



**Sixth Grade Social Studies World History** **SS.6.**

**Standard 1: Utilize historical inquiry skills and analytical processes.**

- \_\_\_ W.1.1. Use timelines to identify chronological order of historical events
- \_\_\_ W.1.2. Identify terms (decade, century, epoch, era, millennium, BC/BCE, AD/CE) and designations of time periods
- \_\_\_ W.1.3. Interpret primary and secondary sources
- \_\_\_ W.1.4. Describe the methods of historical inquiry and how history relates to the other social sciences
- \_\_\_ W.1.5. Describe the roles of historians and recognize varying historical interpretations (historiography)
- \_\_\_ W.1.6. Describe how history transmits culture and heritage and provides models of human character

**Standard 2: Describe the emergence of early civilizations (Nile, Tigris-Euphrates, Indus, and Yellow Rivers, Meso and South American).**

- \_\_\_ W.2.1. Compare the lifestyles of hunter-gatherers with those of settlers of early agricultural communities
- \_\_\_ W.2.2. Describe how the developments of agriculture and metallurgy related to settlement, population growth, and the emergence of civilization
- \_\_\_ W.2.3. Identify the characteristics of civilization
- \_\_\_ W.2.4. Compare the economic, political, social, and religious institutions of ancient river civilizations
- \_\_\_ W.2.5. Summarize important achievements of Egyptian civilization
- \_\_\_ W.2.6. Determine the contributions of key figures from ancient Egypt
- \_\_\_ W.2.7. Summarize the important achievements of Mesopotamian civilization
- \_\_\_ W.2.8. Determine the impact of key figures from ancient Mesopotamian civilizations
- \_\_\_ 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
- \_\_\_ W.2.10. Compare the emergence of advanced civilizations in Meso and South America with the four early river valley civilizations

**Standard 3: Recognize significant events, figures, and contributions of classical civilizations (Phoenicia, Greece, Rome, Axum)**

- \_\_\_ W.3.1. Analyze the cultural impact the ancient Phoenicians had on the Mediterranean world with colonization, exploration, maritime commerce, written communication
- \_\_\_ W.3.2. Explain the democratic concepts (polis, civic participation and voting rights, legislative bodies, written constitutions, rule of law) developed in ancient Greece
- \_\_\_ W.3.3. Compare life in Athens and Sparta
- \_\_\_ W.3.4. Explain the causes and effects of the Persian and Peloponnesian Wars
- \_\_\_ W.3.5. Summarize the important achievements and contributions of ancient Greek civilization
- \_\_\_ W.3.6. Determine impact of key figures from ancient Greece
- \_\_\_ W.3.7. Summarize the key achievements, contributions, and figures associated with The Hellenistic Period.
- \_\_\_ W.3.8. Determine the impact of significant figures associated with ancient Rome
- \_\_\_ W.3.9. Explain the impact of the Punic Wars on the development of the Roman Empire
- \_\_\_ W.3.10. Describe the government of the Roman Republic and its contribution to the development of democratic principles

- \_\_\_ W.3.11. Explain the transition from Roman Republic to empire and Imperial Rome, and compare Roman life and culture under each one
- \_\_\_ W.3.12. Explain the causes for the growth and longevity of the Roman Empire
- \_\_\_ W.3.13. Identify key figures and the basic beliefs of early Christianity and how these beliefs impacted the Roman Empire
- \_\_\_ W.3.14. Describe the key achievements and contributions of Roman civilization
- \_\_\_ W.3.15. Explain the reasons for the gradual decline of the Western Roman Empire after the Pax Romana
- \_\_\_ W.3.16. Compare life in the Roman Republic for patricians, plebeians, women, children, and slaves
- \_\_\_ W.3.17. Explain the spread and influence of the Latin language on Western Civilization
- \_\_\_ W.3.18. Describe the rise and fall of the ancient east African kingdoms of Kush and Axum and Christianity's development in Ethiopia

**Standard 4: Recognize significant events, figures, and contributions of classical Asian civilizations (China, India).**

- \_\_\_ W.4.1. Discuss the significance of Aryan and other tribal migrations on Indian civilization
- \_\_\_ W.4.2. Explain the major beliefs and practices associated with Hinduism and the social structure of the caste system in ancient India
- \_\_\_ W.4.3. Recognize the political and cultural achievements of the Mauryan and Gupta empires
- \_\_\_ W.4.4. Explain the teachings of Buddha, the importance of Asoka, and how Buddhism spread in India, Ceylon, and other parts of Asia
- \_\_\_ W.4.5. Summarize the important achievements and contributions of ancient Indian civilization
- \_\_\_ W.4.6. Describe the concept of the Mandate of Heaven and its connection to the Zhou and later dynasties
- \_\_\_ W.4.7. Explain the basic teachings of Laozi, Confucius, and Han Fei Zi.
- \_\_\_ W.4.8. Describe the contributions of classical and post classical China
- \_\_\_ W.4.9. Identify key figures from classical and post classical China
- \_\_\_ 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, Mediterranean Basin
- \_\_\_ W.4.11. Explain the rise and expansion of the Mongol empire and its effects on peoples of Asia and Europe including the achievements of Ghengis and Kublai Khan
- \_\_\_ W.4.12. Identify the causes and effects of Chinese isolation and the decision to limit foreign trade in the 15th century

**Economics**

**Standard 1: Understand the fundamental concepts relevant to the development of a market economy**

- \_\_\_ E.1. 1. Identify the factors that increase economic growth
- \_\_\_ E.1. 2. Describe and identify traditional and command economies as they appear in different civilizations
- \_\_\_ E.1. 3. Describe the following economic concepts as they relate to early civilization: scarcity, opportunity cost, supply and demand, barter, trade, productive resource

**Standard 2: Understand the fundamental concepts relevant to the institutions, structure, and functions of a national economy**

- \_\_\_ 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 dev



**Standard 3: Understand the fundamental concepts and interrelationships of the United States economy in the international marketplace**

- \_\_\_ 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 regions
- \_\_\_ E.3.2. Categorize products that were traded among civilizations, and give examples of barriers to trade of products
- \_\_\_ 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
- \_\_\_ E.3.4. Describe the relationship among civilizations that engage in trade, include benefits /drawbacks of voluntary trade

**Geography SS.6.**

**Standard 1: Understand how to use maps and other geographic representations, and technology to report info**

- \_\_\_ G.1.1 Use latitude and longitude coordinates to understand the relationship between people / places on Earth
- \_\_\_ G.1.2. Analyze the purposes of map projections and explain the applications of various types of maps
- \_\_\_ G.1.3 Identify natural wonders of the ancient world
- \_\_\_ G.1.4. Utilize tools geographers use to study the world
- \_\_\_ G.1.5. Use scale, cardinal, and intermediate directions, and estimation of distances between places on current and ancient maps of the world
- \_\_\_ 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
- \_\_\_ G.1.7. Use maps to identify characteristics and boundaries of ancient civilizations that shaped the world today

**Standard 2: Understand physical and cultural characteristics of places**

- \_\_\_ 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
- \_\_\_ G.2.2. Differentiate between continents, regions, countries, and cities in order to understand the complexities of regions created by civilizations
- \_\_\_ G.2.3. Analyze the relationship of physical geography to the development of ancient river valley civilizations
- \_\_\_ G.2.4. Explain how the geographical location of ancient civilizations contributed to the culture/ politics of those societies
- \_\_\_ G.2.5. Interpret how geographic boundaries invite or limit interaction with other regions and cultures
- \_\_\_ G.2.6 Explain the concept of cultural diffusion, and identify the influences of different ancient cultures on one another.
- \_\_\_ G.2.7. Interpret choropleths or dot-density maps to explain the distribution of population in the ancient world

**Standard 3: Understand the relationships between the Earth's ecosystems and population that dwell within them**

- \_\_\_ G.3.1. Explain how the physical landscape has affected the development of agriculture & industry in the ancient world
- \_\_\_ G.3.2. Analyze the impact of human populations on the ancient world's ecosystems

**Standard 4: Understand the characteristics, distribution, and migration of human populations**

- \_\_\_ G.4.1. Explain how family and ethnic relationships influenced ancient cultures
- \_\_\_ G.4.2. Use maps to trace significant migrations, and analyze their results
- \_\_\_ 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.
- \_\_\_ G.4.4. Map and analyze the impact of the spread of various belief systems in the ancient world.

**Standard 5: Understand how human actions can impact the environment**

- \_\_\_ G.5.1. Identify the methods used to compensate for the scarcity of resources in the ancient world
- \_\_\_ G.5.2. Use geographic terms and tools to explain why ancient civilizations developed networks of highways, waterways, and other transportation linkages
- \_\_\_ G.5.3. Use geographic tools and terms to analyze how famine, drought, and natural disasters plagued many ancient civilizations

**Standard 6: Understand how to apply geography to interpret the past and present and plan for the future**

- \_\_\_ 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
- \_\_\_ G.6.2. Compare maps of the world in ancient times with current political maps

**Civics and Government**

**Standard 1: Demonstrate an understanding of the origins and purposes of government, law, and the American political system**

- \_\_\_ C.1.1. Identify democratic concepts developed in ancient Greece that served as a foundation for American constitutional democracy
- \_\_\_ C.1.2. Identify how the government of the Roman Republic contributed to the development of democratic principles

**Standard 2: Evaluate the roles, rights, and responsibilities of US citizens, & determine methods of active participation in society, government, and the political system.**

- \_\_\_ C.2.1. Identify principles (civic participation, role of government) from ancient Greek and Roman civilizations which are reflected in the American political process today, and discuss their effect on the American political process.



**Seventh Grade Social Studies SS.7  
Geography**

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

- \_\_\_ G.1.1. Locate the fifty states and their capital cities in addition to the nation's capital on a map
- \_\_\_ G.1.2. Locate on a world map the territories and protectorates of the United States of America
- \_\_\_ G.1.3. Interpret maps to identify geopolitical divisions and boundaries of places in North America

**Standard 2: Understand physical and cultural characteristics of places**

- \_\_\_ G.2.1. Locate major cultural landmarks that are emblematic of the United States
- \_\_\_ G.2.2. Locate major physical landmarks that are emblematic of the United States
- \_\_\_ 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
- \_\_\_ G.2.4. Describe major cultural regions of North America

**Standard 3: Understand relationships between the Earth's ecosystems and populations that dwell within them**

- \_\_\_ G.3.1. Use maps to describe the location, abundance, and variety of natural resources in North America

**Standard 4: Understand the characteristics, distribution, and migration of human populations**

- \_\_\_ G.4.1. Use geographic terms and tools to explain cultural diffusion throughout North America
- \_\_\_ G.4.2. Use maps and other geographic tools to examine the importance of demographics within political divisions of US

**Standard 5: Use a choropleth or other map to geographically represent current information about issues of conservation or ecology in the local community**

- \_\_\_ G.5.1. Use a choropleth or other map to geographically represent current information about issues of conservation or ecology in the local community

**Standard 6: Use Global Information Systems (GIS) or other technology to view maps of current information about the United States**

- \_\_\_ G.6.1. Use Global Information Systems (GIS) or other technology to view maps of current info about the US

**Economics**

**Standard 1: Understand the fundamental concepts relevant to the development of a market economy**

- \_\_\_ E.1.1. Explain how the principles of a market and mixed economy helped to develop the US into a democratic nation
- \_\_\_ E.1.2. Discuss the importance of borrowing and lending in the US, the government's role in controlling financial institutions, and list the advantages and disadvantages of using credit
- \_\_\_ E.1.3. Review the concepts of supply and demand, choice, scarcity, and opportunity cost as they relate to the development of the mixed market economy in the US
- \_\_\_ E.1.4. Discuss the function of financial institutions in the development of a market economy
- \_\_\_ E.1.5. Assess how profits, incentives, and competition motivate individuals, households, and businesses in a free market economy
- \_\_\_ E.1.6. Compare the national budget process to the personal budget process

**Standard 2: Understand the fundamental concepts relevant to the institutions, structure, and functions of a national economy**

- \_\_\_ E.2.1. Explain how federal, state, and local taxes support the economy as a function of the United States government.
- \_\_\_ E.2.2. Describe the banking system in the United States and its impact on the money supply
- \_\_\_ E.2.3. Identify and describe United States laws and regulations adopted to promote economic competition.
- \_\_\_ E.2.4. Identify entrepreneurs from various gender, social, and ethnic backgrounds who started a business seeking to make a profit
- \_\_\_ E.2.5. Explain how economic institutions impact the national economy

**Standard 3: Understand the fundamental concepts and interrelationships of the United States economy in the international marketplace.**

- \_\_\_ E.3.1. Explain how international trade requires a system for exchanging currency between and among nations.
- \_\_\_ E.3.2. Assess how the changing value of currency affects trade of goods and services between nations.
- \_\_\_ E.3.3. Compare and contrast a single resource economy with a diversified economy
- \_\_\_ E.3.4. Compare and contrast the standard of living in various countries today to that of the United States using gross domestic product (GDP) per capita as an indicator.

**Civics and Government**

**Standard 1: Demonstrate an understanding of the origins and purposes of government, law, and the American political system**

- \_\_\_ C.1.1. Recognize how Enlightenment ideas including Montesquieu's view of separation of power and John Locke's theories related to natural law and how Locke's social contract influenced the Founding Fathers
- \_\_\_ C.1.2. Trace the impact that the Magna Carta, English Bill of Rights, Mayflower Compact, and Thomas Paine's "Common Sense" had on colonists' views of government.
- \_\_\_ C.1.3. Describe how English policies and responses to colonial concerns led to the writing of the Declaration of Independence
- \_\_\_ C.1.4. Analyze the ideas (natural rights, role of the government) and complaints set forth in the Declaration of Independence.
- \_\_\_ C.1.5. Identify how the weaknesses of the Articles of Confederation led to the writing of the Constitution
- \_\_\_ C.1.6. Interpret intentions of Preamble of the Constitution
- \_\_\_ C.1.7. Describe how the Constitution limits the powers of government through separation of powers, checks & balances
- \_\_\_ C.1.8. Explain the viewpoints of the Federalists and the Anti-Federalists regarding the ratification of the Constitution and inclusion of a bill of rights
- \_\_\_ C.1.9. Define the rule of law and recognize its influence on the development of the American legal, political, and governmental systems

**Standard 2: Evaluate the roles, rights, and responsibilities of US citizens, and determine methods of active participation in society, government, and political system**

- \_\_\_ C.2. 1. Define the term "citizen," and identify legal means of becoming a United States citizen
- \_\_\_ C.2.2. Evaluate the obligations citizens have to obey laws, pay taxes, defend the nation, and serve on juries
- \_\_\_ C.2. 3. Experience the responsibilities of citizens at the local, state, or federal levels
- \_\_\_ C.2.4. Evaluate rights contained in the Bill of Rights and other amendments to the Constitution



\_\_\_ C.2.5. Distinguish how the Constitution safeguards and limits individual rights

\_\_\_ C.2. 6. Simulate the trial process and the role of juries in the administration of justice

\_\_\_ C.2.7. Conduct a mock election to demonstrate the voting process and its impact on a school, community, or local level

\_\_\_ C.2.8. Identify America's current political parties, and illustrate their ideas about government

\_\_\_ C.2.9. Evaluate candidates for political office by analyzing their qualifications, experience, issue-based platforms, debates, and political ads

\_\_\_ C.2.10. Examine the impact of media, individuals, and interest groups on monitoring and influencing government.

\_\_\_ C.2.11. Analyze media and political communications

\_\_\_ C.2.12. Develop a plan to resolve a state or local problem by researching public policy alternatives, identifying appropriate government agencies to address the issue, and determining a course of action

\_\_\_ C.2.13. Examine multiple perspectives on public and current issues

\_\_\_ C.2.14. Conduct a service project to further public good

**Standard 3: Demonstrate an understanding of the principles, functions, and organization of government**

\_\_\_ C.3.1. Compare different forms of government

\_\_\_ C.3.2. Compare parliamentary, federal, confederal, and unitary systems of government

\_\_\_ C.3.3. Illustrate the structure and function of government in the United States as established in the Constitution

\_\_\_ C.3.4. Identify the relationship and division of powers between the federal government and state governments

\_\_\_ C.3.5. Explain the Constitutional amendment process

\_\_\_ C.3.6. Evaluate Constitutional rights and their impact on individuals and society

\_\_\_ C.3.7. Analyze the impact of the 13th, 14th, 15th, 19th, 24th, and 26th amendments on participation of minority groups in the American political process

\_\_\_ C.3.8. Analyze the structure, functions, and processes of the legislative, executive, and judicial branches

\_\_\_ C.3.9. Illustrate the law making process at the local, state, and federal levels

\_\_\_ C.3.10. Identify sources and types of law

\_\_\_ C.3.11. Diagram the levels, functions, and powers of courts at the state and federal levels

\_\_\_ C.3.12. Analyze the significance and outcomes of landmark Supreme Court cases including, but not limited to, Marbury v. Madison, Plessy v. Ferguson, Brown v. Board of Education, Gideon v. Wainwright, Miranda v. Arizona, in re Gault, Tinker v. Des Moines, Hazelwood v. Kuhlmer, United States v. Nixon, and Bush v. Gore

\_\_\_ C.3.13. Compare the constitutions of the US and Florida

\_\_\_ C.3.14. Differentiate between local, state, and federal governments' obligations and services

**Standard 4: Demonstrate an understanding of contemporary issues in world affairs, and evaluate the role and impact of United States foreign policy.**

\_\_\_ C.4.1. Differentiate concepts related to United States domestic and foreign policy

\_\_\_ C.4.2. Recognize government and citizen participation in international organizations

\_\_\_ C.4.3. Describe examples of how the United States has dealt with international conflicts



**Eighth Grade Social Studies SS.8.  
American History**

**Standard 1: Use research and inquiry skills to analyze American History using primary and secondary sources**

- \_\_\_\_ A.1.1. Provide supporting details for an answer from text, interview for oral history, check validity of information from research/text, and identify strong vs. weak arguments
- \_\_\_\_ A.1.2. Analyze charts, graphs, maps, photographs and timelines; analyze political cartoons; determine cause and effect
- \_\_\_\_ A.1.3. Analyze current events of American History topics through variety of electronic /print media resources
- \_\_\_\_ A.1.4. Differentiate fact from opinion, utilize appropriate historical research and fiction/nonfiction support materials
- \_\_\_\_ A.1.5. Identify, within both primary and secondary sources, the author, audience, format, and purpose of significant historical documents
- \_\_\_\_ A.1.6. Compare interpretations of key events and issues throughout American History
- \_\_\_\_ A.1.7. View historic events through the eyes of those who were there as shown in their art, writings, music, and artifacts

**Standard 2: Examine the causes, course, consequences of British settlement in the American colonies**

- \_\_\_\_ A.2.1. Compare the relationships among the British, French, Spanish, and Dutch in their struggle for colonization of North America
- \_\_\_\_ A.2.2. Compare the characteristics of the New England, Middle, and Southern colonies
- \_\_\_\_ A.2.3. Differentiate economic systems of New England, Middle and Southern colonies including indentured servants and slaves as labor sources
- \_\_\_\_ A.2.4. Identify the impact of key colonial figures on the economic, political, and social development of the colonies.
- \_\_\_\_ A.2.5. Discuss the impact of colonial settlement on Native American populations
- \_\_\_\_ A.2.6. Examine the causes, course, and consequences of the French and Indian War
- \_\_\_\_ A.2.7. Describe the contributions of key groups to the society and culture of colonial America

**Standard 3: Demonstrate an understanding of the causes, course, and consequences of the American Revolution and the founding principles of our nation**

- \_\_\_\_ A.3.1. Explain the consequences of the French and Indian War in British policies for the American colonies from 1763 - 1774.
- \_\_\_\_ A.3.2. Explain American colonial reaction to British policy from 1763 - 1774
- \_\_\_\_ A.3.3. Recognize the contributions of the Founding Fathers (John Adams, Sam Adams, Benjamin Franklin, John Hancock, Alexander Hamilton, Thomas Jefferson, James Madison, George Mason, George Washington) during American Revolutionary efforts
- \_\_\_\_ A.3.4. Examine the contributions of influential groups to both the American and British war efforts during the American Revolutionary War and their effects on the outcome of the war.
- \_\_\_\_ A.3.5. Describe the influence of individuals on social and political developments during the Revolutionary era
- \_\_\_\_ A.3.6. Examine the causes, course, and consequences of the American Revolution
- \_\_\_\_ A.3.7. Examine the structure, content, and consequences of the Declaration of Independence
- \_\_\_\_ A.3.8. Examine individuals and groups that affected political and social motivations during the American Revolution.
- \_\_\_\_ A.3.9. Evaluate the structure, strengths, and weaknesses of the Articles of Confederation and its aspects that led to the Constitutional Convention

- \_\_\_\_ A.3.10. Examine the course and consequences of the Constitutional Convention
- \_\_\_\_ A.3.11. Analyze support and opposition to ratification of the U.S. Constitution.
- \_\_\_\_ A.3.12. Examine the influences of George Washington's presidency in the formation of the new nation.
- \_\_\_\_ A.3.13. Explain major domestic and international economic, military, political, and socio-cultural events of John Adams's presidency
- \_\_\_\_ A.3.14. Explain major domestic and international economic, military, political, and socio-cultural events of Thomas Jefferson's presidency.
- \_\_\_\_ A.3.15. Examine this time period (1763-1815) from the perspective of historically under-represented groups
- \_\_\_\_ A.3.16. Examine key events in Florida history as each impacts this era of American history

**Standard 4: Demonstrate an understanding of the domestic and international causes, course, and consequences of westward expansion**

- \_\_\_\_ A.4.1. Examine the causes, course, and consequences of United States westward expansion and its growing diplomatic assertiveness
- \_\_\_\_ A.4.2. Describe the debate surrounding the spread of slavery into western territories and Florida
- \_\_\_\_ A.4.3. Examine the experiences and perspectives of significant individuals and groups during this era of American History
- \_\_\_\_ A.4.4. Discuss the impact of westward expansion on cultural practices and migration patterns of Native American and African slave populations
- \_\_\_\_ A.4.5. Explain the causes, course, and consequences of the 19th century transportation revolution on the growth of the nation's economy
- \_\_\_\_ A.4.6. Identify technological improvements (inventions/inventors) that contributed to industrial growth
- \_\_\_\_ A.4.7. Explain the causes, course, and consequences of New England's textile industry.
- \_\_\_\_ A.4.8. Describe the influence of individuals on social and political developments of this era in American History
- \_\_\_\_ A.4.9. Analyze the causes, course and consequences of the Second Great Awakening on social reform movements.
- \_\_\_\_ A.4.10. Analyze the impact of technological advancements on the agricultural economy and slave labor.
- \_\_\_\_ A.4.11. Examine the aspects of slave culture including plantation life, resistance efforts, and the role of the slaves' spiritual system.
- \_\_\_\_ A.4.12. Examine the effects of the 1804 Haitian Revolution on the US acquisition of the Louisiana Territory
- \_\_\_\_ A.4.13. Explain the consequences of landmark Supreme Court decisions (McCulloch v. Maryland [1819], Gibbons v. Odgen [1824], Cherokee Nation v. Georgia [1831], Worcester v. Georgia [1832]) significant to this era of American history
- \_\_\_\_ A.4.14. Examine the causes, course, and consequences of the women's suffrage movement (1848 Seneca Falls Convention, Declaration of Sentiments).
- \_\_\_\_ A.4.15. Examine the causes, course, and consequences of literature movements (Transcendentalism) significant to this era of American history
- \_\_\_\_ A.4.16. Identify key ideas and influences of Jacksonian democracy.
- \_\_\_\_ A.4.17. Examine key events and peoples in Florida history as each impacts this era of American history.
- \_\_\_\_ A.4.18. Examine the experiences and perspectives of different ethnic, national, and religious groups in Florida, explaining their contributions to Florida's and America's society and culture during the Territorial Period



**Standard 5: Examine the causes, course, and consequence of the Civil War and Reconstruction including its effects on American peoples.**

\_\_\_\_ A.5.1. Explain causes, course, consequence of Civil War (sectionalism, slavery, states' rights, balance of power in Senate)

\_\_\_\_ A.5.2. Analyze the role of slavery in the development of sectional conflict.

\_\_\_\_ A.5.3. Explain major domestic and international economic, military, political, socio-cultural events of Lincoln's presidency

\_\_\_\_ A.5.4. Identify the division (Confederate and Union States, Border states, western territories) of US at outbreak of Civil War.

\_\_\_\_ A.5.5 Compare Union & Confederate strengths/ weakness

\_\_\_\_ A.5.6. Compare significant Civil War battles and events and their effects on civilian populations.

\_\_\_\_ A.5.7. Examine key events and peoples in Florida history as each impacts this era of American history.

\_\_\_\_ A.5.8. Explain and evaluate the policies, practices, and consequences of Reconstruction (presidential and congressional reconstruction, Johnson's impeachment, Civil Rights Act of 1866, the 13th, 14th, and 15th Amendments, opposition of Southern whites to Reconstruction, accomplishments and failures of Radical Reconstruction, presidential election of 1876, end of Reconstruction, rise of Jim Crow laws, rise of Ku Klux Klan)

**Economics**

**Standard 1: Understand the fundamental concepts relevant to the development of a market economy**

\_\_\_\_ E.1.1. Examine motivating economic factors that influenced the development of the United States economy over time including scarcity, supply and demand, opportunity costs, incentives, profits, and entrepreneurial aspects.

**Standard 2: Understand the fundamental concepts relevant to the institutions, structure, and functions of a national economy.**

\_\_\_\_ E.2.1. Analyze contributions of entrepreneurs, inventors, and other key individuals from various gender, social, and ethnic backgrounds in the development of the US economy.

\_\_\_\_ E.2.2. Explain the economic impact of govt. policies

\_\_\_\_ E.2.3. Assess the role of Africans and other minority groups in the economic development of the United States

**Standard 3: Understand the fundamental concepts and interrelationships of the United States economy in the international marketplace**

\_\_\_\_ E.3.1. Evaluate domestic & international interdependence.

**Civics and Government**

**Standard 1: The student will evaluate the roles, rights, and responsibilities of United States citizens and determine methods of active participation in society, government, and the political system.**

\_\_\_\_ C.1.1. Identify the constitutional provisions for establishing citizenship

\_\_\_\_ C.1.2. Compare views of self-govt; rights/ responsibilities of citizens held by Patriots, Loyalists, other colonists

\_\_\_\_ C.1.3. Recognize the role of civic virtue in the lives of citizens and leaders from the colonial period through Reconstruction

\_\_\_\_ C.1.4. Identify the evolving forms of civic and political participation from the colonial period through Reconstruction

\_\_\_\_ C.1.5. Apply the rights and principles contained in the Constitution and Bill of Rights to the lives of citizens today.

\_\_\_\_ C.1.6. Evaluate how amendments to Constitution have expanded voting rights from nation's early history to present

**Standard 2: The student will demonstrate an understanding of the principles, functions, and organization of government.**

\_\_\_\_ C.1.1. Evaluate and compare the essential ideals and principles of American constitutional government expressed in primary sources from the colonial period to Reconstruction.

**Geography**

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

\_\_\_\_ G.1.1. Use maps to explain physical and cultural attributes of major regions throughout American history.

\_\_\_\_ G.1.2. Use appropriate geographic tools and terms to identify, describe significant places/ regions in American history

**Standard 2: Understand physical and cultural characteristics of places.**

\_\_\_\_ G.2.1. Identify the physical elements and the human elements that define and differentiate regions as relevant to American history

\_\_\_\_ 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

\_\_\_\_ G.2.3. Use geographic terms and tools to analyze case studies of how selected regions of the United States have changed over time

**Standard 3: Understand the relationships between Earth's ecosystems and populations that dwell within them.**

\_\_\_\_ G.3.1. Locate and describe in geographic terms the major ecosystems of the United States

\_\_\_\_ G.3.2. Use geographic terms and tools to explain differing perspectives on the use of renewable and non-renewable resources in the United States and Florida over time

**Standard 4: Understand the characteristics, distribution, and migration of human populations.**

\_\_\_\_ G.4.1. Interpret population growth and other demographic data for any given place in the US throughout its history

\_\_\_\_ G.4.2. Use geographic terms and tools to analyze the effects throughout American history of migration to and within the United States, both on the place of origin and destination

\_\_\_\_ G.4.3. Use geographic terms and tools to explain cultural diffusion throughout the US as it expanded its territory

\_\_\_\_ G.4.4. Interpret databases, case studies, and maps to describe the role that regions play in influencing trade, migration patterns, and cultural/political interaction in the United States throughout time

\_\_\_\_ G.4.5. Use geographic terms and tools to analyze case studies of the development, growth, and changing nature of cities and urban centers in the United States over time.

\_\_\_\_ G.4.6. Use political maps to describe changes in boundaries and governance throughout American history

**Standard 5: Understand how human actions can impact the environment.**

\_\_\_\_ G.5.1. Describe human dependence on the physical environment and natural resources to satisfy basic needs in local environments in the United States.

\_\_\_\_ G.5.2. Describe the impact of human modifications on the physical environment and ecosystems of US throughout history

**Standard 6: Understand how to apply geography to interpret the past and present and plan for the future.**

\_\_\_\_ G.6.1. Use appropriate maps and other graphic representations to analyze geographic problems and changes over time throughout American history

\_\_\_\_ G.6.2. Illustrate places and events in U.S. history through the use of narratives and graphic representations.