.  <a href="#">Social Studies Online</a> Grade 1 - Life Long Ago
BENCHMARK	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.  <a href="#">Social Studies Online</a> Grade 1 - Families and Neighbors Grade 1 - Let's Learn About the Government Grade 1 - Life Long Ago
BENCHMARK	SS.K.A.2. 3.	Compare our nation's holidays with holidays of other cultures.  <a href="#">Social Studies Online</a> Grade 1 - Families and Neighbors Grade 1 - Let's Learn About the Government Grade 1 - Life Long Ago
BENCHMARK	SS.K.A.2. 4.	Listen to and retell stories about people in the past who have shown character ideals and principles including honesty, courage, and responsibility.  <a href="#">Social Studies Online</a> Grade 1 - Let's Learn About the Government Washington, DC - Grades K - 5
BENCHMARK	SS.K.A.2. 5.	Recognize the importance of U.S. symbols.  <a href="#">Social Studies Online</a> Grade 1 - Let's Learn About the Government Grade 1 - Life Long Ago Washington, DC - Grades K - 5

<b>BODY OF KNOWLEDGE</b>	<b>SS.K.A.</b>	<b>American History</b>
<b>BIG IDEA</b>	<b>SS.K.A. 3.</b>	<b>Chronological Thinking</b>

BENCHMARK	SS.K.A.3. 1.	Use words and phrases related to chronology and time to explain how things change and to sequentially order events that have occurred in school.  <a href="#">Social Studies Online</a> Washington, DC - Grades K - 5
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<b>BODY OF KNOWLEDGE</b>	<b>SS.K.G.</b>	<b>Geography</b>
<b>BIG IDEA</b>	<b>SS.K.G. 1.</b>	<b>The World in Spatial Terms</b>

BENCHMARK SS.K.G.1. Differentiate land and water features on simple maps and globes.  
4.

[Social Studies Online](#)

Grade 1 - The Earth Around Us

Paris - City of Light - Grades K - 5

<b>BODY OF KNOWLEDGE</b>	<b>SS.K.G.</b>	<b>Geography</b>
<b>BIG IDEA</b>	<b>SS.K.G. 2.</b>	<b>Places and Regions</b>

BENCHMARK SS.K.G.2. Locate and describe places in the school and community.  
1.

[Social Studies Online](#)

Grade 1 - Families and Neighbors

Grade 1 - The Earth Around Us

<b>BODY OF KNOWLEDGE</b>	<b>SS.K.G.</b>	<b>Geography</b>
<b>BIG IDEA</b>	<b>SS.K.G. 3.</b>	<b>Physical System</b>

BENCHMARK SS.K.G.3. Identify basic landforms.  
1.

[Social Studies Online](#)

Grade 1 - The Earth Around Us

Paris - City of Light - Grades K - 5

BENCHMARK SS.K.G.3. Identify basic bodies of water.  
2.

[Social Studies Online](#)

Grade 1 - The Earth Around Us

Paris - City of Light - Grades K - 5

BENCHMARK SS.K.G.3. Describe and give examples of seasonal weather changes, and illustrate how weather affects people and the environment.  
3.

[Social Studies Online](#)

Grade 1 - The Earth Around Us

<b>BODY OF KNOWLEDGE</b>	<b>SS.K.E.</b>	<b>Economics</b>
<b>BIG IDEA</b>	<b>SS.K.E. 1.</b>	<b>Beginning Economics</b>

BENCHMARK SS.K.E.1. Describe different kinds of jobs that people do and the tools or equipment used.  
1.

[Social Studies Online](#)

Grade 1 - All About Work

BENCHMARK	SS.K.E.1. 2.	Recognize that United States currency comes in different forms.  <a href="#">Social Studies Online</a> Grade 1 - All About Work
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BENCHMARK	SS.K.E.1. 3.	Recognize that people work to earn money to buy things they need or want.  <a href="#">Social Studies Online</a> Grade 1 - All About Work
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BENCHMARK	SS.K.E.1. 4.	Identify the difference between basic needs and wants.  <a href="#">Social Studies Online</a> Grade 1 - All About Work
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Grade: K - Adopted: 2021

BODY OF KNOWLEDGE	SS.K.CG.	Civics and Government
BIG IDEA	SS.K.CG .1.	Foundations of Government, Law and the American Political System
BENCHMARK	SS.K.C G.1.1.	Identify the purpose of rules and laws in the home and school.

INDICATOR	C2.	Students will define laws as a system of rules intended to protect people and property that are created and enforced by government (e.g., speed limit).  <a href="#">Social Studies Online</a> Grade 1 - Let's Learn About the Government
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INDICATOR	C3.	Students will identify what can happen without rules and laws.  <a href="#">Social Studies Online</a> Grade 1 - Let's Learn About the Government
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BODY OF KNOWLEDGE	SS.K.CG.	Civics and Government
BIG IDEA	SS.K.CG .2.	Civic and Political Participation
BENCHMARK	SS.K.C G.2.1.	Describe and demonstrate the characteristics of being a responsible citizen.

INDICATOR	C1.	Students will identify examples of responsible citizenship.  <a href="#">Social Studies Online</a> Grade 1 - All About Work Grade 1 - Let's Learn About the Government
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BODY OF KNOWLEDGE	SS.K.CG.	Civics and Government
BIG IDEA	SS.K.CG .2.	Civic and Political Participation
BENCHMARK	SS.K.C G.2.2.	Describe ways for groups to make decisions.

INDICATOR	C2.	Students will identify examples of responsible decisions.  <a href="#">Social Studies Online</a> Grade 1 - All About Work Grade 1 - Let's Learn About the Government
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BODY OF KNOWLEDGE	SS.K.CG.	Civics and Government
BIG IDEA	SS.K.CG .2.	Civic and Political Participation
BENCHMARK	SS.K.C G.2.3.	Define patriotism as the allegiance to one's country.

INDICATOR	C1.	Students will identify patriotic holidays and observances (e.g., American Founders Month, Celebrate Freedom Week, Constitution Day, Independence Day, Martin Luther King Jr. Day, Medal of Honor Day, Memorial Day, Patriot Day, Veterans Day).  <a href="#">Social Studies Online</a> Grade 1 - Families and Neighbors Grade 1 - Let's Learn About the Government
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BODY OF KNOWLEDGE	SS.K.CG.	Civics and Government
BIG IDEA	SS.K.CG .2.	Civic and Political Participation
BENCHMARK	SS.K.C G.2.4.	Recognize symbols that represent the United States.

INDICATOR	C1.	Students will recognize the American flag, the bald eagle and the U.S. President as symbols that represent the United States.  <a href="#">Social Studies Online</a> Grade 1 - Let's Learn About the Government
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**Main Criteria:** Florida Standards  
**Secondary Criteria:** Social Studies Online  
**Subjects:** Science, Social Studies  
**Grade:** 1  
**Correlation Options:** Show Correlated

**Florida Standards**  
**Science**  
Grade: 1 - Adopted: 2008

<b>BODY OF KNOWLEDGE</b>	<b>FL.SC.1.E</b>	<b>Earth and Space Science</b>
<b>BIG IDEA</b>	<b>SC.1.E.6</b>	<b>Earth Structures - Humans continue to explore the composition and structure of the surface of the Earth. External sources of energy have continuously altered the features of Earth by means of both constructive and destructive forces. All life, including human civilization, is dependent on Earth's water and natural resources.</b>

BENCHMARK SC.1.E.6.1. Recognize that water, rocks, soil, and living organisms are found on Earth's surface.

[Social Studies Online](#)  
[Grade 2 - Land and Water Around Us](#)

BENCHMARK SC.1.E.6.3. Recognize that some things in the world around us happen fast and some happen slowly.

[Social Studies Online](#)  
[Grade 2 - Land and Water Around Us](#)

<b>BODY OF KNOWLEDGE</b>	<b>FL.SC.1.L</b>	<b>Life Science</b>
<b>BIG IDEA</b>	<b>SC.1.L.17</b>	<b>Interdependence - A. Plants and animals, including humans, interact with and depend upon each other and their environment to satisfy their basic needs. B. Both human activities and natural events can have major impacts on the environment. C. Energy flows from the sun through producers to consumers.</b>

BENCHMARK SC.1.L.17.1. Through observation, recognize that all plants and animals, including humans, need the basic necessities of air, water, food, and space.

[Social Studies Online](#)  
[Grade 2 - Land and Water Around Us](#)

**Florida Standards**  
**Social Studies**  
Grade: 1 - Adopted: 2014

<b>BODY OF KNOWLEDGE</b>	<b>SS.1.A.</b>	<b>American History</b>
<b>BIG IDEA</b>	<b>SS.1.A.2</b>	<b>Historical Knowledge</b>

BENCHMARK SS.1.A.2.1. Understand history tells the story of people and events of other times and places.

[Social Studies Online](#)  
[Grade 2 - Early Americans](#)  
[Washington, DC - Grades K - 5](#)

BENCHMARK SS.1.A.2.2. Compare life now with life in the past.

[Social Studies Online](#)  
[Grade 1 - Life Long Ago](#)

BENCHMARK	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.  <b>Social Studies Online</b> Grade 1 - Families and Neighbors Grade 1 - Let's Learn About the Government Grade 1 - Life Long Ago Grade 2 - Early Americans
BENCHMARK	SS.1.A.2.4.	Identify people from the past who have shown character ideals and principles including honesty, courage, and responsibility.  <b>Social Studies Online</b> Grade 1 - Let's Learn About the Government Grade 2 - Early Americans Washington, DC - Grades K - 5
BODY OF KNOWLEDGE	SS.1.A.	American History
BIG IDEA	SS.1.A.3.	Chronological Thinking
BENCHMARK	SS.1.A.3.1.	Use terms related to time to sequentially order events that have occurred in school, home, or community.  <b>Social Studies Online</b> Grade 1 - The Earth Around Us
BODY OF KNOWLEDGE	SS.1.G.	Geography
BIG IDEA	SS.1.G.1.	The World in Spatial Terms
BENCHMARK	SS.1.G.1.4.	Identify a variety of physical features using a map and globe.  <b>Social Studies Online</b> Grade 1 - The Earth Around Us Grade 2 - Land and Water Around Us Paris - City of Light - Grades K - 5
BENCHMARK	SS.1.G.1.6.	Describe how location, weather, and physical environment affect the way people live in our community.  <b>Social Studies Online</b> Grade 1 - Families and Neighbors Grade 1 - The Earth Around Us Grade 2 - Living Together
BODY OF KNOWLEDGE	SS.1.E.	Economics
BIG IDEA	SS.1.E.1.	Beginning Economics
BENCHMARK	SS.1.E.1.1.	Recognize that money is a method of exchanging goods and services.  <b>Social Studies Online</b> Grade 1 - All About Work Grade 2 - Work and Money

BENCHMARK	SS.1.E.1. 3.	Distinguish between examples of goods and services.  <a href="#">Social Studies Online</a> <a href="#">Grade 1 - All About Work</a> <a href="#">Grade 2 - Work and Money</a>
BENCHMARK	SS.1.E.1. 4.	Distinguish people as buyers, sellers, and producers of goods and services.  <a href="#">Social Studies Online</a> <a href="#">Grade 2 - Work and Money</a>
BENCHMARK	SS.1.E.1. 5.	Recognize the importance of saving money for future purchases.  <a href="#">Social Studies Online</a> <a href="#">Grade 1 - All About Work</a> <a href="#">Grade 2 - Work and Money</a>
BENCHMARK	SS.1.E.1. 6.	Identify that people need to make choices because of scarce resources.  <a href="#">Social Studies Online</a> <a href="#">Grade 2 - Work and Money</a>

Grade: 1 - Adopted: 2021

BODY OF KNOWLEDGE	SS.1.CG.	Civics and Government
BIG IDEA	SS.1.CG .1.	Foundations of Government, Law and the American Political System
BENCHMARK	SS.1.CG .1.1.	Explain the purpose of rules and laws in the home, school and community.

INDICATOR	C1.	Students will explain the role that rules and laws play in their daily life.  <a href="#">Social Studies Online</a> <a href="#">Grade 1 - Let's Learn About the Government</a> <a href="#">Grade 2 - Living Together</a> <a href="#">Grade 2 - Our Government At Work</a>
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INDICATOR	C2.	Students will explain the difference between rules and laws.  <a href="#">Social Studies Online</a> <a href="#">Grade 1 - Let's Learn About the Government</a> <a href="#">Grade 2 - Living Together</a> <a href="#">Grade 2 - Our Government At Work</a>
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BODY OF KNOWLEDGE	SS.1.CG.	Civics and Government
BIG IDEA	SS.1.CG .1.	Foundations of Government, Law and the American Political System
BENCHMARK	SS.1.CG .1.2.	Describe how the absence of rules and laws impacts individuals and the community.

INDICATOR	C1.	Students will provide examples of rules and laws in their lives and in the community.  <a href="#">Social Studies Online</a> <a href="#">Grade 1 - Let's Learn About the Government</a> <a href="#">Grade 2 - Living Together</a> <a href="#">Grade 2 - Our Government At Work</a>
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INDICATOR	C2.	Students will recognize that disorder, injustice and harm to people can occur when there is an absence of rules and laws.  <b><u>Social Studies Online</u></b> Grade 1 - Let's Learn About the Government Grade 2 - Living Together Grade 2 - Our Government At Work
BODY OF KNOWLEDGE	SS.1.CG.	Civics and Government
BIG IDEA	SS.1.CG .2.	Civic and Political Participation
BENCHMARK	SS.1.CG .2.1.	Explain the rights and responsibilities students have in the school community.

INDICATOR	C3.	Students will define responsibilities as things citizens should do to benefit the community.  <b><u>Social Studies Online</u></b> Grade 1 - All About Work Grade 1 - Let's Learn About the Government Grade 2 - Our Government At Work Grade 2 - Work and Money
BODY OF KNOWLEDGE	SS.1.CG.	Civics and Government
BIG IDEA	SS.1.CG .2.	Civic and Political Participation
BENCHMARK	SS.1.CG .2.2.	Describe the characteristics of citizenship in the school community.

INDICATOR	C1.	Students will identify characteristics of responsible citizenship (e.g., respect others' property, treat people with dignity, care for environment, treat animals with kindness).  <b><u>Social Studies Online</u></b> Grade 1 - Let's Learn About the Government Grade 2 - Our Government At Work
BODY OF KNOWLEDGE	SS.1.CG.	Civics and Government
BIG IDEA	SS.1.CG .2.	Civic and Political Participation
BENCHMARK	SS.1.CG .2.3.	Recognize ways citizens can demonstrate patriotism.

INDICATOR	C2.	Students will discuss how to show respect for the American flag (e.g., how to properly display and dispose of the American flag).  <b><u>Social Studies Online</u></b> Grade 1 - Let's Learn About the Government Grade 2 - Our Government At Work
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INDICATOR	C3.	Students will discuss how to demonstrate patriotism during patriotic holidays and observances (e.g., American Founders Month, Celebrate Freedom Week, Constitution Day, Independence Day, Martin Luther King Jr. Day, Medal of Honor Day, Memorial Day, Patriot Day, Veterans Day).  <b><u>Social Studies Online</u></b> Grade 1 - Families and Neighbors Grade 1 - Let's Learn About the Government
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<b>BODY OF KNOWLEDGE</b>	<b>SS.1.CG.</b>	<b>Civics and Government</b>
<b>BIG IDEA</b>	<b>SS.1.CG .2.</b>	<b>Civic and Political Participation</b>
<b>BENCHMARK</b>	<b>SS.1.CG .2.4.</b>	<b>Recognize symbols and individuals that represent the United States.</b>

INDICATOR C1. Students will recognize the national motto ("In God We Trust") and "We the People" as symbols that represent the United States.

**Social Studies Online**

Grade 1 - Let's Learn About the Government

Grade 1 - Life Long Ago

Grade 2 - Our Government At Work

Washington, DC - Grades K - 5

INDICATOR C2. Students will recognize Benjamin Franklin, George Washington, Daniel Webster and Martin Luther King Jr. as individuals who represent the United States.

**Social Studies Online**

Grade 1 - Life Long Ago

Grade 2 - Early Americans

Grade 2 - Our Government At Work

<b>BODY OF KNOWLEDGE</b>	<b>SS.1.CG.</b>	<b>Civics and Government</b>
<b>BIG IDEA</b>	<b>SS.1.CG .3.</b>	<b>Structure and Functions of Government</b>
<b>BENCHMARK</b>	<b>SS.1.CG .3.1.</b>	<b>Recognize that the United States and Florida have Constitutions.</b>

INDICATOR C1. Students will define a constitution as an agreed-upon set of rules or laws.

**Social Studies Online**

Grade 1 - Let's Learn About the Government

Grade 2 - Our Government At Work

<b>BODY OF KNOWLEDGE</b>	<b>SS.1.CG.</b>	<b>Civics and Government</b>
<b>BIG IDEA</b>	<b>SS.1.CG .3.</b>	<b>Structure and Functions of Government</b>
<b>BENCHMARK</b>	<b>SS.1.CG .3.2.</b>	<b>Explain responsible ways for individuals and groups to make decisions.</b>

INDICATOR C1. Students will demonstrate characteristics of responsible decision-making.

**Social Studies Online**

Grade 1 - All About Work

Grade 1 - Let's Learn About the Government

Grade 2 - Our Government At Work

Grade 2 - Work and Money

INDICATOR C2. Students will explain how multiple perspectives contribute to the unity of the United States.

**Social Studies Online**

Grade 2 - Early Americans

Washington, DC - Grades K - 5

**Main Criteria:** Florida Standards  
**Secondary Criteria:** Social Studies Online  
**Subjects:** Science, Social Studies  
**Grade:** 2  
**Correlation Options:** Show Correlated

**Florida Standards**  
**Science**  
Grade: 2 - Adopted: 2008

<b>BODY OF KNOWLEDGE</b>	<b>FL.SC.2.N.</b>	<b>Nature of Science</b>
<b>BIG IDEA</b>	<b>SC.2.E.7.</b>	<b>Earth Systems and Patterns - Humans continue to explore the interactions among water, air, and land. Air and water are in constant motion that results in changing conditions that can be observed over time.</b>

**BENCHMARK** SC.2.E.7.1. Compare and describe changing patterns in nature that repeat themselves, such as weather conditions including temperature and precipitation, day to day and season to season.

**Social Studies Online**  
[African Safari](#)  
[Amazon Rainforest - People and Threats - Grades 2-5](#)  
[Grade 1 - The Earth Around Us](#)  
[Grade 2 - Land and Water Around Us](#)

**BENCHMARK** SC.2.E.7.4. Investigate that air is all around us and that moving air is wind.

**Social Studies Online**  
[Grade 2 - Land and Water Around Us](#)

<b>BODY OF KNOWLEDGE</b>	<b>FL.SC.2.P.</b>	<b>Physical Science</b>
<b>BIG IDEA</b>	<b>SC.2.P.10.</b>	<b>Forms of Energy - A. Energy is involved in all physical processes and is a unifying concept in many areas of science. B. Energy exists in many forms and has the ability to do work or cause a change.</b>

**BENCHMARK** SC.2.P.10.1. Discuss that people use electricity or other forms of energy to cook their food, cool or warm their homes, and power their cars.

**Social Studies Online**  
[Grade 3 - Geography of Our Communities](#)

<b>BODY OF KNOWLEDGE</b>	<b>FL.SC.2.L.</b>	<b>Life Science</b>
<b>BIG IDEA</b>	<b>SC.2.L.16.</b>	<b>Heredity and Reproduction - A. Offspring of plants and animals are similar to, but not exactly like, their parents or each other. B. Life cycles vary among organisms, but reproduction is a major stage in the life cycle of all organisms.</b>

**BENCHMARK** SC.2.L.16.1. Observe and describe major stages in the life cycles of plants and animals, including beans and butterflies.

**Social Studies Online**  
[How Coral Reefs Are Formed](#)

<b>BODY OF KNOWLEDGE</b>	<b>FL.SC.2.L.</b>	<b>Life Science</b>
<b>BIG IDEA</b>	<b>SC.2.L.17.</b>	<b>Interdependence - A. Plants and animals, including humans, interact with and depend upon each other and their environment to satisfy their basic needs. B. Both human activities and natural events can have major impacts on the environment. C. Energy flows from the sun through producers to consumers.</b>

BENCHMARK	SC.2.L.17.1.	Compare and contrast the basic needs that all living things, including humans, have for survival.
		<a href="#">Social Studies Online</a> <a href="#">Amazon Rainforest - People and Threats - Grades 2-5</a> <a href="#">Grade 2 - Land and Water Around Us</a> <a href="#">How Coral Reefs Are Formed</a>

BENCHMARK	SC.2.L.17.2.	Recognize and explain that living things are found all over Earth, but each is only able to live in habitats that meet its basic needs.
		<a href="#">Social Studies Online</a> <a href="#">Amazon Rainforest - Grades 2-5</a> <a href="#">The Sahara Desert</a>

**Florida Standards**  
**Social Studies**  
Grade: 2 - Adopted: 2014

<b>BODY OF KNOWLEDGE</b>	<b>SS.2.A.</b>	<b>American History</b>
<b>BIG IDEA</b>	<b>SS.2.A.2</b>	<b>Historical Knowledge</b>

BENCHMARK	SS.2.A.2.1.	Recognize that Native Americans were the first inhabitants in North America.
		<a href="#">Social Studies Online</a> <a href="#">Grade 2 - Early Americans</a> <a href="#">Grade 3 - The First Americans</a>

BENCHMARK	SS.2.A.2.2.	Compare the cultures of Native American tribes from various geographic regions of the United States.
		<a href="#">Social Studies Online</a> <a href="#">Grade 1 - Life Long Ago</a> <a href="#">Grade 2 - Early Americans</a> <a href="#">Grade 3 - A Country of Cultures</a> <a href="#">Grade 3 - The First Americans</a>

BENCHMARK	SS.2.A.2.3.	Describe the impact of immigrants on the Native Americans.
		<a href="#">Social Studies Online</a> <a href="#">Grade 1 - Life Long Ago</a> <a href="#">Grade 3 - The First Americans</a>

BENCHMARK	SS.2.A.2.4.	Explore ways the daily life of people living in Colonial America changed over time.
		<a href="#">Social Studies Online</a> <a href="#">Grade 2 - Early Americans</a> <a href="#">Grade 3 - The First Americans</a>

BENCHMARK	SS.2.A.2.5.	Identify reasons people came to the United States throughout history.
		<a href="#">Social Studies Online</a> <a href="#">Grade 1 - Life Long Ago</a> <a href="#">Grade 2 - Our Government At Work</a> <a href="#">Grade 3 - A Country of Cultures</a> <a href="#">Grade 3 - How The Country Was Settled</a> <a href="#">Grade 3 - The First Americans</a>

BENCHMARK	SS.2.A.2. 6.	Discuss the importance of Ellis Island and the Statue of Liberty to immigration from 1892 - 1954.  <a href="#">Social Studies Online</a> <a href="#">Grade 1 - Life Long Ago</a> <a href="#">Grade 2 - Our Government At Work</a>
BODY OF KNOWLEDGE	SS.2.A.	American History
BIG IDEA	SS.2.A.3 .	Chronological Thinking
BENCHMARK	SS.2.A.3. 1.	Identify terms and designations of time sequence.  <a href="#">Social Studies Online</a> <a href="#">Grade 2 - Early Americans</a> <a href="#">Grade 3 - How The Country Was Settled</a> <a href="#">Grade 3 - The First Americans</a> <a href="#">Washington, DC - Grades K - 5</a>
BODY OF KNOWLEDGE	SS.2.G.	Geography
BIG IDEA	SS.2.G. 1.	The World in Spatial Terms
BENCHMARK	SS.2.G.1. 1.	Use different types of maps (political, physical, and thematic) to identify map elements.  <a href="#">Social Studies Online</a> <a href="#">Grade 2 - Land and Water Around Us</a> <a href="#">The Sahara Desert</a>
BENCHMARK	SS.2.G.1. 2.	Using maps and globes, locate the student's hometown, Florida, and North America, and locate the state capital and the national capital.  <a href="#">Social Studies Online</a> <a href="#">Grade 2 - Land and Water Around Us</a> <a href="#">Grade 3 - Geography of Our Communities</a> <a href="#">Washington, DC - Grades K - 5</a>
BENCHMARK	SS.2.G.1. 3.	Label on a map or globe the continents, oceans, Equator, Prime Meridian, North and South Pole.  <a href="#">Social Studies Online</a> <a href="#">Grade 1 - The Earth Around Us</a> <a href="#">Grade 2 - Land and Water Around Us</a> <a href="#">Grade 3 - Geography of Our Communities</a> <a href="#">The Sahara Desert</a>
BENCHMARK	SS.2.G.1. 4.	Use a map to locate the countries in North America (Canada, United States, Mexico, and the Caribbean Islands).  <a href="#">Social Studies Online</a> <a href="#">Grade 2 - Land and Water Around Us</a>
BODY OF KNOWLEDGE	SS.2.E.	Economics
BIG IDEA	SS.2.E.1 .	Beginning Economics

BENCHMARK	SS.2.E.1. 2.	Recognize that people supply goods and services based on consumer demands.  <b><u>Social Studies Online</u></b> Grade 1 - All About Work Grade 2 - Work and Money Grade 3 - I Am a Consumer
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BENCHMARK	SS.2.E.1. 4.	Explain the personal benefits and costs involved in saving and spending.  <b><u>Social Studies Online</u></b> Grade 1 - All About Work Grade 2 - Work and Money Grade 3 - I Am a Consumer
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Grade: 2 - Adopted: 2021

BODY OF KNOWLEDGE	SS.2.CG.	Civics and Government
BIG IDEA	SS.2.CG .1.	Foundations of Government, Law and the American Political System
BENCHMARK	SS.2.CG .1.1.	Explain why people form governments.

INDICATOR	C1.	Students will explain the role of laws in government.  <b><u>Social Studies Online</u></b> Grade 1 - Let's Learn About the Government Grade 2 - Living Together Grade 2 - Our Government At Work
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INDICATOR	C2.	Students will define and provide examples of laws at the state and national levels.  <b><u>Social Studies Online</u></b> Grade 1 - Let's Learn About the Government Grade 2 - Living Together Grade 2 - Our Government At Work
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INDICATOR	C3.	Students will use scenarios to identify the impact of government on daily life.  <b><u>Social Studies Online</u></b> Grade 3 - How Government Helps Our Communities
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BODY OF KNOWLEDGE	SS.2.CG.	Civics and Government
BIG IDEA	SS.2.CG .1.	Foundations of Government, Law and the American Political System
BENCHMARK	SS.2.CG .1.2.	Explain how the U.S. government protects the liberty and rights of American citizens.

INDICATOR	C1.	Students will recognize that the equal rights of citizens are protected by the U.S. Constitution.  <b><u>Social Studies Online</u></b> Grade 1 - Let's Learn About the Government Grade 2 - Our Government At Work Grade 3 - How Government Helps Our Communities Grade 3 - The First Americans
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BODY OF KNOWLEDGE	SS.2.CG.	Civics and Government
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<b>BIG IDEA</b>	<b>SS.2.CG.2.</b>	<b>Civic and Political Participation</b>
<b>BENCHMARK</b>	<b>SS.2.CG.2.2.</b>	<b>Describe the characteristics of responsible citizenship at the local and state levels.</b>

INDICATOR C1. Students will identify characteristics of responsible citizenship (e.g., peaceable assembly, obeying the law, community involvement).

**Social Studies Online**

Grade 1 - All About Work

Grade 1 - Let's Learn About the Government

Grade 2 - Our Government At Work

Grade 2 - Work and Money

Grade 3 - How Government Helps Our Communities

INDICATOR C3. Students will describe the contributions of the diverse individuals and groups that contribute to civic life in the United States and Florida.

**Social Studies Online**

Grade 3 - A Country of Cultures

<b>BODY OF KNOWLEDGE</b>	<b>SS.2.CG.</b>	<b>Civics and Government</b>
<b>BIG IDEA</b>	<b>SS.2.CG.2.</b>	<b>Civic and Political Participation</b>
<b>BENCHMARK</b>	<b>SS.2.CG.2.3.</b>	<b>Explain how citizens demonstrate patriotism.</b>

INDICATOR C1. Students will explain why reciting the Pledge of Allegiance daily is an act of patriotism.

**Social Studies Online**

Grade 3 - How Government Helps Our Communities

INDICATOR C2. Students will explain the importance of recognizing patriotic holidays or observances (e.g., American Founders Month, Celebrate Freedom Week, Constitution Day, Independence Day, Martin Luther King Jr. Day, Medal of Honor Day, Memorial Day, Patriot Day, Veterans Day).

**Social Studies Online**

Grade 1 - Families and Neighbors

Grade 1 - Let's Learn About the Government

Grade 3 - A Country of Cultures

<b>BODY OF KNOWLEDGE</b>	<b>SS.2.CG.</b>	<b>Civics and Government</b>
<b>BIG IDEA</b>	<b>SS.2.CG.2.</b>	<b>Civic and Political Participation</b>
<b>BENCHMARK</b>	<b>SS.2.CG.2.4.</b>	<b>Recognize symbols, individuals and documents that represent the United States.</b>

INDICATOR C1. Students will recognize the U.S. Capitol, the White House, the U.S. Supreme Court building and the Statue of Liberty as symbols that represent the United States.

**Social Studies Online**

Grade 1 - Let's Learn About the Government

Grade 2 - Our Government At Work

Grade 3 - How Government Helps Our Communities

Washington, DC - Grades K - 5

INDICATOR	C2.	Students will recognize Rosa Parks and Thomas Jefferson as individuals who represent the United States.  <b><u>Social Studies Online</u></b> Grade 2 - Our Government At Work Grade 3 - How The Country Was Settled
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INDICATOR	C3.	Students will recognize the Declaration of Independence as a document that represents the United States.  <b><u>Social Studies Online</u></b> Grade 1 - Let's Learn About the Government Grade 2 - Early Americans Grade 3 - The First Americans
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BODY OF KNOWLEDGE	SS.2.CG.	Civics and Government
BIG IDEA	SS.2.CG .3.	Structure and Functions of Government
BENCHMARK	SS.2.CG .3.1.	Identify the Constitution of the United States as the supreme law of the land.

INDICATOR	C1.	Students will recognize that the United States has a written constitution.  <b><u>Social Studies Online</u></b> Grade 1 - Let's Learn About the Government Grade 2 - Our Government At Work Grade 3 - How Government Helps Our Communities Grade 3 - The First Americans
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**Main Criteria:** Florida Standards  
**Secondary Criteria:** Social Studies Online  
**Subjects:** Science, Social Studies  
**Grade:** 3  
**Correlation Options:** Show Correlated

**Florida Standards**  
**Science**  
Grade: 3 - Adopted: 2008

<b>BODY OF KNOWLEDGE</b>	<b>FL.SC.3.L</b>	<b>Life Science</b>
<b>BIG IDEA</b>	<b>SC.3.L.1 4.</b>	<b>Organization and Development of Living Organisms - A. All plants and animals, including humans, are alike in some ways and different in others. B. All plants and animals, including humans, have internal parts and external structures that function to keep them alive and help them grow and reproduce. C. Humans can better understand the natural world through careful observation.</b>

**BENCHMARK** SC.3.L.1 4.1. Describe structures in plants and their roles in food production, support, water and nutrient transport, and reproduction.

**Social Studies Online**  
Amazon Rainforest - Grades 2-5  
The Sahara Desert

<b>BODY OF KNOWLEDGE</b>	<b>FL.SC.3.L</b>	<b>Life Science</b>
<b>BIG IDEA</b>	<b>SC.3.L.1 5.</b>	<b>Diversity and Evolution of Living Organisms - A. Earth is home to a great diversity of living things, but changes in the environment can affect their survival. B. Individuals of the same kind often differ in their characteristics and sometimes the differences give individuals an advantage in surviving and reproducing.</b>

**BENCHMARK** SC.3.L.1 5.1. Classify animals into major groups (mammals, birds, reptiles, amphibians, fish, arthropods, vertebrates and invertebrates, those having live births and those which lay eggs) according to their physical characteristics and behaviors.

**Social Studies Online**  
African Safari  
Amazon Rainforest - Grades 2-5  
Galapagos Islands  
Grade 4 - Southwest Region Early Beginnings  
Grade 4 - West Region Geography  
Grade 4 - West Region Today  
How Coral Reefs Are Formed  
The Sahara Desert  
Who Lives On a Coral Reef?

<b>BODY OF KNOWLEDGE</b>	<b>FL.SC.3.L</b>	<b>Life Science</b>
<b>BIG IDEA</b>	<b>SC.3.L.1 7.</b>	<b>Interdependence - A. Plants and animals, including humans, interact with and depend upon each other and their environment to satisfy their basic needs. B. Both human activities and natural events can have major impacts on the environment. C. Energy flows from the sun through producers to consumers.</b>

**BENCHMARK** SC.3.L.17 1.1. Describe how animals and plants respond to changing seasons.

**Social Studies Online**  
African Safari  
Galapagos Islands  
Grade 2 - Land and Water Around Us  
Grade 4 - West Region Geography



<b>BODY OF KNOWLEDGE</b>	<b>SS.3.A.</b>	<b>American History</b>
<b>BIG IDEA</b>	<b>SS.3.A.1</b>	<b>Historical Inquiry and Analysis</b>

BENCHMARK SS.3.A.1. Define terms related to the social sciences.  
3.

**Social Studies Online**

Grade 2 - Early Americans

Grade 3 - How The Country Was Settled

Grade 3 - The First Americans

Grade 4 - Midwest Region Early Beginnings

Grade 4 - Midwest Region Today

Grade 4 - Northeast

Grade 4 - Southwest Region Early Beginnings

Grade 4 - West Region Early Beginnings

Grade 4 - West Region Today

Washington, DC - Grades K - 5

<b>BODY OF KNOWLEDGE</b>	<b>SS.3.G.</b>	<b>Geography</b>
<b>BIG IDEA</b>	<b>SS.3.G.1.</b>	<b>The World in Spatial Terms</b>

BENCHMARK SS.3.G.1. Label the continents and oceans on a world map.  
3.

**Social Studies Online**

Grade 2 - Land and Water Around Us

Grade 3 - Geography of Our Communities

BENCHMARK SS.3.G.1. Name and identify the purpose of maps (physical, political, elevation, population).  
4.

**Social Studies Online**

Grade 2 - Land and Water Around Us

Grade 4 - Northeast

The Sahara Desert

<b>BODY OF KNOWLEDGE</b>	<b>SS.3.G.</b>	<b>Geography</b>
<b>BIG IDEA</b>	<b>SS.3.G.2.</b>	<b>Places and Regions</b>

BENCHMARK SS.3.G.2. Label the countries and commonwealths in North America (Canada, United States, Mexico) and in the Caribbean (Puerto Rico, Cuba, Bahamas, Dominican Republic, Haiti, Jamaica).  
1.

**Social Studies Online**

Exploring Cuba

Grade 2 - Land and Water Around Us

BENCHMARK	SS.3.G.2. 2.	<p>Identify the five regions of the United States.</p> <p><b><u>Social Studies Online</u></b></p> <p>Grade 2 - Land and Water Around Us</p> <p>Grade 3 - Geography of Our Communities</p> <p>Grade 4 - Midwest Region Early Beginnings</p> <p>Grade 4 - Midwest Region Today</p> <p>Grade 4 - Northeast</p> <p>Grade 4 - Southeast Region of the U.S.</p> <p>Grade 4 - Southwest Region Early Beginnings</p> <p>Grade 4 - Southwest Region Today</p> <p>Grade 4 - West Region Early Beginnings</p> <p>Grade 4 - West Region Geography</p> <p>Grade 4 - West Region Landforms</p> <p>Grade 4 - West Region Today</p> <p>Washington, DC - Grades K - 5</p>
BENCHMARK	SS.3.G.2. 3.	<p>Label the states in each of the five regions of the United States.</p> <p><b><u>Social Studies Online</u></b></p> <p>Grade 2 - Land and Water Around Us</p> <p>Grade 3 - Geography of Our Communities</p> <p>Grade 4 - Midwest Region Early Beginnings</p> <p>Grade 4 - Midwest Region Today</p> <p>Grade 4 - Northeast</p> <p>Grade 4 - Southeast Region of the U.S.</p> <p>Grade 4 - Southwest Region Early Beginnings</p> <p>Grade 4 - Southwest Region Today</p> <p>Grade 4 - West Region Geography</p> <p>Grade 4 - West Region Landforms</p> <p>Grade 4 - West Region Today</p>
BENCHMARK	SS.3.G.2. 4.	<p>Describe the physical features of the United States, Canada, Mexico, and the Caribbean.</p> <p><b><u>Social Studies Online</u></b></p> <p>Grade 2 - Land and Water Around Us</p> <p>Grade 3 - Geography of Our Communities</p> <p>Grade 4 - Midwest Region Early Beginnings</p> <p>Grade 4 - Midwest Region Today</p> <p>Grade 4 - Northeast</p> <p>Grade 4 - Southeast Region of the U.S.</p> <p>Grade 4 - Southwest Region Early Beginnings</p> <p>Grade 4 - Southwest Region Today</p> <p>Grade 4 - West Region Landforms</p> <p>Grade 4 - West Region Today</p> <p>Washington, DC - Grades K - 5</p>
BENCHMARK	SS.3.G.2. 5.	<p>Identify natural and man-made landmarks in the United States, Canada, Mexico, and the Caribbean.</p> <p><b><u>Social Studies Online</u></b></p> <p>Grade 2 - Land and Water Around Us</p> <p>Grade 3 - Geography of Our Communities</p> <p>Grade 4 - Midwest Region Early Beginnings</p> <p>Grade 4 - Midwest Region Today</p> <p>Grade 4 - Northeast</p> <p>Grade 4 - Southeast Region of the U.S.</p> <p>Grade 4 - Southwest Region Early Beginnings</p> <p>Grade 4 - Southwest Region Today</p> <p>Grade 4 - West Region Landforms</p> <p>Grade 4 - West Region Today</p> <p>Washington, DC - Grades K - 5</p>

BENCHMARK	SS.3.G.2.6.	Investigate how people perceive places and regions differently by conducting interviews, mental mapping, and studying news, poems, legends, and songs about a region or area.
		<a href="#">Social Studies Online</a> <a href="#">Grade 4 - Northeast</a>

BODY OF KNOWLEDGE	SS.3.G.	Geography
BIG IDEA	SS.3.G.3.	Physical Systems

BENCHMARK	SS.3.G.3.1.	Describe the climate and vegetation in the United States, Canada, Mexico, and the Caribbean.
		<a href="#">Social Studies Online</a> <a href="#">Grade 4 - Northeast</a> <a href="#">Grade 4 - West Region Geography</a> <a href="#">Grade 4 - West Region Landforms</a>

BENCHMARK	SS.3.G.3.2.	Describe the natural resources in the United States, Canada, Mexico, and the Caribbean.
		<a href="#">Social Studies Online</a> <a href="#">Grade 4 - Northeast</a> <a href="#">Grade 4 - West Region Geography</a>

BODY OF KNOWLEDGE	SS.3.G.	Geography
BIG IDEA	SS.3.G.4.	Human Systems

BENCHMARK	SS.3.G.4.1.	Explain how the environment influences settlement patterns in the United States, Canada, Mexico, and the Caribbean.
		<a href="#">Social Studies Online</a> <a href="#">Grade 2 - Land and Water Around Us</a> <a href="#">Grade 3 - Geography of Our Communities</a> <a href="#">Grade 4 - Midwest Region Early Beginnings</a> <a href="#">Grade 4 - Midwest Region Today</a> <a href="#">Grade 4 - Northeast</a> <a href="#">Grade 4 - Southeast Region of the U.S.</a> <a href="#">Grade 4 - Southwest Region Early Beginnings</a> <a href="#">Grade 4 - Southwest Region Today</a> <a href="#">Grade 4 - West Region Early Beginnings</a> <a href="#">Grade 4 - West Region Geography</a> <a href="#">Grade 4 - West Region Landforms</a> <a href="#">Grade 4 - West Region Today</a> <a href="#">Washington, DC - Grades K - 5</a>

BENCHMARK	SS.3.G.4.2.	Identify the cultures that have settled the United States, Canada, Mexico, and the Caribbean.
		<a href="#">Social Studies Online</a> <a href="#">Grade 2 - Early Americans</a> <a href="#">Grade 2 - Our Government At Work</a> <a href="#">Grade 3 - A Country of Cultures</a> <a href="#">Grade 3 - How The Country Was Settled</a> <a href="#">Grade 3 - The First Americans</a> <a href="#">Grade 4 - West Region Early Beginnings</a>

BENCHMARK	SS.3.G.4.3.	Compare the cultural characteristics of diverse populations in one of the five regions of the United States with Canada, Mexico, or the Caribbean.  <a href="#">Social Studies Online</a> <a href="#">Grade 2 - Early Americans</a> <a href="#">Grade 3 - The First Americans</a> <a href="#">Grade 4 - West Region Early Beginnings</a>
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BENCHMARK	SS.3.G.4.4.	Identify contributions from various ethnic groups to the United States.  <a href="#">Social Studies Online</a> <a href="#">Grade 2 - Early Americans</a> <a href="#">Grade 3 - A Country of Cultures</a> <a href="#">Grade 3 - The First Americans</a> <a href="#">Grade 4 - West Region Early Beginnings</a>
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BODY OF KNOWLEDGE	SS.3.E.	Economics
BIG IDEA	SS.3.E.1.	Beginning Economics

BENCHMARK	SS.3.E.1.1.	Give examples of how scarcity results in trade.  <a href="#">Social Studies Online</a> <a href="#">Exploring Cuba</a> <a href="#">Grade 2 - Work and Money</a> <a href="#">Grade 3 - Businesses At Work</a>
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BENCHMARK	SS.3.E.1.2.	List the characteristics of money.  <a href="#">Social Studies Online</a> <a href="#">Grade 2 - Work and Money</a>
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BENCHMARK	SS.3.E.1.3.	Recognize that buyers and sellers interact to exchange goods and services through the use of trade or money.  <a href="#">Social Studies Online</a> <a href="#">Exploring Cuba</a> <a href="#">Grade 2 - Work and Money</a> <a href="#">Grade 3 - Businesses At Work</a> <a href="#">Grade 3 - I Am a Consumer</a>
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Grade: 3 - Adopted: 2021

BODY OF KNOWLEDGE	SS.3.CG.	Civics and Government
BIG IDEA	SS.3.CG.1.	Foundations of Government, Law and the American Political System
BENCHMARK	SS.3.CG.1.1.	Explain how the U.S. Constitution establishes the purpose and fulfills the need for government.

INDICATOR	C1.	Students will explain the purpose of and need for government in terms of protection of rights, organization, security and services.  <a href="#">Social Studies Online</a> <a href="#">Grade 2 - Our Government At Work</a> <a href="#">Grade 3 - How Government Helps Our Communities</a>
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BODY OF KNOWLEDGE	SS.3.CG.	Civics and Government
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<b>BIG IDEA</b>	<b>SS.3.CG.1.</b>	<b>Foundations of Government, Law and the American Political System</b>
<b>BENCHMARK</b>	<b>SS.3.CG.1.2.</b>	<b>Describe how the U.S. government gains its power from the people.</b>

INDICATOR C2. Students will identify sources of consent (e.g., voting and elections).

[Social Studies Online](#)

Grade 2 - Our Government At Work

<b>BODY OF KNOWLEDGE</b>	<b>SS.3.CG.</b>	<b>Civics and Government</b>
<b>BIG IDEA</b>	<b>SS.3.CG.2.</b>	<b>Civic and Political Participation</b>
<b>BENCHMARK</b>	<b>SS.3.CG.2.1.</b>	<b>Describe how citizens demonstrate civility, cooperation, volunteerism and other civic virtues.</b>

INDICATOR C1. Students will identify examples including, but not limited to, food drives, book drives, community clean-ups, voting, blood donation drives, volunteer fire departments and neighborhood watch programs.

[Social Studies Online](#)

Grade 2 - Work and Money

<b>BODY OF KNOWLEDGE</b>	<b>SS.3.CG.</b>	<b>Civics and Government</b>
<b>BIG IDEA</b>	<b>SS.3.CG.2.</b>	<b>Civic and Political Participation</b>
<b>BENCHMARK</b>	<b>SS.3.CG.2.2.</b>	<b>Describe the importance of voting in elections.</b>

INDICATOR C1. Students will recognize that it is every citizen's responsibility to vote.

[Social Studies Online](#)

Grade 2 - Our Government At Work

INDICATOR C2. Students will explain the importance of voting in a republic.

[Social Studies Online](#)

Grade 2 - Our Government At Work

<b>BODY OF KNOWLEDGE</b>	<b>SS.3.CG.</b>	<b>Civics and Government</b>
<b>BIG IDEA</b>	<b>SS.3.CG.2.</b>	<b>Civic and Political Participation</b>
<b>BENCHMARK</b>	<b>SS.3.CG.2.3.</b>	<b>Explain the history and meaning behind patriotic holidays and observances.</b>

INDICATOR C1. Students will identify patriotic holidays and observances to include, but not limited to, American Founders Month, Celebrate Freedom Week, Constitution Day, Independence Day, Martin Luther King Jr. Day, Medal of Honor Day, Memorial Day, Patriot Day, Veterans Day.

[Social Studies Online](#)

Exploring Cuba

Grade 3 - A Country of Cultures

Grade 4 - Southwest Region Today

Grade 4 - West Region Today

<b>BODY OF KNOWLEDGE</b>	<b>SS.3.CG.</b>	<b>Civics and Government</b>
<b>BIG IDEA</b>	<b>SS.3.CG .2.</b>	<b>Civic and Political Participation</b>
<b>BENCHMARK</b>	<b>SS.3.CG .2.4.</b>	<b>Recognize symbols, individuals, documents and events that represent the United States.</b>

INDICATOR C1. Students will recognize Mount Rushmore, Uncle Sam and the Washington Monument as symbols that represent the United States.

**Social Studies Online**

Grade 2 - Our Government At Work

Grade 3 - How Government Helps Our Communities

Grade 4 - Midwest Region Today

Grade 4 - Northeast

Washington, DC - Grades K - 5

INDICATOR C2. Students will recognize James Madison, Alexander Hamilton, Booker T. Washington and Susan B. Anthony as individuals who represent the United States.

**Social Studies Online**

Grade 2 - Our Government At Work

INDICATOR C3. Students will recognize the U.S. Constitution as a document that represents the United States.

**Social Studies Online**

Grade 2 - Our Government At Work

Grade 3 - How Government Helps Our Communities

Grade 3 - The First Americans

<b>BODY OF KNOWLEDGE</b>	<b>SS.3.CG.</b>	<b>Civics and Government</b>
<b>BIG IDEA</b>	<b>SS.3.CG .3.</b>	<b>Structure and Functions of Government</b>
<b>BENCHMARK</b>	<b>SS.3.CG .3.1.</b>	<b>Explain how the U.S. and Florida Constitutions establish the structure, function, powers and limits of government.</b>

INDICATOR C1. Students will recognize that the U.S. Constitution and the Florida Constitution establish the framework for national and state government.

**Social Studies Online**

Grade 2 - Our Government At Work

Grade 3 - How Government Helps Our Communities

Grade 3 - The First Americans

INDICATOR C2. Students will recognize how government is organized at the national level (e.g., three branches of government).

**Social Studies Online**

Grade 2 - Our Government At Work

Grade 3 - How Government Helps Our Communities

Washington, DC - Grades K - 5

INDICATOR C3. Students will provide examples of people who make and enforce rules and laws in the United States (e.g., congress and president) and Florida (e.g., state legislature and governor).

**Social Studies Online**

Grade 2 - Our Government At Work

Grade 3 - How Government Helps Our Communities

<b>BODY OF KNOWLEDGE</b>	<b>SS.3.CG.</b>	<b>Civics and Government</b>
<b>BIG IDEA</b>	<b>SS.3.CG .3.</b>	<b>Structure and Functions of Government</b>
<b>BENCHMARK</b>	<b>SS.3.CG .3.2.</b>	<b>Recognize that government has local, state and national levels.</b>

INDICATOR C1. Students will recognize that each level of government has its own unique structure and responsibilities.

**Social Studies Online**

Grade 2 - Our Government At Work

Grade 3 - How Government Helps Our Communities

Washington, DC - Grades K - 5

INDICATOR C2. Students will distinguish between the responsibilities of the local, state and national governments in the United States.

**Social Studies Online**

Grade 2 - Our Government At Work

Grade 3 - How Government Helps Our Communities

Washington, DC - Grades K - 5

Grade: 3 - Adopted: 2023

<b>BODY OF KNOWLEDGE</b>	<b>SS.3.AA.</b>	<b>African American History</b>
<b>BIG IDEA</b>	<b>SS.3.AA. 1.</b>	<b>Positive influences and contributions by African Americans.</b>

BENCHMARK 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).

**Social Studies Online**

Grade 2 - Our Government At Work

**Main Criteria:** Florida Standards  
**Secondary Criteria:** Social Studies Online  
**Subjects:** Science, Social Studies  
**Grade:** 4  
**Correlation Options:** Show Correlated

**Florida Standards**  
**Science**  
Grade: 4 - Adopted: 2008

<b>BODY OF KNOWLEDGE</b>	<b>FL.SC.4.E.</b>	<b>Earth and Space Science</b>
<b>BIG IDEA</b>	<b>SC.4.E.5.</b>	<b>Earth in Space and Time - Humans continue to explore Earth's place in space. Gravity and energy influence the formation of galaxies, including our own Milky Way Galaxy, stars, the Solar System, and Earth. Humankind's need to explore continues to lead to the development of knowledge and understanding of our Solar System.</b>

BENCHMARK SC.4.E.5. Investigate and report the effects of space research and exploration on the economy and culture of Florida.  
5.  
[Social Studies Online](#)  
[Grade 4 - Southwest Region Today](#)

<b>BODY OF KNOWLEDGE</b>	<b>FL.SC.4.E.</b>	<b>Earth and Space Science</b>
<b>BIG IDEA</b>	<b>SC.4.E.6.</b>	<b>Earth Structures - Humans continue to explore the composition and structure of the surface of Earth. External sources of energy have continuously altered the features of Earth by means of both constructive and destructive forces. All life, including human civilization, is dependent on Earth's water and natural resources.</b>

BENCHMARK SC.4.E.6. Recognize that humans need resources found on Earth and that these are either renewable or nonrenewable.  
3.  
[Social Studies Online](#)  
[Amazon Rainforest - People and Threats - Grades 2-5](#)  
[Canada: Coast to Coast](#)  
[Canada: Our Northern Neighbor](#)  
[Grade 3 - Geography of Our Communities](#)  
[Grade 4 - Midwest Region Early Beginnings](#)  
[Grade 4 - Northeast](#)  
[Grade 4 - Southwest Region Early Beginnings](#)  
[Grade 4 - Southwest Region Today](#)  
[Grade 4 - West Region Early Beginnings](#)  
[Grade 4 - West Region Geography](#)  
[Grade 4 - West Region Today](#)  
[National Parks - Alaska & Hawaii](#)  
[The Sahara Desert](#)

BENCHMARK SC.4.E.6. Describe the basic differences between physical weathering (breaking down of rock by wind, water, ice, temperature change, and plants) and erosion (movement of rock by gravity, wind, water, and ice).  
4.  
[Social Studies Online](#)  
[Grade 3 - Geography of Our Communities](#)  
[Grade 4 - Midwest Region Today](#)  
[Grade 4 - Southwest Region Early Beginnings](#)  
[National Parks - Alaska & Hawaii](#)  
[National Parks - Washington, Oregon, Idaho, Montana, Colorado](#)  
[National Parks - Wyoming, Utah](#)



BENCHMARK	SC.4.E.6.6.	Identify resources available in Florida (water, phosphate, oil, limestone, silicon, wind, and solar energy).  <b><u>Social Studies Online</u></b> Amazon Rainforest - People and Threats - Grades 2-5 Canada: Coast to Coast Canada: Our Northern Neighbor Grade 3 - Geography of Our Communities Grade 4 - Midwest Region Early Beginnings Grade 4 - Northeast Grade 4 - Southwest Region Early Beginnings Grade 4 - West Region Early Beginnings Grade 4 - West Region Geography Grade 4 - West Region Today National Parks - Alaska & Hawaii National Parks - Nevada, California National Parks - Wyoming, Utah The Sahara Desert
<b>BODY OF KNOWLEDGE</b>	<b>FL.SC.4.P.</b>	<b>Physical Science</b>
<b>BIG IDEA</b>	<b>SC.4.P.10.</b>	<b>Forms of Energy - A. Energy is involved in all physical processes and is a unifying concept in many areas of science. B. Energy exists in many forms and has the ability to do work or cause a change.</b>
BENCHMARK	SC.4.P.10.4.	Describe how moving water and air are sources of energy and can be used to move things.  <b><u>Social Studies Online</u></b> Canada: Coast to Coast Canada: Our Northern Neighbor Grade 3 - Geography of Our Communities Grade 4 - Northeast Grade 4 - West Region Geography The Sahara Desert
<b>BODY OF KNOWLEDGE</b>	<b>FL.SC.4.L.</b>	<b>Life Science</b>
<b>BIG IDEA</b>	<b>SC.4.L.16.</b>	<b>Heredity and Reproduction - A. Offspring of plants and animals are similar to, but not exactly like, their parents or each other. B. Life cycles vary among organisms, but reproduction is a major stage in the life cycle of all organisms.</b>
BENCHMARK	SC.4.L.16.3.	Recognize that animal behaviors may be shaped by heredity and learning.  <b><u>Social Studies Online</u></b> African Safari Amazon Rainforest - Grades 2-5 Canada: Coast to Coast Galapagos Islands Grade 4 - Southwest Region Early Beginnings Grade 4 - West Region Geography The Sahara Desert Who Lives On a Coral Reef?
BENCHMARK	SC.4.L.16.4.	Compare and contrast the major stages in the life cycles of Florida plants and animals, such as those that undergo incomplete and complete metamorphosis, and flowering and nonflowering seed-bearing plants.  <b><u>Social Studies Online</u></b> Galapagos Islands Grade 4 - West Region Geography How Coral Reefs Are Formed

<b>BODY OF KNOWLEDGE</b>	<b>FL.SC.4.L.1.</b>	<b>Life Science</b>
<b>BIG IDEA</b>	<b>SC.4.L.1.7.</b>	<b>Interdependence - A. Plants and animals, including humans, interact with and depend upon each other and their environment to satisfy their basic needs. B. Both human activities and natural events can have major impacts on the environment. C. Energy flows from the sun through producers to consumers.</b>

BENCHMARK SC.4.L.1.7.1. Compare the seasonal changes in Florida plants and animals to those in other regions of the country.

**Social Studies Online**

African Safari

Canada: Coast to Coast

Galapagos Islands

Grade 4 - West Region Geography

National Parks - Alaska & Hawaii

National Parks - Nevada, California

BENCHMARK SC.4.L.1.7.4. Recognize ways plants and animals, including humans, can impact the environment.

**Social Studies Online**

African Safari

Amazon Rainforest - Grades 2-5

Amazon Rainforest - People and Threats - Grades 2-5

Canada: Coast to Coast

Galapagos Islands

Grade 3 - Geography of Our Communities

How Coral Reefs Are Formed

National Parks - Alaska & Hawaii

Who Lives On a Coral Reef?

**Florida Standards**

**Social Studies**

Grade: 4 - Adopted: 2014

<b>BODY OF KNOWLEDGE</b>	<b>SS.4.A.</b>	<b>American History</b>
<b>BIG IDEA</b>	<b>SS.4.A.3.</b>	<b>Exploration and Settlement of Florida</b>

BENCHMARK SS.4.A.3.1. Identify explorers who came to Florida and the motivations for their expeditions.

**Social Studies Online**

Grade 3 - The First Americans

Grade 4 - West Region Early Beginnings

<b>BODY OF KNOWLEDGE</b>	<b>SS.4.G.</b>	<b>Geography</b>
<b>BIG IDEA</b>	<b>SS.4.G.1.</b>	<b>The World in Spatial Terms</b>

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

**Social Studies Online**

Grade 3 - Geography of Our Communities

Grade 4 - Southeast Region of the U.S.

BENCHMARK	SS.4.G.1.3.	Explain how weather impacts Florida.
		<a href="#">Social Studies Online</a> Grade 3 - Geography of Our Communities Grade 4 - Southeast Region of the U.S.

Grade: 4 - Adopted: 2021

BODY OF KNOWLEDGE	SS.4.CG.	Civics and Government
BIG IDEA	SS.4.CG.1.	Foundations of Government, Law and the American Political System
BENCHMARK	SS.4.CG.1.1.	Explain why the Florida government has a written Constitution.

INDICATOR	C2.	Students will explain the relationship between a written constitution, the government established and the citizens.
		<a href="#">Social Studies Online</a> Grade 3 - How Government Helps Our Communities Grade 3 - The First Americans

BODY OF KNOWLEDGE	SS.4.CG.	Civics and Government
BIG IDEA	SS.4.CG.2.	Civic and Political Participation
BENCHMARK	SS.4.CG.2.1.	Identify and describe how citizens work with local and state governments to solve problems.

INDICATOR	C1.	Students will explain how public issues, such as taxation, roads, zoning and schools, impact citizens' daily lives.
		<a href="#">Social Studies Online</a> Barcelona

BODY OF KNOWLEDGE	SS.4.CG.	Civics and Government
BIG IDEA	SS.4.CG.2.	Civic and Political Participation
BENCHMARK	SS.4.CG.2.2.	Explain the importance of voting, public service and volunteerism to the state and nation.

INDICATOR	C1.	Students will explain how voting, public service and volunteerism contribute to the preservation of the republic.
		<a href="#">Social Studies Online</a> Grade 3 - How Government Helps Our Communities

BODY OF KNOWLEDGE	SS.4.CG.	Civics and Government
BIG IDEA	SS.4.CG.2.	Civic and Political Participation
BENCHMARK	SS.4.CG.2.3.	Identify individuals who represent the citizens of Florida at the state level.

INDICATOR	C1.	Students will identify their local state senator and state representative.  <a href="#">Social Studies Online</a> Grade 3 - How Government Helps Our Communities
BODY OF KNOWLEDGE	SS.4.CG.	Civics and Government
BIG IDEA	SS.4.CG.3.	Structure and Functions of Government
BENCHMARK	SS.4.CG.3.1.	Explain the structure and functions of the legislative, executive and judicial branches of government in Florida.
INDICATOR	C1.	Students will compare the powers of Florida's three branches of government.  <a href="#">Social Studies Online</a> Grade 3 - How Government Helps Our Communities
BODY OF KNOWLEDGE	SS.4.CG.	Civics and Government
BIG IDEA	SS.4.CG.3.	Structure and Functions of Government
BENCHMARK	SS.4.CG.3.2.	Compare the structure, functions and processes of local and state government.
INDICATOR	C1.	Students will identify how government is organized at the local and state level including, but not limited to, legislative branch (e.g., legislature, city/county commission), executive branch (e.g., governor, mayor) and judicial branch (e.g., county and circuit courts).  <a href="#">Social Studies Online</a> Grade 3 - How Government Helps Our Communities
Grade: 4 - Adopted: 2023		
BODY OF KNOWLEDGE	SS.4.FL.	Financial Literacy
BIG IDEA	SS.4.FL.1.	Earning Income
BENCHMARK	SS.4.FL.1.1.	People have many different types of jobs from which to choose. Identify different jobs requiring people to have different skills.  <a href="#">Social Studies Online</a> Grade 3 - I Am a Consumer Grade 4 - West Region Today
BENCHMARK	SS.4.FL.1.2.	People earn an income when they are hired by an employer to work at a job. Explain why employers are willing to pay people to do their work.  <a href="#">Social Studies Online</a> Grade 3 - I Am a Consumer
BENCHMARK	SS.4.FL.1.3.	Workers are paid for their labor in different ways such as wages, salaries, or commissions. Explain the ways in which workers are paid.  <a href="#">Social Studies Online</a> Grade 3 - I Am a Consumer

BENCHMARK	SS.4.FL. 1.4.	People can earn interest income from letting other people borrow their money. Explain why banks and financial institutions pay people interest when they deposit their money at those institutions.  <a href="#">Social Studies Online</a> <a href="#">Grade 3 - I Am a Consumer</a>
BENCHMARK	SS.4.FL. 1.6.	Describe ways that people who own a business can earn a profit, which is a source of income.  <a href="#">Social Studies Online</a> <a href="#">Grade 3 - Businesses At Work</a> <a href="#">Grade 3 - I Am a Consumer</a>
BODY OF KNOWLEDGE	SS.4.FL.	Financial Literacy
BIG IDEA	SS.4.FL. 2.	Buying Goods and Services
BENCHMARK	SS.4.FL. 2.1.	Explain that economic wants are desires that can be satisfied by consuming a good, a service, or a leisure activity.  <a href="#">Social Studies Online</a> <a href="#">Grade 3 - I Am a Consumer</a>
BENCHMARK	SS.4.FL. 2.2.	Explain that people make choices about what goods and services they buy because they can't have everything they want. This requires individuals to prioritize their wants.  <a href="#">Social Studies Online</a> <a href="#">Grade 3 - I Am a Consumer</a>
BENCHMARK	SS.4.FL. 2.3.	Identify some of the ways that people spend a portion of their income on goods and services in order to increase their personal satisfaction or happiness.  <a href="#">Social Studies Online</a> <a href="#">Grade 3 - I Am a Consumer</a>
BENCHMARK	SS.4.FL. 2.4.	Discuss that whenever people buy something, they incur an opportunity cost. Opportunity cost is the value of the next best alternative that is given up when a person makes a choice.  <a href="#">Social Studies Online</a> <a href="#">Grade 3 - I Am a Consumer</a>
BENCHMARK	SS.4.FL. 2.5.	Explain that costs are things that a decision maker gives up; benefits are things that a decision maker gains. Make an informed decision by comparing the costs and benefits of spending alternatives.  <a href="#">Social Studies Online</a> <a href="#">Grade 3 - I Am a Consumer</a>
BENCHMARK	SS.4.FL. 2.6.	Predict how people's spending choices are influenced by prices as well as many other factors, including advertising, the spending choices of others, and peer pressure.  <a href="#">Social Studies Online</a> <a href="#">Grade 3 - I Am a Consumer</a>
BENCHMARK	SS.4.FL. 2.7.	Planning for spending can help people make informed choices. Develop a budget plan for spending, saving, and managing income.  <a href="#">Social Studies Online</a> <a href="#">Grade 3 - I Am a Consumer</a>

<b>BODY OF KNOWLEDGE</b>	<b>SS.4.FL.</b>	<b>Financial Literacy</b>
<b>BIG IDEA</b>	<b>SS.4.FL. 3.</b>	<b>Saving</b>

BENCHMARK	SS.4.FL. 3.1.	Identify ways that income is saved, spent on goods and services, or used to pay taxes.  <a href="#">Social Studies Online</a> Grade 3 - I Am a Consumer
BENCHMARK	SS.4.FL. 3.2.	Explain that when people save money, they give up the opportunity to buy things now in order to buy things later.  <a href="#">Social Studies Online</a> Grade 3 - I Am a Consumer
BENCHMARK	SS.4.FL. 3.3.	Identify ways that people can choose to save money in many places—for example, at home in a piggy bank or at a commercial bank, credit union, or savings and loan.  <a href="#">Social Studies Online</a> Grade 3 - I Am a Consumer
BENCHMARK	SS.4.FL. 3.4.	Identify savings goals people set as incentives to save. One savings goal might be to buy goods and services in the future.  <a href="#">Social Studies Online</a> Grade 3 - I Am a Consumer
BENCHMARK	SS.4.FL. 3.5.	Explain that when people deposit money into a bank (or other financial institution), the bank may pay them interest. Banks attract savings by paying interest. People also deposit money into banks because banks are safe places to keep their savings.  <a href="#">Social Studies Online</a> Grade 3 - I Am a Consumer

<b>BODY OF KNOWLEDGE</b>	<b>SS.4.FL.</b>	<b>Financial Literacy</b>
<b>BIG IDEA</b>	<b>SS.4.FL. 5.</b>	<b>Financial Investing</b>

BENCHMARK	SS.4.FL. 5.1.	Explain that after people have saved some of their income, they must decide how to invest their savings so that it can grow over time.  <a href="#">Social Studies Online</a> Grade 3 - I Am a Consumer
BENCHMARK	SS.4.FL. 5.2.	Explain that a financial investment is the purchase of a financial asset such as a stock with the expectation of an increase in the value of the asset and/or increase in future income.  <a href="#">Social Studies Online</a> Grade 3 - I Am a Consumer

<b>BODY OF KNOWLEDGE</b>	<b>SS.4.FL.</b>	<b>Financial Literacy</b>
<b>BIG IDEA</b>	<b>SS.4.FL. 6.</b>	<b>Protecting and Insuring</b>

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BENCHMARK	SS.4.FL. 6.4.	Discuss that one method to cope with unexpected losses is to save for emergencies.
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**Social Studies Online**

**Grade 3 - I Am a Consumer**

**Main Criteria:** Florida Standards  
**Secondary Criteria:** Social Studies Online  
**Subjects:** Science, Social Studies  
**Grade:** 5  
**Correlation Options:** Show Correlated

**Florida Standards**  
**Science**  
Grade: 5 - Adopted: 2008

<b>BODY OF KNOWLEDGE</b>	<b>FL.SC.5.E.7.</b>	<b>Earth and Space Science</b>
<b>BIG IDEA</b>	<b>SC.5.E.7.</b>	<b>Earth Systems and Patterns - Humans continue to explore the interactions among water, air, and land. Air and water are in constant motion that results in changing conditions that can be observed over time.</b>

BENCHMARK SC.5.E.7.3. Recognize how air temperature, barometric pressure, humidity, wind speed and direction, and precipitation determine the weather in a particular place and time.

**Social Studies Online**  
Canada: Our Northern Neighbor  
Grade 4 - Midwest Region Early Beginnings  
Grade 4 - Southwest Region Early Beginnings  
The Sahara Desert

BENCHMARK SC.5.E.7.4. Distinguish among the various forms of precipitation (rain, snow, sleet, and hail), making connections to the weather in a particular place and time.

**Social Studies Online**  
Canada: Coast to Coast  
Canada: Our Northern Neighbor  
Grade 4 - Midwest Region Early Beginnings  
Grade 4 - Northeast  
Grade 4 - Southwest Region Early Beginnings  
Grade 4 - West Region Geography  
The Sahara Desert

BENCHMARK SC.5.E.7.5. Recognize that some of the weather-related differences, such as temperature and humidity, are found among different environments, such as swamps, deserts, and mountains.

**Social Studies Online**  
Amazon Rainforest - Grades 2-5  
Amazon Rainforest - Grades 6-8  
Grade 4 - Southwest Region Early Beginnings  
Grade 4 - West Region Geography  
National Parks - Nevada, California  
National Parks - Washington, Oregon, Idaho, Montana, Colorado

BENCHMARK SC.5.E.7.6. Describe characteristics (temperature and precipitation) of different climate zones as they relate to latitude, elevation, and proximity to bodies of water.

**Social Studies Online**  
Amazon Rainforest - Grades 2-5  
Amazon Rainforest - Grades 6-8  
Canada: Coast to Coast  
Canada: Our Northern Neighbor  
Grade 4 - Midwest Region Early Beginnings  
Grade 4 - Northeast  
Grade 4 - Southwest Region Early Beginnings  
Grade 4 - West Region Geography  
National Parks - Nevada, California  
The Sahara Desert



BODY OF KNOWLEDGE	FL.SC.5.L	Life Science
BIG IDEA	SC.5.L.1 4.	Organization and Development of Living Organisms - A. All plants and animals, including humans, are alike in some ways and different in others. B. All plants and animals, including humans, have internal parts and external structures that function to keep them alive and help them grow and reproduce. C. Humans can better understand the natural world through careful observation.

BENCHMARK SC.5.L.1 4.2. Compare and contrast the function of organs and other physical structures of plants and animals, including humans, for example: some animals have skeletons for support -- some with internal skeletons others with exoskeletons -- while some plants have stems for support.

**Social Studies Online**

[African Safari](#)

[Amazon Rainforest - Grades 2-5](#)

[Amazon Rainforest - Grades 6-8](#)

[Canada: Coast to Coast](#)

[Galapagos Islands](#)

[Grade 4 - Southwest Region Early Beginnings](#)

[Grade 4 - West Region Geography](#)

[How Coral Reefs Are Formed](#)

[The Sahara Desert](#)

[Who Lives On a Coral Reef?](#)

BODY OF KNOWLEDGE	FL.SC.5.L	Life Science
BIG IDEA	SC.5.L.1 5.	Diversity and Evolution of Living Organisms - A. Earth is home to a great diversity of living things, but changes in the environment can affect their survival. B. Individuals of the same kind often differ in their characteristics and sometimes the differences give individuals an advantage in surviving and reproducing.

BENCHMARK SC.5.L.1 5.1. Describe how, when the environment changes, differences between individuals allow some plants and animals to survive and reproduce while others die or move to new locations.

**Social Studies Online**

[African Safari](#)

[Amazon Rainforest - Grades 2-5](#)

[Amazon Rainforest - Grades 6-8](#)

[Amazon Rainforest - People and Threats - Grades 2-5](#)

[Amazon Rainforest - People and Threats - Grades 6-8](#)

[Canada: Coast to Coast](#)

[Galapagos Islands](#)

[Grade 4 - West Region Geography](#)

[National Parks - Alaska & Hawaii](#)

[Who Lives On a Coral Reef?](#)

BODY OF KNOWLEDGE	FL.SC.5.L	Life Science
BIG IDEA	SC.5.L.1 7.	Interdependence - A. Plants and animals, including humans, interact with and depend upon each other and their environment to satisfy their basic needs. B. Both human activities and natural events can have major impacts on the environment. C. Energy flows from the sun through producers to consumers.

BENCHMARK	SC.5.L.1 7.1.	<p>Compare and contrast adaptations displayed by animals and plants that enable them to survive in different environments such as life cycles variations, animal behaviors and physical characteristics.</p> <p><b><u>Social Studies Online</u></b>  <a href="#">African Safari</a>  <a href="#">Amazon Rainforest - Grades 2-5</a>  <a href="#">Amazon Rainforest - Grades 6-8</a>  <a href="#">Amazon Rainforest - People and Threats - Grades 2-5</a>  <a href="#">Amazon Rainforest - People and Threats - Grades 6-8</a>  <a href="#">Canada: Coast to Coast</a>  <a href="#">Galapagos Islands</a>  <a href="#">Grade 4 - Southwest Region Early Beginnings</a>  <a href="#">Grade 4 - West Region Geography</a>  <a href="#">How Coral Reefs Are Formed</a>  <a href="#">National Parks - Alaska &amp; Hawaii</a>  <a href="#">National Parks - Nevada, California</a>  <a href="#">National Parks - Washington, Oregon, Idaho, Montana, Colorado</a>  <a href="#">National Parks - Wyoming, Utah</a>  <a href="#">The Sahara Desert</a>  <a href="#">Who Lives On a Coral Reef?</a></p>
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**Florida Standards**  
**Social Studies**  
Grade: **5** - Adopted: **2014**

<b>BODY OF KNOWLEDGE</b>	<b>SS.5.A.</b>	<b>American History</b>
<b>BIG IDEA</b>	<b>SS.5.A.1</b>	<b>Historical Inquiry and Analysis</b>

BENCHMARK SS.5.A.1. Use primary and secondary sources to understand history.  
1.

**Social Studies Online**  
[Grade 4 - Midwest Region Early Beginnings](#)  
[Grade 4 - Midwest Region Today](#)  
[Grade 4 - Northeast](#)  
[Grade 4 - Southwest Region Early Beginnings](#)  
[Grade 4 - West Region Early Beginnings](#)  
[Grade 4 - West Region Today](#)  
[Washington, DC - Grades K - 5](#)

<b>BODY OF KNOWLEDGE</b>	<b>SS.5.A.</b>	<b>American History</b>
<b>BIG IDEA</b>	<b>SS.5.A.2</b>	<b>Pre-Columbian North America</b>

BENCHMARK SS.5.A.2. Compare cultural aspects of ancient American civilizations (Aztecs/Mayas; Mound Builders/Anasazi/Inuit).  
1.

**Social Studies Online**  
[Ancient Mayan Civilization](#)  
[Grade 4 - West Region Early Beginnings](#)

BENCHMARK SS.5.A.2. Identify Native American tribes from different geographic regions of North America (cliff dwellers and Pueblo people of the desert Southwest, coastal tribes of the Pacific Northwest, nomadic nations of the Great Plains, woodland tribes east of the Mississippi River).  
2.

**Social Studies Online**  
[Grade 4 - Midwest Region Early Beginnings](#)  
[Grade 4 - Northeast](#)  
[Grade 4 - Southwest Region Early Beginnings](#)  
[Grade 4 - Southwest Region Today](#)  
[Grade 4 - West Region Early Beginnings](#)

BENCHMARK	SS.5.A.2.3.	Compare cultural aspects of Native American tribes from different geographic regions of North America including but not limited to clothing, shelter, food, major beliefs and practices, music, art, and interactions with the environment.  <a href="#">Social Studies Online</a> <a href="#">Grade 4 - Midwest Region Early Beginnings</a> <a href="#">Grade 4 - Northeast</a> <a href="#">Grade 4 - Southwest Region Early Beginnings</a> <a href="#">Grade 4 - Southwest Region Today</a> <a href="#">Grade 4 - West Region Early Beginnings</a>
BODY OF KNOWLEDGE	SS.5.A.	American History
BIG IDEA	SS.5.A.3.	Exploration and Settlement of North America
BENCHMARK	SS.5.A.3.2.	Investigate (nationality, sponsoring country, motives, dates and routes of travel, accomplishments) the European explorers.  <a href="#">Social Studies Online</a> <a href="#">Canada: Our Northern Neighbor</a> <a href="#">Grade 4 - West Region Early Beginnings</a>
BENCHMARK	SS.5.A.3.3.	Describe interactions among Native Americans, Africans, English, French, Dutch, and Spanish for control of North America.  <a href="#">Social Studies Online</a> <a href="#">Grade 4 - Southeast Region of the U.S.</a>
BODY OF KNOWLEDGE	SS.5.A.	American History
BIG IDEA	SS.5.A.4.	Colonization of North America
BENCHMARK	SS.5.A.4.2.	Compare characteristics of New England, Middle, and Southern colonies.  <a href="#">Social Studies Online</a> <a href="#">Grade 4 - Northeast</a> <a href="#">Grade 4 - Southeast Region of the U.S.</a>
BENCHMARK	SS.5.A.4.4.	Demonstrate an understanding of political, economic, and social aspects of daily colonial life in the thirteen colonies.  <a href="#">Social Studies Online</a> <a href="#">Grade 4 - Northeast</a> <a href="#">Grade 4 - Southeast Region of the U.S.</a>
BENCHMARK	SS.5.A.4.6.	Describe the introduction, impact, and role of slavery in the colonies.  <a href="#">Social Studies Online</a> <a href="#">Grade 4 - Southeast Region of the U.S.</a>
BODY OF KNOWLEDGE	SS.5.A.	American History
BIG IDEA	SS.5.A.5.	American Revolution & Birth of a New Nation

BENCHMARK	SS.5.A.5. 1.	Identify and explain significant events leading up to the American Revolution.  <a href="#">Social Studies Online</a> Grade 4 - Northeast
BENCHMARK	SS.5.A.5. 2.	Identify significant individuals and groups who played a role in the American Revolution.  <a href="#">Social Studies Online</a> Grade 4 - Northeast
BENCHMARK	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.  <a href="#">Social Studies Online</a> Grade 4 - Northeast
BENCHMARK	SS.5.A.5. 5.	Examine and compare major battles and military campaigns of the American Revolution.  <a href="#">Social Studies Online</a> Grade 4 - Northeast
BENCHMARK	SS.5.A.5. 6.	Identify the contributions of foreign alliances and individuals to the outcome of the Revolution.  <a href="#">Social Studies Online</a> Grade 4 - Northeast
BENCHMARK	SS.5.A.5. 7.	Explain economic, military, and political factors which led to the end of the Revolutionary War.  <a href="#">Social Studies Online</a> Grade 4 - Northeast
BENCHMARK	SS.5.A.5. 8.	Evaluate the personal and political hardships resulting from the American Revolution.  <a href="#">Social Studies Online</a> Grade 4 - Northeast
<b>BODY OF KNOWLEDGE</b>	<b>SS.5.A.</b>	<b>American History</b>
<b>BIG IDEA</b>	<b>SS.5.A.6</b>	<b>Growth and Westward Expansion</b>
BENCHMARK	SS.5.A.6. 1.	Describe the causes and effects of the Louisiana Purchase.  <a href="#">Social Studies Online</a> Grade 4 - Midwest Region Early Beginnings Grade 4 - West Region Early Beginnings
BENCHMARK	SS.5.A.6. 2.	Identify roles and contributions of significant people during the period of westward expansion.  <a href="#">Social Studies Online</a> Grade 4 - Midwest Region Early Beginnings Grade 4 - Southwest Region Early Beginnings Grade 4 - West Region Early Beginnings

BENCHMARK	SS.5.A.6.3.	Examine 19th century advancements (canals, roads, steamboats, flat boats, overland wagons, Pony Express, railroads) in transportation and communication.  <a href="#">Social Studies Online</a> <a href="#">Grade 4 - Northeast</a> <a href="#">Grade 4 - West Region Early Beginnings</a>
BENCHMARK	SS.5.A.6.4.	Explain the importance of the explorations west of the Mississippi River.  <a href="#">Social Studies Online</a> <a href="#">Grade 4 - Midwest Region Early Beginnings</a> <a href="#">Grade 4 - West Region Early Beginnings</a>
BENCHMARK	SS.5.A.6.6.	Explain how westward expansion affected Native Americans.  <a href="#">Social Studies Online</a> <a href="#">Grade 4 - Midwest Region Early Beginnings</a> <a href="#">Grade 4 - Southwest Region Early Beginnings</a> <a href="#">Grade 4 - West Region Early Beginnings</a>
BENCHMARK	SS.5.A.6.9.	Describe the hardships of settlers along the overland trails to the west.  <a href="#">Social Studies Online</a> <a href="#">Grade 4 - West Region Early Beginnings</a>
<b>BODY OF KNOWLEDGE</b>	<b>SS.5.G.</b>	<b>Geography</b>
<b>BIG IDEA</b>	<b>SS.5.G.1.</b>	<b>The World in Spatial Terms</b>
BENCHMARK	SS.5.G.1.1.	Interpret current and historical information using a variety of geographic tools.  <a href="#">Social Studies Online</a> <a href="#">Amazon Rainforest - Grades 2-5</a> <a href="#">Amazon Rainforest - Grades 6-8</a> <a href="#">Amazon Rainforest - People and Threats - Grades 2-5</a> <a href="#">Amazon Rainforest - People and Threats - Grades 6-8</a> <a href="#">Ancient China - Qin &amp; Han Dynasties</a> <a href="#">Canada: Coast to Coast</a> <a href="#">Canada: Our Northern Neighbor</a> <a href="#">Grade 4 - Northeast</a> <a href="#">The Sahara Desert</a>
BENCHMARK	SS.5.G.1.2.	Use latitude and longitude to locate places.  <a href="#">Social Studies Online</a> <a href="#">Grade 4 - West Region Geography</a>

BENCHMARK	SS.5.G.1.3.	Identify major United States physical features on a map of North America.
		<a href="#">Social Studies Online</a> <a href="#">Canada: Coast to Coast</a> <a href="#">Grade 4 - Midwest Region Early Beginnings</a> <a href="#">Grade 4 - Midwest Region Today</a> <a href="#">Grade 4 - Northeast</a> <a href="#">Grade 4 - Southeast Region of the U.S.</a> <a href="#">Grade 4 - Southwest Region Early Beginnings</a> <a href="#">Grade 4 - Southwest Region Today</a> <a href="#">Grade 4 - West Region Early Beginnings</a> <a href="#">Grade 4 - West Region Geography</a> <a href="#">Grade 4 - West Region Landforms</a> <a href="#">Grade 4 - West Region Today</a> <a href="#">National Parks - Alaska &amp; Hawaii</a> <a href="#">National Parks - Nevada, California</a> <a href="#">National Parks - Washington, Oregon, Idaho, Montana, Colorado</a> <a href="#">National Parks - Wyoming, Utah</a> <a href="#">Washington, DC - Grades K - 5</a>

BENCHMARK	SS.5.G.1.5.	Identify and locate the original thirteen colonies on a map of North America.
		<a href="#">Social Studies Online</a> <a href="#">Grade 4 - Northeast</a> <a href="#">Grade 4 - Southeast Region of the U.S.</a>

BENCHMARK	SS.5.G.1.6.	Locate and identify states, capitals, and United States Territories on a map.
		<a href="#">Social Studies Online</a> <a href="#">Barcelona</a> <a href="#">Grade 4 - Midwest Region Early Beginnings</a> <a href="#">Grade 4 - Northeast</a> <a href="#">Grade 4 - Southeast Region of the U.S.</a> <a href="#">Grade 4 - Southwest Region Early Beginnings</a>

BODY OF KNOWLEDGE	SS.5.G.	Geography
BIG IDEA	SS.5.G.2.	Places and Regions

BENCHMARK	SS.5.G.2.1.	Describe the push-pull factors (economy, natural hazards, tourism, climate, physical features) that influenced boundary changes within the United States.
		<a href="#">Social Studies Online</a> <a href="#">Grade 4 - Midwest Region Early Beginnings</a> <a href="#">Grade 4 - West Region Early Beginnings</a> <a href="#">Grade 4 - West Region Geography</a>

BODY OF KNOWLEDGE	SS.5.E.	Economics
BIG IDEA	SS.5.E.1.	Market Economy

BENCHMARK	SS.5.E.1.1.	Identify how trade promoted economic growth in North America from pre-Columbian times to 1850.
		<a href="#">Social Studies Online</a> <a href="#">Grade 4 - Northeast</a> <a href="#">Grade 4 - Southeast Region of the U.S.</a>

BENCHMARK	SS.5.E.1.2.	Describe a market economy, and give examples of how the colonial and early American economy exhibited these characteristics.  <a href="#">Social Studies Online</a> Grade 4 - Northeast Grade 4 - Southeast Region of the U.S.
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BENCHMARK	SS.5.E.1.3.	Trace the development of technology and the impact of major inventions on business productivity during the early development of the United States.  <a href="#">Social Studies Online</a> Grade 4 - Northeast Grade 4 - Southeast Region of the U.S.
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Grade: 5 - Adopted: 2021

BODY OF KNOWLEDGE	SS.5.CG.	Civics and Government
BIG IDEA	SS.5.CG.1.	Foundations of Government, Law and the American Political System
BENCHMARK	SS.5.CG.1.1.	Recognize that the Declaration of Independence affirms that every U.S. citizen has certain unalienable rights.

INDICATOR	C1.	Students will identify the grievances detailed in the Declaration of Independence.  <a href="#">Social Studies Online</a> Grade 4 - Northeast
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INDICATOR	C2.	Students will describe the idea of “unalienable rights” in the Declaration of Independence as it relates to each citizen.  <a href="#">Social Studies Online</a> Grade 4 - Northeast
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BODY OF KNOWLEDGE	SS.5.CG.	Civics and Government
BIG IDEA	SS.5.CG.2.	Civic and Political Participation
BENCHMARK	SS.5.CG.2.1.	Discuss the political ideas of Patriots, Loyalists and other colonists about the American Revolution.

INDICATOR	C1.	Students will describe the political philosophy of American Patriots and why those ideas led them to declare independence from the British Empire.  <a href="#">Social Studies Online</a> Grade 4 - Northeast
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INDICATOR	C3.	Students will examine motivations for the decision to not take a side during the American Revolution.  <a href="#">Social Studies Online</a> Grade 4 - Northeast
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BODY OF KNOWLEDGE	SS.5.CG.	Civics and Government
BIG IDEA	SS.5.CG.3.	Structure and Functions of Government
BENCHMARK	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.

INDICATOR	C1.	Students will identify legislative, executive and judicial branch functions of the U.S. government as defined in Articles I, II and III of the U.S. Constitution.  <b><u>Social Studies Online</u></b> Washington, DC - Grades K - 5
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INDICATOR	C2.	Students will explain why the Constitution divides the national government into three branches.  <b><u>Social Studies Online</u></b> Washington, DC - Grades K - 5
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BODY OF KNOWLEDGE	SS.5.CG.	Civics and Government
BIG IDEA	SS.5.CG.3.	Structure and Functions of Government
BENCHMARK	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.

INDICATOR	C1.	Students will recognize examples of what to include, but not be limited to, popular sovereignty, rule of law, separation of powers, checks and balances, federalism, the amendment process, and the fundamental rights of citizens in the Bill of Rights.  <b><u>Social Studies Online</u></b> Washington, DC - Grades K - 5
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BODY OF KNOWLEDGE	SS.5.CG.	Civics and Government
BIG IDEA	SS.5.CG.3.	Structure and Functions of Government
BENCHMARK	SS.5.CG.3.6.	Explain the relationship between the state and national governments.

INDICATOR	C2.	Students will provide examples of powers granted to the national government and those reserved to the states.  <b><u>Social Studies Online</u></b> Washington, DC - Grades K - 5
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Grade: 5 - Adopted: 2023

BODY OF KNOWLEDGE	SS.5.AA.	African American History
BIG IDEA	SS.5.AA.1.	Resiliency, contributions and influence of African Americans on the United States beginning in the colonial era through westward expansion.
BENCHMARK	SS.5.AA.1.1.	Examine the life of African Americans in the colonial era.

INDICATOR	C1.	Instruction includes what life was like for the earliest slaves and the emancipated in North America.  <b><u>Social Studies Online</u></b> Grade 4 - Southeast Region of the U.S.
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**Main Criteria:** Florida Standards  
**Secondary Criteria:** Social Studies Online  
**Subjects:** Science, Social Studies  
**Grade:** 6  
**Correlation Options:** Show Correlated

**Florida Standards**  
**Science**  
Grade: 6 - Adopted: 2008

BODY OF KNOWLEDGE	FL.SC.6.N.	Nature of Science
BIG IDEA	SC.6.N.2.	The Characteristics of Scientific Knowledge - A: Scientific knowledge is based on empirical evidence, and is appropriate for understanding the natural world, but it provides only a limited understanding of the supernatural, aesthetic, or other ways of knowing, such as art, philosophy, or religion. B: Scientific knowledge is durable and robust, but open to change. C: Because science is based on empirical evidence it strives for objectivity, but as it is a human endeavor the processes, methods, and knowledge of science include subjectivity, as well as creativity and discovery.

BENCHMARK SC.6.N.2. Explain that scientific knowledge is durable because it is open to change as new evidence or interpretations are encountered.

**Social Studies Online**  
Galapagos Islands  
National Parks - Wyoming, Utah

BENCHMARK SC.6.N.2.3. Recognize that scientists who make contributions to scientific knowledge come from all kinds of backgrounds and possess varied talents, interests, and goals.

**Social Studies Online**  
Ancient China - Qin & Han Dynasties  
Ancient China - Shang & Zhou Dynasties  
Canada: Coast to Coast  
Canada: Our Northern Neighbor  
Galapagos Islands  
National Parks - Alaska & Hawaii  
National Parks - Nevada, California  
National Parks - Wyoming, Utah

BODY OF KNOWLEDGE	FL.SC.6.E.	Earth and Space Science
BIG IDEA	SC.6.E.6.	Earth Structures - Over geologic time, internal and external sources of energy have continuously altered the features of Earth by means of both constructive and destructive forces. All life, including human civilization, is dependent on Earth's internal and external energy and material resources.

BENCHMARK SC.6.E.6.1. Describe and give examples of ways in which Earth's surface is built up and torn down by physical and chemical weathering, erosion, and deposition.

**Social Studies Online**  
Galapagos Islands  
National Parks - Alaska & Hawaii  
National Parks - Washington, Oregon, Idaho, Montana, Colorado  
National Parks - Wyoming, Utah

BENCHMARK	SC.6.E.6.2.	<p>Recognize that there are a variety of different landforms on Earth's surface such as coastlines, dunes, rivers, mountains, glaciers, deltas, and lakes and relate these landforms as they apply to Florida.</p> <p><b><u>Social Studies Online</u></b>  <a href="#">African Safari</a>  <a href="#">Amazon Rainforest - Grades 2-5</a>  <a href="#">Amazon Rainforest - Grades 6-8</a>  <a href="#">Canada: Coast to Coast</a>  <a href="#">Canada: Our Northern Neighbor</a>  <a href="#">Galapagos Islands</a>  <a href="#">How Coral Reefs Are Formed</a>  <a href="#">National Parks - Alaska &amp; Hawaii</a>  <a href="#">National Parks - Nevada, California</a>  <a href="#">National Parks - Washington, Oregon, Idaho, Montana, Colorado</a>  <a href="#">National Parks - Wyoming, Utah</a>  <a href="#">The Sahara Desert</a>  <a href="#">Who Lives On a Coral Reef?</a></p>
BODY OF KNOWLEDGE	FL.SC.6.E.	Earth and Space Science
BIG IDEA	SC.6.E.7.	Earth Systems and Patterns - The scientific theory of the evolution of Earth states that changes in our planet are driven by the flow of energy and the cycling of matter through dynamic interactions among the atmosphere, hydrosphere, cryosphere, geosphere, and biosphere, and the resources used to sustain human civilization on Earth.
BENCHMARK	SC.6.E.7.4.	<p>Differentiate and show interactions among the geosphere, hydrosphere, cryosphere, atmosphere, and biosphere.</p> <p><b><u>Social Studies Online</u></b>  <a href="#">Galapagos Islands</a>  <a href="#">National Parks - Alaska &amp; Hawaii</a>  <a href="#">National Parks - Nevada, California</a>  <a href="#">National Parks - Washington, Oregon, Idaho, Montana, Colorado</a>  <a href="#">National Parks - Wyoming, Utah</a></p>
BENCHMARK	SC.6.E.7.6.	<p>Differentiate between weather and climate.</p> <p><b><u>Social Studies Online</u></b>  <a href="#">Amazon Rainforest - Grades 2-5</a>  <a href="#">Amazon Rainforest - Grades 6-8</a>  <a href="#">Canada: Coast to Coast</a>  <a href="#">Canada: Our Northern Neighbor</a>  <a href="#">National Parks - Nevada, California</a>  <a href="#">The Sahara Desert</a></p>
BODY OF KNOWLEDGE	FL.SC.6.L.	Life Science
BIG IDEA	SC.6.L.1.5.	Diversity and Evolution of Living Organisms - A. The scientific theory of evolution is the organizing principle of life science. B. The scientific theory of evolution is supported by multiple forms of evidence. C. Natural Selection is a primary mechanism leading to change over time in organisms.
BENCHMARK	SC.6.L.1.5.1.	<p>Analyze and describe how and why organisms are classified according to shared characteristics with emphasis on the Linnaean system combined with the concept of Domains.</p> <p><b><u>Social Studies Online</u></b>  <a href="#">African Safari</a>  <a href="#">Galapagos Islands</a>  <a href="#">How Coral Reefs Are Formed</a>  <a href="#">Who Lives On a Coral Reef?</a></p>

BODY OF KNOWLEDGE	SS.6.G.	Geography
BIG IDEA	SS.6.G.1.	Understand how to use maps and other geographic representations, tools and technology to report information.
BENCHMARK	SS.6.G.1.2.	Analyze the purposes of map projections (political, physical, special purpose) and explain the applications of various types of maps.  <u>Social Studies Online</u> Canada: Coast to Coast Canada: Our Northern Neighbor The Sahara Desert
BENCHMARK	SS.6.G.1.3.	Identify natural wonders of the ancient world.  <u>Social Studies Online</u> Ancient China - Qin & Han Dynasties Ancient China - Shang & Zhou Dynasties Ancient Egypt - Land of the Pharaohs Ancient Egypt - Land of the Pyramids Ancient Greece Ancient Mayan Civilization Ancient Rome
BENCHMARK	SS.6.G.1.4.	Utilize tools geographers use to study the world.  <u>Social Studies Online</u> African Safari Ancient China - Qin & Han Dynasties Canada: Coast to Coast Canada: Our Northern Neighbor Exploring Cuba How Coral Reefs Are Formed London - City of Pomp & Majesty National Parks - Alaska & Hawaii National Parks - Nevada, California National Parks - Washington, Oregon, Idaho, Montana, Colorado National Parks - Wyoming, Utah Paris - City of Light - Grades 6 - 12 The Sahara Desert Tokyo - City of Contrasts Who Lives On a Coral Reef?
BENCHMARK	SS.6.G.1.6.	Use a map to identify major bodies of water of the world, and explain ways they have impacted the development of civilizations.  <u>Social Studies Online</u> Ancient Egypt - Land of the Pharaohs Ancient Egypt - Land of the Pyramids
BODY OF KNOWLEDGE	SS.6.G.	Geography
BIG IDEA	SS.6.G.2.	Understand physical and cultural characteristics of places.

BENCHMARK	SS.6.G.2.1.	Explain how major physical characteristics, natural resources, climate, and absolute and relative locations have influenced settlement, interactions, and the economies of ancient civilizations of the world.
		<b><u>Social Studies Online</u></b> Ancient China - Qin & Han Dynasties Ancient China - Shang & Zhou Dynasties Ancient Egypt - Land of the Pharaohs Ancient Egypt - Land of the Pyramids Ancient Greece Ancient Mayan Civilization Ancient Rome
BENCHMARK	SS.6.G.2.2.	Differentiate between continents, regions, countries, and cities in order to understand the complexities of regions created by civilizations.
		<b><u>Social Studies Online</u></b> Ancient China - Qin & Han Dynasties Ancient China - Shang & Zhou Dynasties Ancient Egypt - Land of the Pharaohs Ancient Egypt - Land of the Pyramids Ancient Greece Ancient Mayan Civilization Ancient Rome
BENCHMARK	SS.6.G.2.3.	Analyze the relationship of physical geography to the development of ancient river valley civilizations.
		<b><u>Social Studies Online</u></b> Ancient China - Shang & Zhou Dynasties Ancient Egypt - Land of the Pharaohs Ancient Egypt - Land of the Pyramids
BENCHMARK	SS.6.G.2.4.	Explain how the geographical location of ancient civilizations contributed to the culture and politics of those societies.
		<b><u>Social Studies Online</u></b> Ancient China - Qin & Han Dynasties Ancient China - Shang & Zhou Dynasties Ancient Egypt - Land of the Pharaohs Ancient Egypt - Land of the Pyramids Ancient Greece Ancient Mayan Civilization Ancient Rome
BENCHMARK	SS.6.G.2.5.	Interpret how geographic boundaries invite or limit interaction with other regions and cultures.
		<b><u>Social Studies Online</u></b> Amazon Rainforest - Grades 2-5 Amazon Rainforest - Grades 6-8 Amazon Rainforest - People and Threats - Grades 2-5 Amazon Rainforest - People and Threats - Grades 6-8 Ancient China - Qin & Han Dynasties

BENCHMARK	SS.6.G.2.6.	Explain the concept of cultural diffusion, and identify the influences of different ancient cultures on one another.
		<u><b>Social Studies Online</b></u> Ancient China - Qin & Han Dynasties Ancient China - Shang & Zhou Dynasties Ancient Egypt - Land of the Pharaohs Ancient Egypt - Land of the Pyramids Ancient Greece Ancient Mayan Civilization Ancient Rome

<b>BODY OF KNOWLEDGE</b>	<b>SS.6.G.</b>	<b>Geography</b>
<b>BIG IDEA</b>	<b>SS.6.G.3.</b>	<b>Understand the relationships between the Earth's ecosystems and the populations that dwell within them.</b>

BENCHMARK	SS.6.G.3.1.	Explain how the physical landscape has affected the development of agriculture and industry in the ancient world.
		<u><b>Social Studies Online</b></u> Ancient China - Qin & Han Dynasties Ancient China - Shang & Zhou Dynasties Ancient Egypt - Land of the Pharaohs Ancient Egypt - Land of the Pyramids Ancient Greece Ancient Mayan Civilization Ancient Rome

BENCHMARK	SS.6.G.3.2.	Analyze the impact of human populations on the ancient world's ecosystems.
		<u><b>Social Studies Online</b></u> Ancient China - Qin & Han Dynasties Ancient China - Shang & Zhou Dynasties Ancient Egypt - Land of the Pharaohs Ancient Egypt - Land of the Pyramids Ancient Greece Ancient Mayan Civilization Ancient Rome

<b>BODY OF KNOWLEDGE</b>	<b>SS.6.G.</b>	<b>Geography</b>
<b>BIG IDEA</b>	<b>SS.6.G.4.</b>	<b>Understand the characteristics, distribution, and migration of human populations.</b>

BENCHMARK	SS.6.G.4.1.	Explain how family and ethnic relationships influenced ancient cultures.
		<u><b>Social Studies Online</b></u> Ancient China - Qin & Han Dynasties Ancient China - Shang & Zhou Dynasties Ancient Mayan Civilization

BENCHMARK	SS.6.G.4.2.	Use maps to trace significant migrations, and analyze their results.
		<u><b>Social Studies Online</b></u> Amazon Rainforest - People and Threats - Grades 6-8

BENCHMARK	SS.6.G.4.3.	Locate sites in Africa and Asia where archaeologists have found evidence of early human societies, and trace their migration patterns to other parts of the world.
		<a href="#">Social Studies Online</a> <a href="#">Ancient China - Qin &amp; Han Dynasties</a> <a href="#">Ancient China - Shang &amp; Zhou Dynasties</a> <a href="#">Ancient Egypt - Land of the Pharaohs</a> <a href="#">Ancient Egypt - Land of the Pyramids</a>

BENCHMARK	SS.6.G.4.4.	Map and analyze the impact of the spread of various belief systems in the ancient world.
		<a href="#">Social Studies Online</a> <a href="#">Ancient China - Qin &amp; Han Dynasties</a> <a href="#">Ancient China - Shang &amp; Zhou Dynasties</a> <a href="#">Ancient Egypt - Land of the Pharaohs</a> <a href="#">Ancient Greece</a> <a href="#">Ancient Mayan Civilization</a> <a href="#">Ancient Rome</a> <a href="#">Jerusalem - Then and Now (Older Grades)</a>

BODY OF KNOWLEDGE	SS.6.G.	Geography
BIG IDEA	SS.6.G.5.	Understand how human actions can impact the environment.

BENCHMARK	SS.6.G.5.1.	Identify the methods used to compensate for the scarcity of resources in the ancient world.
		<a href="#">Social Studies Online</a> <a href="#">Ancient China - Qin &amp; Han Dynasties</a> <a href="#">Ancient Greece</a>

BENCHMARK	SS.6.G.5.2.	Use geographic terms and tools to explain why ancient civilizations developed networks of highways, waterways, and other transportation linkages.
		<a href="#">Social Studies Online</a> <a href="#">Ancient China - Qin &amp; Han Dynasties</a> <a href="#">Ancient China - Shang &amp; Zhou Dynasties</a> <a href="#">Ancient Egypt - Land of the Pharaohs</a> <a href="#">Ancient Egypt - Land of the Pyramids</a> <a href="#">Ancient Greece</a> <a href="#">Ancient Mayan Civilization</a> <a href="#">Ancient Rome</a>

BENCHMARK	SS.6.G.5.3.	Use geographic tools and terms to analyze how famine, drought, and natural disasters plagued many ancient civilizations.
		<a href="#">Social Studies Online</a> <a href="#">Ancient China - Qin &amp; Han Dynasties</a> <a href="#">Ancient China - Shang &amp; Zhou Dynasties</a> <a href="#">Ancient Egypt - Land of the Pharaohs</a> <a href="#">Ancient Egypt - Land of the Pyramids</a> <a href="#">Ancient Greece</a> <a href="#">Ancient Mayan Civilization</a> <a href="#">Ancient Rome</a>

BODY OF KNOWLEDGE	SS.6.G.	Geography
BIG IDEA	SS.6.G.6.	Understand how to apply geography to interpret the past and present and plan for the future.

BENCHMARK	SS.6.G.6.1.	Describe the Six Essential Elements of Geography (The World in Spatial Terms, Places and Regions, Physical Systems, Human Systems, Environment, The Uses of Geography) as the organizing framework for understanding the world and its people.
		<b>Social Studies Online</b> <a href="#">African Safari</a> <a href="#">Amazon Rainforest - Grades 2-5</a> <a href="#">Amazon Rainforest - Grades 6-8</a> <a href="#">Amazon Rainforest - People and Threats - Grades 2-5</a> <a href="#">Amazon Rainforest - People and Threats - Grades 6-8</a> <a href="#">Ancient China - Qin &amp; Han Dynasties</a> <a href="#">Barcelona</a> <a href="#">Canada: Coast to Coast</a> <a href="#">Canada: Our Northern Neighbor</a> <a href="#">Exploring Cuba</a> <a href="#">Galapagos Islands</a> <a href="#">How Coral Reefs Are Formed</a> <a href="#">London - City of Pomp &amp; Majesty</a> <a href="#">National Parks - Alaska &amp; Hawaii</a> <a href="#">National Parks - Nevada, California</a> <a href="#">National Parks - Washington, Oregon, Idaho, Montana, Colorado</a> <a href="#">National Parks - Wyoming, Utah</a> <a href="#">Paris - City of Light - Grades 6 - 12</a> <a href="#">The Sahara Desert</a> <a href="#">Tokyo - City of Contrasts</a> <a href="#">Who Lives On a Coral Reef?</a>
BODY OF KNOWLEDGE	SS.6.E.	Economics
BIG IDEA	SS.6.E.1.	Understand the fundamental concepts relevant to the development of a market economy.
BENCHMARK	SS.6.E.1.3.	Describe the following economic concepts as they relate to early civilization: scarcity, opportunity cost, supply and demand, barter, trade, productive resources (land, labor, capital, entrepreneurship).
		<b>Social Studies Online</b> <a href="#">Ancient China - Qin &amp; Han Dynasties</a> <a href="#">Ancient Greece</a>
BODY OF KNOWLEDGE	SS.6.E.	Economics
BIG IDEA	SS.6.E.2.	Understand the fundamental concepts relevant to the institutions, structure, and functions of a national economy.
BENCHMARK	SS.6.E.2.1.	Evaluate how civilizations through clans, leaders, and family groups make economic decisions for that civilization providing a framework for future city-state or nation development.
		<b>Social Studies Online</b> <a href="#">Ancient China - Qin &amp; Han Dynasties</a> <a href="#">Ancient Greece</a>
BODY OF KNOWLEDGE	SS.6.E.	Economics
BIG IDEA	SS.6.E.3.	Understand the fundamental concepts and interrelationships of the United States economy in the international marketplace.

BENCHMARK	SS.6.E.3.1.	Identify examples of mediums of exchange (currencies) used for trade (barter) for each civilization, and explain why international trade requires a system for a medium of exchange between trading both inside and among various regions.  <b><u>Social Studies Online</u></b> Ancient China - Qin & Han Dynasties Ancient Greece
BENCHMARK	SS.6.E.3.2.	Categorize products that were traded among civilizations, and give examples of barriers to trade of those products.  <b><u>Social Studies Online</u></b> Ancient China - Qin & Han Dynasties Ancient Greece
BENCHMARK	SS.6.E.3.3.	Describe traditional economies (Egypt, Greece, Rome, Kush) and elements of those economies that led to the rise of a merchant class and trading partners.  <b><u>Social Studies Online</u></b> Ancient Egypt - Land of the Pharaohs Ancient Rome
BENCHMARK	SS.6.E.3.4.	Describe the relationship among civilizations that engage in trade, including the benefits and drawbacks of voluntary trade.  <b><u>Social Studies Online</u></b> Ancient China - Qin & Han Dynasties

<b>BODY OF KNOWLEDGE</b>	<b>SS.6.W.</b>	<b>World History</b>
<b>BIG IDEA</b>	<b>SS.6.W.1.</b>	<b>Utilize historical inquiry skills and analytical processes.</b>

BENCHMARK	SS.6.W.1.4.	Describe the methods of historical inquiry and how history relates to the other social sciences.  <b><u>Social Studies Online</u></b> Ancient China - Qin & Han Dynasties Ancient China - Shang & Zhou Dynasties Ancient Egypt - Land of the Pharaohs Ancient Egypt - Land of the Pyramids Ancient Greece Ancient Mayan Civilization Ancient Rome Canada: Coast to Coast Rome - The Eternal City
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BENCHMARK	SS.6.W.1 .6.	Describe how history transmits culture and heritage and provides models of human character.  <b><u>Social Studies Online</u></b> Amazon Rainforest - Grades 2-5 Amazon Rainforest - Grades 6-8 Amazon Rainforest - People and Threats - Grades 2-5 Amazon Rainforest - People and Threats - Grades 6-8 Ancient China - Qin & Han Dynasties Ancient China - Shang & Zhou Dynasties Ancient Egypt - Land of the Pharaohs Ancient Egypt - Land of the Pyramids Ancient Greece Ancient Mayan Civilization Ancient Rome Canada: Coast to Coast Canada: Our Northern Neighbor Exploring Cuba Rome - The Eternal City
BODY OF KNOWLEDGE	SS.6.W.	World History
BIG IDEA	SS.6.W. 2.	Describe the emergence of early civilizations (Nile, Tigris-Euphrates, Indus, and Yellow Rivers, Meso and South American).
BENCHMARK	SS.6.W.2 .3.	Identify the characteristics of civilization.  <b><u>Social Studies Online</u></b> Ancient China - Qin & Han Dynasties Ancient China - Shang & Zhou Dynasties Ancient Egypt - Land of the Pharaohs Ancient Egypt - Land of the Pyramids Ancient Greece Ancient Mayan Civilization Ancient Rome
BENCHMARK	SS.6.W.2 .4.	Compare the economic, political, social, and religious institutions of ancient river civilizations.  <b><u>Social Studies Online</u></b> Ancient China - Qin & Han Dynasties Ancient China - Shang & Zhou Dynasties Ancient Egypt - Land of the Pharaohs Ancient Egypt - Land of the Pyramids
BENCHMARK	SS.6.W.2 .5.	Summarize important achievements of Egyptian civilization.  <b><u>Social Studies Online</u></b> Ancient Egypt - Land of the Pharaohs Ancient Egypt - Land of the Pyramids
BENCHMARK	SS.6.W.2 .6.	Determine the contributions of key figures from ancient Egypt.  <b><u>Social Studies Online</u></b> Ancient Egypt - Land of the Pharaohs
BENCHMARK	SS.6.W.2 .9.	Identify key figures and basic beliefs of the Israelites and determine how these beliefs compared with those of others in the geographic area.  <b><u>Social Studies Online</u></b> Jerusalem - Then and Now (Older Grades)

BENCHMARK	SS.6.W.2 .10.	Compare the emergence of advanced civilizations in Meso and South America with the four early river valley civilizations.  <a href="#">Social Studies Online</a> <a href="#">Ancient China - Qin &amp; Han Dynasties</a> <a href="#">Ancient China - Shang &amp; Zhou Dynasties</a> <a href="#">Ancient Egypt - Land of the Pharaohs</a> <a href="#">Ancient Egypt - Land of the Pyramids</a> <a href="#">Ancient Mayan Civilization</a>
<b>BODY OF KNOWLEDGE</b>	<b>SS.6.W.</b>	<b>World History</b>
<b>BIG IDEA</b>	<b>SS.6.W.3.</b>	<b>Recognize significant events, figures, and contributions of classical civilizations (Phoenicia, Greece, Rome, Axum).</b>
BENCHMARK	SS.6.W.3 .2.	Explain the democratic concepts (polis, civic participation and voting rights, legislative bodies, written constitutions, rule of law) developed in ancient Greece.  <a href="#">Social Studies Online</a> <a href="#">Ancient Greece</a>
BENCHMARK	SS.6.W.3 .3.	Compare life in Athens and Sparta (government and the status of citizens, women and children, foreigners, helots).  <a href="#">Social Studies Online</a> <a href="#">Ancient Greece</a>
BENCHMARK	SS.6.W.3 .5.	Summarize the important achievements and contributions of ancient Greek civilization.  <a href="#">Social Studies Online</a> <a href="#">Ancient Greece</a>
BENCHMARK	SS.6.W.3 .6.	Determine the impact of key figures from ancient Greece.  <a href="#">Social Studies Online</a> <a href="#">Ancient Greece</a> <a href="#">Ancient Rome</a>
BENCHMARK	SS.6.W.3 .7.	Summarize the key achievements, contributions, and figures associated with The Hellenistic Period.  <a href="#">Social Studies Online</a> <a href="#">Ancient Greece</a>
BENCHMARK	SS.6.W.3 .8.	Determine the impact of significant figures associated with ancient Rome.  <a href="#">Social Studies Online</a> <a href="#">Ancient Rome</a> <a href="#">Rome - The Eternal City</a>
BENCHMARK	SS.6.W.3 .9.	Explain the impact of the Punic Wars on the development of the Roman Empire.  <a href="#">Social Studies Online</a> <a href="#">Ancient Rome</a> <a href="#">Rome - The Eternal City</a>

BENCHMARK	SS.6.W.3 .10.	Describe the government of the Roman Republic and its contribution to the development of democratic principles (separation of powers, rule of law, representative government, civic duty).  <a href="#">Social Studies Online</a> <a href="#">Ancient Rome</a>
BENCHMARK	SS.6.W.3 .11.	Explain the transition from Roman Republic to empire and Imperial Rome, and compare Roman life and culture under each one.  <a href="#">Social Studies Online</a> <a href="#">Ancient Rome</a> <a href="#">Rome - The Eternal City</a>
BENCHMARK	SS.6.W.3 .12.	Explain the causes for the growth and longevity of the Roman Empire.  <a href="#">Social Studies Online</a> <a href="#">Ancient Rome</a> <a href="#">Rome - The Eternal City</a>
BENCHMARK	SS.6.W.3 .13.	Identify key figures and the basic beliefs of early Christianity and how these beliefs impacted the Roman Empire.  <a href="#">Social Studies Online</a> <a href="#">Ancient Rome</a> <a href="#">Rome - The Eternal City</a>
BENCHMARK	SS.6.W.3 .14.	Describe the key achievements and contributions of Roman civilization.  <a href="#">Social Studies Online</a> <a href="#">Ancient Rome</a> <a href="#">Rome - The Eternal City</a>
BENCHMARK	SS.6.W.3 .15.	Explain the reasons for the gradual decline of the Western Roman Empire after the Pax Romana.  <a href="#">Social Studies Online</a> <a href="#">Ancient Rome</a> <a href="#">Rome - The Eternal City</a>
BENCHMARK	SS.6.W.3 .16.	Compare life in the Roman Republic for patricians, plebeians, women, children, and slaves.  <a href="#">Social Studies Online</a> <a href="#">Ancient Rome</a> <a href="#">Rome - The Eternal City</a>
BENCHMARK	SS.6.W.3 .17.	Explain the spread and influence of the Latin language on Western Civilization.  <a href="#">Social Studies Online</a> <a href="#">Ancient Rome</a> <a href="#">Rome - The Eternal City</a>

<b>BODY OF KNOWLEDGE</b>	<b>SS.6.W.</b>	<b>World History</b>
<b>BIG IDEA</b>	<b>SS.6.W. 4.</b>	<b>Recognize significant events, figures, and contributions of classical Asian civilizations (China, India).</b>

BENCHMARK	SS.6.W.4.6.	Describe the concept of the Mandate of Heaven and its connection to the Zhou and later dynasties.  <a href="#">Social Studies Online</a> <a href="#">Ancient China - Qin &amp; Han Dynasties</a> <a href="#">Ancient China - Shang &amp; Zhou Dynasties</a>
BENCHMARK	SS.6.W.4.7.	Explain the basic teachings of Laozi, Confucius, and Han Fei Zi.  <a href="#">Social Studies Online</a> <a href="#">Ancient China - Qin &amp; Han Dynasties</a> <a href="#">Ancient China - Shang &amp; Zhou Dynasties</a>
BENCHMARK	SS.6.W.4.8.	Describe the contributions of classical and post classical China.  <a href="#">Social Studies Online</a> <a href="#">Ancient China - Qin &amp; Han Dynasties</a> <a href="#">Ancient China - Shang &amp; Zhou Dynasties</a>
BENCHMARK	SS.6.W.4.9.	Identify key figures from classical and post classical China.  <a href="#">Social Studies Online</a> <a href="#">Ancient China - Qin &amp; Han Dynasties</a> <a href="#">Ancient China - Shang &amp; Zhou Dynasties</a>
BENCHMARK	SS.6.W.4.10.	Explain the significance of the silk roads and maritime routes across the Indian Ocean to the movement of goods and ideas among Asia, East Africa, and the Mediterranean Basin.  <a href="#">Social Studies Online</a> <a href="#">Ancient China - Qin &amp; Han Dynasties</a>

Grade: 6 - Adopted: 2021

BODY OF KNOWLEDGE	SS.6.CG.	Civics and Government
BIG IDEA	SS.6.CG.1.	Demonstrate an understanding of the origins and purposes of government, law and the American political system.
BENCHMARK	SS.6.CG.1.1.	Analyze how democratic concepts developed in ancient Greece served as a foundation for the United States' constitutional republic.

INDICATOR	C1.	Students will identify and explain the democratic principles of government in ancient Greece.  <a href="#">Social Studies Online</a> <a href="#">Ancient Greece</a>
INDICATOR	C2.	Students will compare and contrast the political systems of ancient Greece and modern-day United States.  <a href="#">Social Studies Online</a> <a href="#">Ancient Greece</a>
INDICATOR	C3.	Students will recognize the influence of ancient Greece on the American political process.  <a href="#">Social Studies Online</a> <a href="#">Ancient Greece</a>

BODY OF KNOWLEDGE	SS.6.CG.	Civics and Government
BIG IDEA	SS.6.CG.1.	Demonstrate an understanding of the origins and purposes of government, law and the American political system.

<b>BENCHMARK</b>	<b>SS.6.CG.1.2.</b>	<b>Analyze the influence of ancient Rome on the United States' constitutional republic.</b>
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INDICATOR	C1.	Students will compare and contrast the political systems in ancient Rome and modern-day United States.  <a href="#">Social Studies Online</a> <a href="#">Ancient Rome</a>
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INDICATOR	C2.	Students will recognize the influence of ancient Rome on the American political process.  <a href="#">Social Studies Online</a> <a href="#">Ancient Rome</a>
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<b>BODY OF KNOWLEDGE</b>	<b>SS.6.CG.</b>	<b>Civics and Government</b>
<b>BIG IDEA</b>	<b>SS.6.CG.1.</b>	<b>Demonstrate an understanding of the origins and purposes of government, law and the American political system.</b>
<b>BENCHMARK</b>	<b>SS.6.CG.1.3.</b>	<b>Examine rule of law in the ancient world and its influence on the United States' constitutional republic.</b>

INDICATOR	C1.	Students will recognize origins of what to include, but not be limited to, the contributions of ancient Greek and ancient Roman civilizations.  <a href="#">Social Studies Online</a> <a href="#">Ancient Greece</a> <a href="#">Ancient Rome</a>
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<b>BODY OF KNOWLEDGE</b>	<b>SS.6.HE.</b>	<b>Holocaust Education</b>
<b>BIG IDEA</b>	<b>SS.68.H E.1.</b>	<b>Foundations of Holocaust Education</b>
<b>BENCHMARK</b>	<b>SS.68.H E.1.1.</b>	<b>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.</b>

INDICATOR	C1.	Students will describe the basic beliefs of Judaism and trace the origins and history of Jews in Europe.  <a href="#">Social Studies Online</a> <a href="#">Jerusalem - Then and Now (Older Grades)</a>
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Grade: 6 - Adopted: 2023

<b>BODY OF KNOWLEDGE</b>	<b>SS.68.AA.</b>	<b>African American History</b>
<b>BIG IDEA</b>	<b>SS.68.A A.1.</b>	<b>Understand the causes, courses and consequences of the slave trade in the colonies.</b>
<b>BENCHMARK</b>	<b>SS.68.A A.1.1.</b>	<b>Identify Afro-Eurasian trade routes and methods prior to the development of the Atlantic slave trade.</b>

INDICATOR	C1.	Instruction includes how slavery was utilized in Asian, European and African cultures.  <a href="#">Social Studies Online</a> <a href="#">Ancient China - Qin &amp; Han Dynasties</a>
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**Main Criteria:** Florida Standards  
**Secondary Criteria:** Social Studies Online  
**Subjects:** Science, Social Studies  
**Grade:** 7  
**Correlation Options:** Show Correlated

**Florida Standards**  
**Science**  
Grade: 7 - Adopted: 2008

<b>BODY OF KNOWLEDGE</b>	<b>FL.SC.7.N.</b>	<b>Nature of Science</b>
<b>BIG IDEA</b>	<b>SC.7.N.1.</b>	The Practice of Science - A: Scientific inquiry is a multifaceted activity; The processes of science include the formulation of scientifically investigable questions, construction of investigations into those questions, the collection of appropriate data, the evaluation of the meaning of those data, and the communication of this evaluation. B: The processes of science frequently do not correspond to the traditional portrayal of "the scientific method." C: Scientific argumentation is a necessary part of scientific inquiry and plays an important role in the generation and validation of scientific knowledge. D: Scientific knowledge is based on observation and inference; it is important to recognize that these are very different things. Not only does science require creativity in its methods and processes, but also in its questions and explanations.

**BENCHMARK** SC.7.N.1.7. Explain that scientific knowledge is the result of a great deal of debate and confirmation within the science community.

**Social Studies Online**  
Galapagos Islands  
National Parks - Wyoming, Utah

<b>BODY OF KNOWLEDGE</b>	<b>FL.SC.7.N.</b>	<b>Nature of Science</b>
<b>BIG IDEA</b>	<b>SC.7.N.2.</b>	The Characteristics of Scientific Knowledge - A: Scientific knowledge is based on empirical evidence, and is appropriate for understanding the natural world, but it provides only a limited understanding of the supernatural, aesthetic, or other ways of knowing, such as art, philosophy, or religion. B: Scientific knowledge is durable and robust, but open to change. C: Because science is based on empirical evidence it strives for objectivity, but as it is a human endeavor the processes, methods, and knowledge of science include subjectivity, as well as creativity and discovery.

**BENCHMARK** SC.7.N.2.1. Identify an instance from the history of science in which scientific knowledge has changed when new evidence or new interpretations are encountered.

**Social Studies Online**  
Galapagos Islands  
National Parks - Alaska & Hawaii  
National Parks - Nevada, California  
National Parks - Washington, Oregon, Idaho, Montana, Colorado  
National Parks - Wyoming, Utah

<b>BODY OF KNOWLEDGE</b>	<b>FL.SC.7.N.</b>	<b>Nature of Science</b>
<b>BIG IDEA</b>	<b>SC.7.N.3.</b>	The Role of Theories, Laws, Hypotheses, and Models - The terms that describe examples of scientific knowledge, for example; "theory," "law," "hypothesis," and "model" have very specific meanings and functions within science.

**BENCHMARK** SC.7.N.3.1. Recognize and explain the difference between theories and laws and give several examples of scientific theories and the evidence that supports them.

**Social Studies Online**  
Galapagos Islands  
National Parks - Alaska & Hawaii  
National Parks - Wyoming, Utah

<b>BODY OF KNOWLEDGE</b>	<b>FL.SC.7.E.</b>	<b>Earth and Space Science</b>
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<b>BIG IDEA</b>	<b>SC.7.E.6</b>	<b>Earth Structures - Over geologic time, internal and external sources of energy have continuously altered the features of Earth by means of both constructive and destructive forces. All life, including human civilization, is dependent on Earth's internal and external energy and material resources.</b>
BENCHMARK	SC.7.E.6.4.	Explain and give examples of how physical evidence supports scientific theories that Earth has evolved over geologic time due to natural processes.  <b><u>Social Studies Online</u></b> Galapagos Islands National Parks - Alaska & Hawaii National Parks - Wyoming, Utah
BENCHMARK	SC.7.E.6.5.	Explore the scientific theory of plate tectonics by describing how the movement of Earth's crustal plates causes both slow and rapid changes in Earth's surface, including volcanic eruptions, earthquakes, and mountain building.  <b><u>Social Studies Online</u></b> Galapagos Islands National Parks - Nevada, California National Parks - Wyoming, Utah
BENCHMARK	SC.7.E.6.6.	Identify the impact that humans have had on Earth, such as deforestation, urbanization, desertification, erosion, air and water quality, changing the flow of water.  <b><u>Social Studies Online</u></b> Amazon Rainforest - People and Threats - Grades 6-8 Galapagos Islands
BENCHMARK	SC.7.E.6.7.	Recognize that heat flow and movement of material within Earth causes earthquakes and volcanic eruptions, and creates mountains and ocean basins.  <b><u>Social Studies Online</u></b> Galapagos Islands National Parks - Nevada, California National Parks - Wyoming, Utah
<b>BODY OF KNOWLEDGE</b>	<b>FL.SC.7.L</b>	<b>Life Science</b>
<b>BIG IDEA</b>	<b>SC.7.L.1</b>	<b>Diversity and Evolution of Living Organisms - A. The scientific theory of evolution is the organizing principle of life science. B. The scientific theory of evolution is supported by multiple forms of evidence. C. Natural Selection is a primary mechanism leading to change over time in organisms.</b>
BENCHMARK	SC.7.L.1.5.2.	Explore the scientific theory of evolution by recognizing and explaining ways in which genetic variation and environmental factors contribute to evolution by natural selection and diversity of organisms.  <b><u>Social Studies Online</u></b> Galapagos Islands
BENCHMARK	SC.7.L.1.5.3.	Explore the scientific theory of evolution by relating how the inability of a species to adapt within a changing environment may contribute to the extinction of that species.  <b><u>Social Studies Online</u></b> Amazon Rainforest - People and Threats - Grades 6-8 Galapagos Islands National Parks - Alaska & Hawaii
<b>BODY OF KNOWLEDGE</b>	<b>FL.SC.7.L</b>	<b>Life Science</b>

<b>BIG IDEA</b>	<b>SC.7.L.17.</b>	<b>Interdependence - A. Plants and animals, including humans, interact with and depend upon each other and their environment to satisfy their basic needs. B. Both human activities and natural events can have major impacts on the environment. C. Energy flows from the sun through producers to consumers.</b>
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BENCHMARK SC.7.L.17.1. Explain and illustrate the roles of and relationships among producers, consumers, and decomposers in the process of energy transfer in a food web.

[Social Studies Online](#)  
Amazon Rainforest - Grades 6-8

BENCHMARK SC.7.L.17.2. Compare and contrast the relationships among organisms such as mutualism, predation, parasitism, competition, and commensalism.

[Social Studies Online](#)  
African Safari  
Amazon Rainforest - Grades 6-8  
Galapagos Islands

**Florida Standards  
Social Studies  
Grade: 7 - Adopted: 2014**

<b>BODY OF KNOWLEDGE</b>	<b>SS.7.G.</b>	<b>Geography</b>
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<b>BIG IDEA</b>	<b>SS.7.G.1.</b>	<b>Understand how to use maps and other geographic representations, tools, and technology to report information.</b>
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BENCHMARK SS.7.G.1.1. Locate the fifty states and their capital cities in addition to the nation's capital on a map.

[Social Studies Online](#)  
Barcelona

BENCHMARK SS.7.G.1.3. Interpret maps to identify geopolitical divisions and boundaries of places in North America.

[Social Studies Online](#)  
Barcelona  
Canada: Coast to Coast  
Canada: Our Northern Neighbor

<b>BODY OF KNOWLEDGE</b>	<b>SS.7.G.</b>	<b>Geography</b>
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<b>BIG IDEA</b>	<b>SS.7.G.2.</b>	<b>Understand physical and cultural characteristics of places.</b>
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BENCHMARK SS.7.G.2.1. Locate major cultural landmarks that are emblematic of the United States.

[Social Studies Online](#)  
National Parks - Alaska & Hawaii  
National Parks - Nevada, California  
National Parks - Washington, Oregon, Idaho, Montana, Colorado  
National Parks - Wyoming, Utah  
Washington, DC - Grades 6 - 12



BENCHMARK	SS.7.G.2. 2.	Locate major physical landmarks that are emblematic of the United States.  <a href="#">Social Studies Online</a> <a href="#">Canada: Coast to Coast</a> <a href="#">National Parks - Alaska &amp; Hawaii</a> <a href="#">National Parks - Nevada, California</a> <a href="#">National Parks - Washington, Oregon, Idaho, Montana, Colorado</a> <a href="#">National Parks - Wyoming, Utah</a> <a href="#">Washington, DC - Grades 6 - 12</a>
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BENCHMARK	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.  <a href="#">Social Studies Online</a> <a href="#">National Parks - Alaska &amp; Hawaii</a> <a href="#">National Parks - Nevada, California</a> <a href="#">National Parks - Washington, Oregon, Idaho, Montana, Colorado</a> <a href="#">National Parks - Wyoming, Utah</a> <a href="#">Washington, DC - Grades 6 - 12</a>
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BENCHMARK	SS.7.G.2. 4.	Describe current major cultural regions of North America.  <a href="#">Social Studies Online</a> <a href="#">National Parks - Alaska &amp; Hawaii</a> <a href="#">National Parks - Nevada, California</a> <a href="#">National Parks - Washington, Oregon, Idaho, Montana, Colorado</a> <a href="#">National Parks - Wyoming, Utah</a> <a href="#">Washington, DC - Grades 6 - 12</a>
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BODY OF KNOWLEDGE	SS.7.G.	Geography
BIG IDEA	SS.7.G. 4.	Understand the characteristics, distribution, and migration of human populations.

BENCHMARK	SS.7.G.4. 1.	Use geographic terms and tools to explain cultural diffusion throughout North America.  <a href="#">Social Studies Online</a> <a href="#">Canada: Our Northern Neighbor</a>
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BODY OF KNOWLEDGE	SS.7.G.	Geography
BIG IDEA	SS.7.G. 6.	Understand how to apply geography to interpret the past and present and plan for the future.

BENCHMARK	SS.7.G.6. 1.	Use Global Information Systems (GIS) or other technology to view maps of current information about the United States.  <a href="#">Social Studies Online</a> <a href="#">National Parks - Alaska &amp; Hawaii</a> <a href="#">National Parks - Nevada, California</a> <a href="#">National Parks - Washington, Oregon, Idaho, Montana, Colorado</a> <a href="#">National Parks - Wyoming, Utah</a> <a href="#">Washington, DC - Grades 6 - 12</a>
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BODY OF KNOWLEDGE	SS.7.E.	Economics
BIG IDEA	SS.7.E.3 .	Understand the fundamental concepts and interrelationships of the United States economy in the international marketplace.

BENCHMARK	SS.7.E.3. 1.	Explain how international trade requires a system for exchanging currency between and among nations.  <a href="#">Social Studies Online</a> Exploring Cuba
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Grade: 7 - Adopted: 2021

BODY OF KNOWLEDGE	SS.7.CG.	Civics and Government
BIG IDEA	SS.7.CG .1.	Demonstrate an understanding of the origins and purposes of government, law and the American political system.
BENCHMARK	SS.7.CG .1.1.	Analyze the influences of ancient Greece and ancient Rome on America's constitutional republic.

INDICATOR	C1.	Students will explain the influence of ancient Greece on America's constitutional republic (e.g., civic participation, legislative bodies, polis, voting rights, written constitution).  <a href="#">Social Studies Online</a> Ancient Greece
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INDICATOR	C3.	Students will compare and contrast the democratic principles of ancient Greece and ancient Rome with those of the United States.  <a href="#">Social Studies Online</a> Ancient Greece Ancient Rome
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INDICATOR	C4.	Students will explain how the Judeo-Christian ethical ideas of justice, individual worth, personal responsibility and the rule of law influenced America's constitutional republic.  <a href="#">Social Studies Online</a> Ancient Greece
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BODY OF KNOWLEDGE	SS.7.CG.	Civics and Government
BIG IDEA	SS.7.CG .1.	Demonstrate an understanding of the origins and purposes of government, law and the American political system.
BENCHMARK	SS.7.CG .1.2.	Trace the principles underlying America's founding ideas on law and government.

INDICATOR	C1.	Students will recognize principles contained in the founding documents (e.g., due process of law, equality of mankind, limited government, natural rights, the rule of law).  <a href="#">Social Studies Online</a> Washington, DC - Grades 6 - 12
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BODY OF KNOWLEDGE	SS.7.CG.	Civics and Government
BIG IDEA	SS.7.CG .1.	Demonstrate an understanding of the origins and purposes of government, law and the American political system.
BENCHMARK	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.

INDICATOR	C1.	Students will explain the concept of limited government in the U.S. Constitution.  <a href="#">Social Studies Online</a> Washington, DC - Grades 6 - 12
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INDICATOR	C2.	Students will describe and distinguish between separation of powers and checks and balances.  <a href="#">Social Studies Online</a> Washington, DC - Grades 6 - 12
INDICATOR	C3.	Students will analyze how government power is limited by separation of powers and/or checks and balances.  <a href="#">Social Studies Online</a> Washington, DC - Grades 6 - 12
INDICATOR	C4.	Students will recognize examples of separation of powers and checks and balances.  <a href="#">Social Studies Online</a> Washington, DC - Grades 6 - 12

BODY OF KNOWLEDGE	SS.7.CG.	Civics and Government
BIG IDEA	SS.7.CG.2.	Evaluate the roles, rights and responsibilities of U.S. citizens, and determine methods of active participation in society, government and the political system.
BENCHMARK	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.

INDICATOR	C1.	Students will identify the appropriate level of government to resolve specific problems.  <a href="#">Social Studies Online</a> Washington, DC - Grades 6 - 12
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BODY OF KNOWLEDGE	SS.7.CG.	Civics and Government
BIG IDEA	SS.7.CG.3.	Demonstrate an understanding of the principles, functions and organization of government.
BENCHMARK	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.

INDICATOR	C1.	Students will apply their understanding of various forms of government (e.g., republic, democracy, monarchy, oligarchy, theocracy, autocracy).  <a href="#">Social Studies Online</a> Canada: Our Northern Neighbor
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INDICATOR	C2.	Students will identify different forms of government based on their political philosophy or organizational structure.  <a href="#">Social Studies Online</a> Canada: Our Northern Neighbor
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INDICATOR	C3.	Students will analyze scenarios describing various forms of government.  <a href="#">Social Studies Online</a> Canada: Our Northern Neighbor
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INDICATOR	C4.	Students will explain how the application of 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 distinguishes the United States' constitutional republic from authoritarian and totalitarian nations.
<a href="#">Social Studies Online</a> Washington, DC - Grades 6 - 12		

BODY OF KNOWLEDGE	SS.7.CG.	Civics and Government
BIG IDEA	SS.7.CG.3.	Demonstrate an understanding of the principles, functions and organization of government.
BENCHMARK	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.

INDICATOR	C1.	Students will apply their understanding of federal, confederal and unitary systems of government.
<a href="#">Social Studies Online</a> Ancient China - Shang & Zhou Dynasties Exploring Cuba		

INDICATOR	C2.	Students will compare the organizational structures of systems of government.
<a href="#">Social Studies Online</a> Canada: Our Northern Neighbor		

INDICATOR	C3.	Students will recognize examples of these systems of government.
<a href="#">Social Studies Online</a> Canada: Our Northern Neighbor		

INDICATOR	C4.	Students will analyze scenarios describing various systems of government.
<a href="#">Social Studies Online</a> Canada: Our Northern Neighbor		

BODY OF KNOWLEDGE	SS.7.CG.	Civics and Government
BIG IDEA	SS.7.CG.3.	Demonstrate an understanding of the principles, functions and organization of government.
BENCHMARK	SS.7.CG.3.3.	Describe the structure and function of the three branches of government established in the U.S. Constitution.

INDICATOR	C2.	Students will compare the roles and responsibilities of the three branches of the national government.
<a href="#">Social Studies Online</a> Washington, DC - Grades 6 - 12		

BODY OF KNOWLEDGE	SS.7.CG.	Civics and Government
BIG IDEA	SS.7.CG.3.	Demonstrate an understanding of the principles, functions and organization of government.
BENCHMARK	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.

INDICATOR	C3.	Students will compare concurrent powers, enumerated powers, reserved powers and delegated powers as they relate to state and national governments.  <a href="#">Social Studies Online</a> Washington, DC - Grades 6 - 12
BODY OF KNOWLEDGE	SS.7.CG.	Civics and Government
BIG IDEA	SS.7.CG.3.	Demonstrate an understanding of the principles, functions and organization of government.
BENCHMARK	SS.7.CG.3.13.	Explain government obligations to its citizens and the services provided at the local, state and national levels.

INDICATOR	C1.	Students will describe and classify specific services provided by local, state and national governments.  <a href="#">Social Studies Online</a> Barcelona
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INDICATOR	C2.	Students will compare the powers and obligations of local, state and national governments.  <a href="#">Social Studies Online</a> Barcelona Washington, DC - Grades 6 - 12
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BODY OF KNOWLEDGE	SS.68.HE.	Holocaust Education
BIG IDEA	SS.68.H E.1.	Foundations of Holocaust Education
BENCHMARK	SS.68.H E.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.

INDICATOR	C1.	Students will describe the basic beliefs of Judaism and trace the origins and history of Jews in Europe.  <a href="#">Social Studies Online</a> Jerusalem - Then and Now (Older Grades)
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Grade: 7 - Adopted: 2023

BODY OF KNOWLEDGE	SS.68.AA.	African American History
BIG IDEA	SS.68.A A.1.	Understand the causes, courses and consequences of the slave trade in the colonies.
BENCHMARK	SS.68.A A.1.1.	Identify Afro-Eurasian trade routes and methods prior to the development of the Atlantic slave trade.

INDICATOR	C1.	Instruction includes how slavery was utilized in Asian, European and African cultures.  <a href="#">Social Studies Online</a> Ancient China - Qin & Han Dynasties
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**Main Criteria:** Florida Standards  
**Secondary Criteria:** Social Studies Online  
**Subjects:** Science, Social Studies  
**Grade: 8**  
**Correlation Options:** Show Correlated

**Florida Standards**  
**Science**  
Grade: 8 - Adopted: 2008

<b>BODY OF KNOWLEDGE</b>	<b>FL.SC.8.N.</b>	<b>Nature of Science</b>
<b>BIG IDEA</b>	<b>SC.8.N.4.</b>	<b>Science and Society - As tomorrow's citizens, students should be able to identify issues about which society could provide input, formulate scientifically investigable questions about those issues, construct investigations of their questions, collect and evaluate data from their investigations, and develop scientific recommendations based upon their findings.</b>

**BENCHMARK** SC.8.N.4.1. Explain that science is one of the processes that can be used to inform decision making at the community, state, national, and international levels.

**Social Studies Online**  
Amazon Rainforest - People and Threats - Grades 6-8

**BENCHMARK** SC.8.N.4.2. Explain how political, social, and economic concerns can affect science, and vice versa.

**Social Studies Online**  
Amazon Rainforest - People and Threats - Grades 6-8  
Galapagos Islands  
National Parks - Alaska & Hawaii  
National Parks - Nevada, California  
National Parks - Washington, Oregon, Idaho, Montana, Colorado  
National Parks - Wyoming, Utah

<b>BODY OF KNOWLEDGE</b>	<b>FL.SC.8.L.</b>	<b>Life Science</b>
<b>BIG IDEA</b>	<b>SC.8.L.1.8.</b>	<b>Matter and Energy Transformations - A. Living things all share basic needs for life. B. Living organisms acquire the energy they need for life processes through various metabolic pathways (photosynthesis and cellular respiration). C. Matter and energy are recycled through cycles such as the carbon cycle.</b>

**BENCHMARK** SC.8.L.1.8.4. Cite evidence that living systems follow the Laws of Conservation of Mass and Energy.

**Social Studies Online**  
Amazon Rainforest - Grades 6-8  
Amazon Rainforest - People and Threats - Grades 6-8

**Florida Standards**  
**Social Studies**  
Grade: 8 - Adopted: 2014

<b>BODY OF KNOWLEDGE</b>	<b>SS.8.A.</b>	<b>American History</b>
<b>BIG IDEA</b>	<b>SS.8.A.1.</b>	<b>Use research and inquiry skills to analyze American History using primary and secondary sources.</b>

**BENCHMARK** SS.8.A.1.4. Differentiate fact from opinion, utilize appropriate historical research and fiction/nonfiction support materials.

**Social Studies Online**  
Washington, DC - Grades 6 - 12

BENCHMARK	SS.8.A.1.6.	Compare interpretations of key events and issues throughout American History.  <a href="#">Social Studies Online</a> Washington, DC - Grades 6 - 12
BENCHMARK	SS.8.A.1.7.	View historic events through the eyes of those who were there as shown in their art, writings, music, and artifacts.  <a href="#">Social Studies Online</a> Washington, DC - Grades 6 - 12
BODY OF KNOWLEDGE	SS.8.G.	Geography
BIG IDEA	SS.8.G.2.	Understand physical and cultural characteristics of places.
BENCHMARK	SS.8.G.2.2.	Use geographic terms and tools to analyze case studies of regional issues in different parts of the United States that have had critical economic, physical, or political ramifications.  <a href="#">Social Studies Online</a> National Parks - Alaska & Hawaii National Parks - Nevada, California National Parks - Washington, Oregon, Idaho, Montana, Colorado National Parks - Wyoming, Utah Washington, DC - Grades 6 - 12
BENCHMARK	SS.8.G.2.3.	Use geographic terms and tools to analyze case studies of how selected regions of the United States have changed over time.  <a href="#">Social Studies Online</a> National Parks - Alaska & Hawaii National Parks - Nevada, California National Parks - Washington, Oregon, Idaho, Montana, Colorado National Parks - Wyoming, Utah Washington, DC - Grades 6 - 12
BODY OF KNOWLEDGE	SS.8.G.	Geography
BIG IDEA	SS.8.G.3.	Understand the relationships between the Earth's ecosystems and the populations that dwell within them.
BENCHMARK	SS.8.G.3.1.	Locate and describe in geographic terms the major ecosystems of the United States.  <a href="#">Social Studies Online</a> National Parks - Alaska & Hawaii National Parks - Nevada, California National Parks - Washington, Oregon, Idaho, Montana, Colorado National Parks - Wyoming, Utah Washington, DC - Grades 6 - 12
BODY OF KNOWLEDGE	SS.8.G.	Geography
BIG IDEA	SS.8.G.4.	Understand the characteristics, distribution, and migration of human populations.

BENCHMARK	SS.8.G.4.6.	Use political maps to describe changes in boundaries and governance throughout American history. <a href="#">Social Studies Online</a> <a href="#">Barcelona</a>
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BODY OF KNOWLEDGE	SS.8.G.	Geography
BIG IDEA	SS.8.G.6.	Understand how to apply geography to interpret the past and present and plan for the future.

BENCHMARK	SS.8.G.6.2.	<a href="#">Illustrate places and events in U.S. history through the use of narratives and graphic representations.</a> <a href="#">Social Studies Online</a> <a href="#">National Parks - Alaska &amp; Hawaii</a> <a href="#">National Parks - Nevada, California</a> <a href="#">National Parks - Washington, Oregon, Idaho, Montana, Colorado</a> <a href="#">National Parks - Wyoming, Utah</a> <a href="#">Washington, DC - Grades 6 - 12</a>
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Grade: 8 - Adopted: 2021

BODY OF KNOWLEDGE	SS.68.HE.	Holocaust Education
BIG IDEA	SS.68.H E.1.	Foundations of Holocaust Education
BENCHMARK	SS.68.H E.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.

INDICATOR	C1.	Students will describe the basic beliefs of Judaism and trace the origins and history of Jews in Europe. <a href="#">Social Studies Online</a> <a href="#">Jerusalem - Then and Now (Older Grades)</a>
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