

BENCHMARK CODE	BENCHMARK
SS.4.FL.5.1	<p>Explain that after people have saved some of their income, they must decide how to invest their savings so that it can grow over time.</p> <p><u>Remarks/Examples:</u> Describe the difference between saving and financial investing.</p>
SS.4.FL.5.2	<p>Explain that a financial investment is the purchase of a financial asset such as a stock with the expectation of an increase in the value of the asset and/or increase in future income.</p> <p><u>Remarks/Examples:</u> Explain why a stockholder may benefit if the company produces an increasingly popular product.</p>

Standard 6: Protecting and Insuring

BENCHMARK CODE	BENCHMARK
SS.4.FL.6.1	<p>Explain that risk is the chance of loss or harm.</p> <p><u>Remarks/Examples:</u> Give examples of the risk associated with activities such as riding a bicycle, using a skateboard, or having a pet.</p>
SS.4.FL.6.2	<p>Explain that risk from accidents and unexpected events is an unavoidable part of daily life.</p> <p><u>Remarks/Examples:</u> Write a newspaper article on an unexpected “bad” event such as a tornado, car accident, or illness, and describe the effect the event would have on individuals and their families.</p>
SS.4.FL.6.3	<p>Describe ways that individuals can either choose to accept risk or take steps to protect themselves by avoiding or reducing risk.</p> <p><u>Remarks/Examples:</u> Draw a poster depicting an age-appropriate activity (e.g., owning and riding a bicycle) that illustrates how to avoid risk of harm or loss (not riding the bike) or how to reduce the chance of a bad event (riding in a safe manner) and potential harm of the bad event (wearing a bike helmet).</p>
SS.4.FL.6.4	<p>Discuss that one method to cope with unexpected losses is to save for emergencies.</p> <p><u>Remarks/Examples:</u> Give examples of events for which emergency savings could offset financial losses.</p>

GRADE: 5

Strand: AMERICAN HISTORY

Standard 1: Historical Inquiry and Analysis

BENCHMARK CODE	BENCHMARK
SS.5.A.1.1	<p>Use primary and secondary sources to understand history.</p> <p><u>Remarks/Examples:</u> Examples may include, but are not limited to, diaries, letters, newspapers, audio/video recordings, pictures, photographs, maps, graphs.</p>
SS.5.A.1.2	<p>Utilize timelines to identify and discuss American History time periods.</p>

Standard 2: Pre-Columbian North America

BENCHMARK CODE	BENCHMARK
SS.5.A.2.1	<p>Compare cultural aspects of ancient American civilizations (Aztecs/Mayas; Mound Builders/Anasazi/Inuit).</p> <p><u>Remarks/Examples:</u> Examples may include, but are not limited to, those listed in the benchmark.</p>

SS.5.A.2.2	Identify Native American tribes from different geographic regions of North America (cliff dwellers and Pueblo people of the desert Southwest, coastal tribes of the Pacific Northwest, nomadic nations of the Great Plains, woodland tribes east of the Mississippi River). <i>Remarks/Examples:</i> Examples may include, but are not limited to, those listed in the 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.

Standard 3: Exploration and Settlement of North America

BENCHMARK CODE	BENCHMARK
SS.5.A.3.1	Describe technological developments that shaped European exploration. <i>Remarks/Examples:</i> Examples may include, but are not limited to, orienteering compass, sextant, astrolabe, seaworthy ships, and gunpowder.
SS.5.A.3.2	Investigate (nationality, sponsoring country, motives, dates and routes of travel, accomplishments) the European explorers. <i>Remarks/Examples:</i> In addition to those listed in the benchmark, examples may include, but are not limited to, Spanish, English, Dutch, Icelandic (Viking), and Swedish explorers.
SS.5.A.3.3	Describe interactions among Native Americans, Africans, English, French, Dutch, and Spanish for control of North America. <i>Remarks/Examples:</i> Examples may include, but are not limited to, diseases, agriculture, slavery, fur trade, military alliances, treaties, cultural interchanges.

Standard 4: Colonization of North America

BENCHMARK CODE	BENCHMARK
SS.5.A.4.1	Identify the economic, political and socio-cultural motivation for colonial settlement. <i>Remarks/Examples:</i> Examples may include, but are not limited to, Puritans, Quakers, and Catholics fleeing from religious persecution, debtor settlements in Georgia, military stronghold and protection of trade routes at St. Augustine, establishment of the Jamestown colony for profit, and French and Dutch competition for the fur trade..
SS.5.A.4.2	Compare characteristics of New England, Middle, and Southern colonies. <i>Remarks/Examples:</i> Examples may include, but are not limited to, colonial governments, geographic influences, resources and economic systems, occupations, religion, education, and social patterns.
SS.5.A.4.3	Identify significant individuals responsible for the development of the New England, Middle, and Southern colonies. <i>Remarks/Examples:</i> Examples may include, but are not limited to, William Penn, Pontiac, Oludah Equiano, George Whitefield, Roger Williams, John Winthrop, John Smith, John Rolfe, James Oglethorpe, Anne Hutchinson, Lord Baltimore.
SS.5.A.4.4	Demonstrate an understanding of political, economic, and social aspects of daily colonial life in the thirteen colonies. <i>Remarks/Examples:</i> Examples may include, but are not limited to, town meetings, farming, occupation, slavery, bartering, education, games, science, technology, transportation, religion.
SS.5.A.4.5	Explain the importance of Triangular Trade linking Africa, the West Indies, the British Colonies, and Europe.
SS.5.A.4.6	Describe the introduction, impact, and role of slavery in the colonies.

Remarks/Examples:

Examples may include, but are not limited to, cultural contributions, skilled labor, the move away from indentured servitude, growth of plantations, differences in treatment of slaves by region and assigned job (house slave v. field slave).

Standard 5: American Revolution & Birth of a New Nation

BENCHMARK CODE	BENCHMARK
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SS.5.A.5.1	Identify and explain significant events leading up to the American Revolution. <u>Remarks/Examples:</u> Examples may include, but are not limited to, the French and Indian War, the Stamp Act, the Townshend Acts, the Boston Massacre, the Boston Tea Party, the Coercive Acts, the Powder Alarms.
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SS.5.A.5.10	Examine the significance of the Constitution including its key political concepts, origins of those concepts, and their role in American democracy. <u>Remarks/Examples:</u> Examples may include, but are not limited to, liberty, representative government, limited government, individual rights, "bundle of compromises."
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SS.5.A.5.2	Identify significant individuals and groups who played a role in the American Revolution. <u>Remarks/Examples:</u> Examples may include, but are not limited to, King George III, Patrick Henry, Thomas Jefferson, George Washington, John Adams, John Hancock, Crispus Attucks, Ben Franklin, Paul Revere and Patriots, Sons of Liberty, Daughters of Liberty, Continental Congress, James Armistead, Francis Marion.
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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. <u>Remarks/Examples:</u> Examples may include, but are not limited to, the Magna Carta, the English Bill of Rights, the Mayflower Compact, Common Sense, the Declaration of Independence.
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SS.5.A.5.4	Examine and explain the changing roles and impact of significant women during the American Revolution. <u>Remarks/Examples:</u> Examples may include, but are not limited to, Abigail Adams, Martha Washington, Phyllis Wheatley, Mercy Otis Warren, Molly Pitcher, Deborah Sampson, Margaret Gage.
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SS.5.A.5.5	Examine and compare major battles and military campaigns of the American Revolution. <u>Remarks/Examples:</u> Examples may include, but are not limited to, Lexington and Concord, Saratoga, Valley Forge, Yorktown, Savannah, Charleston, Trenton, Princeton, Bunker Hill.
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SS.5.A.5.6	Identify the contributions of foreign alliances and individuals to the outcome of the Revolution. <u>Remarks/Examples:</u> Examples may include, but are not limited to, France, Lafayette, Spain, de Galvez, von Stueben (aka de Steuben), Pulaski, Haiti.
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SS.5.A.5.7	Explain economic, military, and political factors which led to the end of the Revolutionary War. <u>Remarks/Examples:</u> Examples may include, but are not limited to, foreign alliances, rising cost for England, Treaty of Paris.
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SS.5.A.5.8	Evaluate the personal and political hardships resulting from the American Revolution. <u>Remarks/Examples:</u> Examples may include, but are not limited to, financing the war effort, war time inflation, profiteering, loss of family and property, dissent within families and between colonies.
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SS.5.A.5.9	Discuss the impact and significance of land policies developed under the Confederation Congress (Northwest Ordinance of 1787). <u>Remarks/Examples:</u>
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Examples may include, but are not limited to, those listed in the benchmark.

Standard 6: Growth and Westward Expansion

BENCHMARK CODE	BENCHMARK
SS.5.A.6.1	Describe the causes and effects of the Louisiana Purchase.
SS.5.A.6.2	Identify roles and contributions of significant people during the period of westward expansion. <i>Remarks/Examples:</i> Examples may include, but are not limited to, Lewis and Clark, Sacagawea, York, Thomas Jefferson, Andrew Jackson, Tecumseh, Jean Baptiste Point Du Sable.
SS.5.A.6.3	Examine 19th century advancements (canals, roads, steamboats, flat boats, overland wagons, Pony Express, railroads) in transportation and communication. <i>Remarks/Examples:</i> In addition to those listed in the benchmark, examples may include, but are not limited to, the telegraph, Morse Code.
SS.5.A.6.4	Explain the importance of the explorations west of the Mississippi River. <i>Remarks/Examples:</i> Examples may include, but are not limited to, Meriwether Lewis and William Clark, Zebulon Pike, John Fremont, the Mormon migration, the Forty-niners, the Oregon Trail.
SS.5.A.6.5	Identify the causes and effects of the War of 1812. <i>Remarks/Examples:</i> Examples may include, but are not limited to, nationalism, neutrality in trade, impressment, border forts.
SS.5.A.6.6	Explain how westward expansion affected Native Americans. <i>Remarks/Examples:</i> Examples may include, but are not limited to, the Trail of Tears and Indian Removal Act.
SS.5.A.6.7	Discuss the concept of Manifest Destiny.
SS.5.A.6.8	Describe the causes and effects of the Missouri Compromise.
SS.5.A.6.9	Describe the hardships of settlers along the overland trails to the west. <i>Remarks/Examples:</i> Examples may include, but are not limited to, location of routes, terrain, rivers, climate, vegetation, conflicts with Native Americans.

Strand: GEOGRAPHY

Standard 1: The World in Spatial Terms

BENCHMARK CODE	BENCHMARK
SS.5.G.1.1	Interpret current and historical information using a variety of geographic tools. <i>Remarks/Examples:</i> Examples are maps, globes, Geographic Information Systems (GIS).
SS.5.G.1.2	Use latitude and longitude to locate places.
SS.5.G.1.3	Identify major United States physical features on a map of North America. <i>Remarks/Examples:</i> Examples are Rocky Mountains, Appalachian Mountains, Mississippi River, Great Lakes, Great Plains, Rocky Mountains, Rio Grande, Lake Okeechobee, Mojave Desert.
SS.5.G.1.4	Construct maps, charts, and graphs to display geographic information.
SS.5.G.1.5	Identify and locate the original thirteen colonies on a map of North America.
SS.5.G.1.6	Locate and identify states, capitals, and United States Territories on a map.

Standard 2: Places and Regions

BENCHMARK CODE	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.

Standard 3: Environment and Society

BENCHMARK CODE	BENCHMARK
SS.5.G.3.1	Describe the impact that past natural events have had on human and physical environments in the United States through 1850. <i>Remarks/Examples:</i> An example is the harsh winter in Jamestown.

Standard 4: Uses of Geography

BENCHMARK CODE	BENCHMARK
SS.5.G.4.1	Use geographic knowledge and skills when discussing current events. <i>Remarks/Examples:</i> Examples are recognizing patterns, mapping, graphing.
SS.5.G.4.2	Use geography concepts and skills such as recognizing patterns, mapping, graphing to find solutions for local, state, or national problems.

Strand: ECONOMICS

Standard 1: Market Economy

BENCHMARK CODE	BENCHMARK
SS.5.E.1.1	Identify how trade promoted economic growth in North America from pre-Columbian times to 1850. <i>Remarks/Examples:</i> Examples are Triangular Trade and tobacco.
SS.5.E.1.2	Describe a market economy, and give examples of how the colonial and early American economy exhibited these characteristics.
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. <i>Remarks/Examples:</i> Examples are Franklin stove, bifocals, double sided needle, cotton gin, Turtle submarine.

Standard 2: The International Economy

BENCHMARK CODE	BENCHMARK
SS.5.E.2.1	Recognize the positive and negative effects of voluntary trade among Native Americans, European explorers, and colonists.

Strand: CIVICS AND GOVERNMENT

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

BENCHMARK CODE	BENCHMARK
SS.5.C.1.1	Explain how and why the United States government was created.
SS.5.C.1.2	Define a constitution, and discuss its purposes.
SS.5.C.1.3	Explain the definition and origin of rights. <i>Remarks/Examples:</i> Examples are John Locke's "state of nature" philosophy, natural rights: rights to life, liberty, property.
SS.5.C.1.4	Identify the Declaration of Independence's grievances and Articles of Confederation's weaknesses.

SS.5.C.1.5	Describe how concerns about individual rights led to the inclusion of the Bill of Rights in the U.S. Constitution.
SS.5.C.1.6	Compare Federalist and Anti-Federalist views of government.

Standard 2: Civic and Political Participation

BENCHMARK CODE	BENCHMARK
SS.5.C.2.1	Differentiate political ideas of Patriots, Loyalists, and "undecideds" during the American Revolution.
SS.5.C.2.2	Compare forms of political participation in the colonial period to today. <i>Remarks/Examples:</i> Examples are who participated and how they participated.
SS.5.C.2.3	Analyze how the Constitution has expanded voting rights from our nation's early history to today.
SS.5.C.2.4	Evaluate the importance of civic responsibilities in American democracy. <i>Remarks/Examples:</i> Examples are respecting the law, voting, serving on a jury, paying taxes, keeping informed on public issues, protesting.
SS.5.C.2.5	Identify ways good citizens go beyond basic civic and political responsibilities to improve government and society. <i>Remarks/Examples:</i> Examples are running for office, initiating changes in laws or public policy, working on political campaigns, working with others on civic issues.

Standard 3: Structure and Functions of Government

BENCHMARK CODE	BENCHMARK
SS.5.C.3.1	Describe the organizational structure (legislative, executive, judicial branches) and powers of the federal government as defined in Articles I, II, and III of the U.S. Constitution.
SS.5.C.3.2	Explain how popular sovereignty, rule of law, separation of powers, checks and balances, federalism, and individual rights limit the powers of the federal government as expressed in the Constitution and Bill of Rights.
SS.5.C.3.3	Give examples of powers granted to the federal government and those reserved for the states. <i>Remarks/Examples:</i> Examples are coining money, declaring war, creating public schools, making traffic laws.
SS.5.C.3.4	Describe the amendment process as defined in Article V of the Constitution and give examples. <i>Remarks/Examples:</i> Examples are the Bill of Rights and 26th Amendment.
SS.5.C.3.5	Identify the fundamental rights of all citizens as enumerated in the Bill of Rights.
SS.5.C.3.6	Examine the foundations of the United States legal system by recognizing the role of the courts in interpreting law and settling conflicts.

GRADE: 6

Strand: GEOGRAPHY

Standard 1: Understand how to use maps and other geographic representations, tools and technology to report information.

BENCHMARK CODE	BENCHMARK
SS.6.G.1.1	Use latitude and longitude coordinates to understand the relationship between people and places on the Earth.
SS.6.G.1.2	Analyze the purposes of map projections (political, physical, special purpose) and explain the applications of various types of maps.
SS.6.G.1.3	Identify natural wonders of the ancient world.