

	<i>Remarks/Examples:</i> Examples are create laws, provide services and structure, safety.
SS.2.C.1.2	Explain the consequences of an absence of rules and laws. <i>Remarks/Examples:</i> Examples are lack of order and people get hurt.

Standard 2: Civic and Political Participation

BENCHMARK CODE	BENCHMARK
SS.2.C.2.1	Identify what it means to be a United States citizen either by birth or by naturalization.
SS.2.C.2.2	Define and apply the characteristics of responsible citizenship. <i>Remarks/Examples:</i> Examples are respect, responsibility, participation, self-reliance, patriotism, and honesty.
SS.2.C.2.3	Explain why United States citizens have guaranteed rights and identify rights. <i>Remarks/Examples:</i> Examples are right to vote, freedom of speech, and freedom of religion.
SS.2.C.2.4	Identify ways citizens can make a positive contribution in their community. <i>Remarks/Examples:</i> Examples are volunteering and recycling.
SS.2.C.2.5	Evaluate the contributions of various African Americans, Hispanics, Native Americans, veterans, and women.

Standard 3: Structure and Functions of Government

BENCHMARK CODE	BENCHMARK
SS.2.C.3.1	Identify the Constitution as the document which establishes the structure, function, powers, and limits of American government.
SS.2.C.3.2	Recognize symbols, individuals, events, and documents that represent the United States. <i>Remarks/Examples:</i> Examples are White House, Capitol, Supreme Court, Washington Monument, Statue of Liberty, Ellis Island, Liberty Bell, Constitution.

GRADE: 3

Strand: AMERICAN HISTORY

Standard 1: Historical Inquiry and Analysis

BENCHMARK CODE	BENCHMARK
SS.3.A.1.1	Analyze primary and secondary sources. <i>Remarks/Examples:</i> Examples may include, but are not limited to, artifacts, photographs, paintings, maps, images, documents, audio and video recordings.
SS.3.A.1.2	Utilize technology resources to gather information from primary and secondary sources.
SS.3.A.1.3	Define terms related to the social sciences. <i>Remarks/Examples:</i> Examples may include, but are not limited to, history, geography, civics, government, economics.

Strand: GEOGRAPHY

Standard 1: The World in Spatial Terms

BENCHMARK CODE	BENCHMARK
SS.3.G.1.1	Use thematic maps, tables, charts, graphs, and photos to analyze geographic information. <i>Remarks/Examples:</i> Types of photographs may include satellite or aerial.
SS.3.G.1.2	Review basic map elements (coordinate grid, cardinal and intermediate directions, title, compass rose, scale, key/legend with symbols) .
SS.3.G.1.3	Label the continents and oceans on a world map.
SS.3.G.1.4	Name and identify the purpose of maps (physical, political, elevation, population).
SS.3.G.1.5	Compare maps and globes to develop an understanding of the concept of distortion.
SS.3.G.1.6	Use maps to identify different types of scale to measure distances between two places. <i>Remarks/Examples:</i> Examples are linear, fractional, word.

Standard 2: Places and Regions

BENCHMARK CODE	BENCHMARK
SS.3.G.2.1	Label the countries and commonwealths in North America (Canada, United States, Mexico) and in the Caribbean (Puerto Rico, Cuba, Bahamas, Dominican Republic, Haiti, Jamaica).
SS.3.G.2.2	Identify the five regions of the United States. <i>Remarks/Examples:</i> (i.e., Northeast, Southeast, Midwest, Southwest, West)
SS.3.G.2.3	Label the states in each of the five regions of the United States.
SS.3.G.2.4	Describe the physical features of the United States, Canada, Mexico, and the Caribbean. <i>Remarks/Examples:</i> Examples are lakes, rivers, oceans, mountains, deserts, plains, and grasslands.
SS.3.G.2.5	Identify natural and man-made landmarks in the United States, Canada, Mexico, and the Caribbean. <i>Remarks/Examples:</i> (e.g. Grand Canyon, Gateway Arch, Mount Rushmore, Devil's Tower, Mt. Denali, Everglades, Niagara Falls)
SS.3.G.2.6	Investigate how people perceive places and regions differently by conducting interviews, mental mapping, and studying news, poems, legends, and songs about a region or area.

Standard 3: Physical Systems

BENCHMARK CODE	BENCHMARK
SS.3.G.3.1	Describe the climate and vegetation in the United States, Canada, Mexico, and the Caribbean. <i>Remarks/Examples:</i> (e.g., tundra, sandy soil, humidity, maritime climate)
SS.3.G.3.2	Describe the natural resources in the United States, Canada, Mexico, and the Caribbean. <i>Remarks/Examples:</i> (e.g., water, arable land, oil, phosphate, fish)

Standard 4: Human Systems

BENCHMARK CODE	BENCHMARK
SS.3.G.4.1	Explain how the environment influences settlement patterns in the United States, Canada, Mexico, and the Caribbean. <i>Remarks/Examples:</i> Examples are settlements near water for drinking, bathing, cooking, agriculture and land for farming.

SS.3.G.4.2	Identify the cultures that have settled the United States, Canada, Mexico, and the Caribbean.
SS.3.G.4.3	Compare the cultural characteristics of diverse populations in one of the five regions of the United States with Canada, Mexico, or the Caribbean. <i>Remarks/Examples:</i> Examples are housing, music, transportation, food, recreation, language, holidays, beliefs and customs.
SS.3.G.4.4	Identify contributions from various ethnic groups to the United States. <i>Remarks/Examples:</i> Examples are Native Americans, Hispanics/Latinos, Africans, Asians, Europeans.

Strand: ECONOMICS

Standard 1: Beginning Economics

BENCHMARK CODE	BENCHMARK
SS.3.E.1.1	Give examples of how scarcity results in trade. <i>Remarks/Examples:</i> Examples are oil, video games, food.
SS.3.E.1.2	List the characteristics of money. <i>Remarks/Examples:</i> Examples are portable, divisible, recognizable, durable.
SS.3.E.1.3	Recognize that buyers and sellers interact to exchange goods and services through the use of trade or money.
SS.3.E.1.4	Distinguish between currencies used in the United States, Canada, Mexico, and the Caribbean.

Strand: CIVICS AND GOVERNMENT

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

BENCHMARK CODE	BENCHMARK
SS.3.C.1.1	Explain the purpose and need for government. <i>Remarks/Examples:</i> Examples are safety, organization, services, protection of rights.
SS.3.C.1.2	Describe how government gains its power from the people.
SS.3.C.1.3	Explain how government was established through a written Constitution.

Standard 2: Civic and Political Participation

BENCHMARK CODE	BENCHMARK
SS.3.C.2.1	Identify group and individual actions of citizens that demonstrate civility, cooperation, volunteerism, and other civic virtues. <i>Remarks/Examples:</i> Examples are food drives, book drives, community, clean-up, voting.

Standard 3: Structure and Functions of Government

BENCHMARK CODE	BENCHMARK
SS.3.C.3.1	Identify the levels of government (local, state, federal).
SS.3.C.3.2	Describe how government is organized at the local level. <i>Remarks/Examples:</i> Examples are executive branch - mayor; legislative branch - city commission; judicial branch - county and circuit courts.

SS.3.C.3.3

Recognize that every state has a state constitution.

SS.3.C.3.4

Recognize that the Constitution of the United States is the supreme law of the land.

GRADE: 4

Strand: AMERICAN HISTORY

Standard 1: Historical Inquiry and Analysis

BENCHMARK CODE	BENCHMARK
SS.4.A.1.1	Analyze primary and secondary resources to identify significant individuals and events throughout Florida history. <i>Remarks/Examples:</i> Examples may include, but are not limited to, photographs, paintings, maps, artifacts, timelines, audio and video, letters and diaries, periodicals, newspaper articles, etc.
SS.4.A.1.2	Synthesize information related to Florida history through print and electronic media. <i>Remarks/Examples:</i> Examples may include, but are not limited to, encyclopedias, atlases, newspapers, websites, databases, audio, video, etc.

Standard 2: Pre-Columbian Florida

BENCHMARK CODE	BENCHMARK
SS.4.A.2.1	Compare Native American tribes in Florida. <i>Remarks/Examples:</i> Examples may include, but are not limited to, Apalachee, Calusa, Tequesta, Timucua, Tocobaga.

Standard 3: Exploration and Settlement of Florida

BENCHMARK CODE	BENCHMARK
SS.4.A.3.1	Identify explorers who came to Florida and the motivations for their expeditions. <i>Remarks/Examples:</i> Examples may include, but are not limited to, Ponce de Leon, Juan Garrido, Esteban Dorantes, Tristan deLuna, and an understanding that 2013 is the quincentennial of the founding of Florida.
SS.4.A.3.10	Identify the causes and effects of the Seminole Wars. <i>Remarks/Examples:</i> Examples may include, but are not limited to, Jackson's invasion of Florida (First Seminole War), without federal permission.
SS.4.A.3.2	Describe causes and effects of European colonization on the Native American tribes of Florida. <i>Remarks/Examples:</i> Examples may include, but are not limited to, protection of ships, search for gold, glory of the mother country, disease, death, and spread of religion.
SS.4.A.3.3	Identify the significance of St. Augustine as the oldest permanent European settlement in the United States. <i>Remarks/Examples:</i> Examples may include, but are not limited to, the 450th anniversary of the founding of St. Augustine in 2015 as the first continuous town in the United States, predating other colonial settlements.
SS.4.A.3.4	Explain the purpose of and daily life on missions (San Luis de Talimali in present-day Tallahassee).
SS.4.A.3.5	Identify the significance of Fort Mose as the first free African community in the United States. <i>Remarks/Examples:</i> Examples may include, but are not limited to, the differences between Spanish and English treatment