

# Sunshine State Standards

## Strand A Time, Continuity and Change [History]

**Standard 1** The student understands historical chronology and the historical perspective.

- Benchmark SS.A.1.2.2 The student uses a variety of methods and sources to understand history (e.g., interpreting diaries, letters, newspapers; and reading maps and graphs) and knows the difference between primary and secondary sources.  
SS.A.1.2.2.4.1 The student knows different types of primary and secondary sources (for example, artifacts, diaries, letters, photographs, art, documents, newspapers, books, Internet sites about Florida history).

**Standard 6** The student understands the history of Florida and its people.

- Benchmark SS.A.6.2.1 The student understands reasons that immigrants came to Florida and the contributions of immigrants to the state's history.  
SS.A.6.2.1.4.1 The student understands reasons that immigrants came to Florida (for example, fleeing oppression, economic opportunity, health reasons).  
SS.A.6.2.1.4.2 The student knows contributions of immigrants to Florida's history, including Hispanics.
- Benchmark SS.A.6.2.2 The student understands the influence of geography on the history of Florida.  
SS.A.6.2.2.4.1 The student knows selected physical features of Florida (for example, bodies of water, climate, elevation).  
SS.A.6.2.2.4.2 The student understands ways geographic features influenced the exploration, colonization, and expansion of Florida.
- Benchmark SS.A.6.2.3 The student knows the significant individuals, events, and social, political, and economic characteristics of different periods in Florida's history.  
SS.A.6.2.3.4.1 The student knows people and events related to the early exploration of Florida.  
SS.A.6.2.3.4.2 The student knows significant events in the colonial period of Florida.  
SS.A.6.2.3.4.3 The student knows key events leading to Florida becoming a state.  
SS.A.6.2.3.4.4 The student knows causes, key events, and effects of the Civil War and Reconstruction in Florida.  
SS.A.6.2.3.4.5 The student understands selected aspects of migration and immigration to Florida after the Civil War (for example, reasons, obstacles, important contributions).  
SS.A.6.2.3.4.6 The student understands some ways industrialization and urbanization have affected Florida (for example, the growth of railroads and highways, the development of large population centers, tourism).  
SS.A.6.2.3.4.7 The student understands ways Florida changed during the 1920's and 1930's and understands ways everyday life was impacted in Florida by the Great Depression (for example, economic boom and bust).  
SS.A.6.2.3.4.8 The student knows selected economic, political, and social transformations that have taken place in Florida since World War II (for example, civil rights movement, space program).  
SS.A.6.2.3.4.9 The student understands the contributions of selected significant men and women; including African Americans and Hispanics, on the development of Florida (for example, Ponce De Leon, Henry Flagler, Mary Bethune Cookman, Chief Osceola, Governor Bob Martinez).
- Benchmark SS.A.6.2.4 The student understands the perspectives of diverse cultural, ethnic, and economic groups with regard to past and current events in Florida's history.  
SS.A.6.2.4.4.1 The student understands the unique and diverse cultural makeup of Florida (for example, Caucasian, Hispanic, Haitian-Creole, African-American).
- Benchmark SS.A.6.2.5 The student knows how various cultures contributed to the unique social, cultural, economic, and political features of Florida.  
SS.A.6.2.5.4.1 The student knows ways various cultures contributed to the unique social, cultural, economic, and political features of Florida.
- Benchmark SS.A.6.2.6 The student understands the cultural, social, and political features of Native American tribes in Florida's history.  
SS.A.6.2.6.4.1 The student understands selected aspects of the cultural, social, and political features of Native American tribes in the history of Florida.

- Benchmark SS.A.6.2.7 The student understands the unique historical conditions that influenced the formation of the state and how statehood was granted.  
SS.A.6.2.7.4.1 The student understands some unique historical conditions that influenced the formation of the state and how statehood was granted.

## Strand B People, Places, and Environments [Geography]

**Standard 1** The student understands the world in spatial terms.

- Benchmark SS.B.1.2.1 The student uses maps, globes, charts, graphs, and other geographic tools including map keys and symbols to gather and interpret data and to draw conclusions about physical patterns.  
SS.B.1.2.1.4.1 The student uses maps, globes, charts, graphs and other geographic tools to gather and interpret data and draw conclusions about physical patterns (for example, in Florida).
- Benchmark SS.B.1.2.2 The student knows how regions are constructed according to physical criteria and human criteria.  
SS.B.1.2.2.4.1 The student knows how regions in Florida are constructed according to physical criteria and human criteria.

## Strand C Government and the Citizen [Civics and Government]

**Standard 1** The student understands the structure, functions, and purposes of government and how the principles and values of American democracy are reflected in American constitutional government.

- Benchmark SS.C.1.2.1 The student identifies the structure and function of local, state, and federal governments under the framework of the Constitutions of Florida and the United States.  
SS.C.1.2.1.4.1 The student understands the functions of government under the framework of the Florida Constitution.  
SS.C.1.2.1.4.2 The student knows the branches of Florida state government.
- Benchmark SS.C.1.2.2 The student understands the structure, functions, and primary responsibilities of executive, legislative, and judicial branches of governments and understands how all three branches of government promote the common good and protect individual rights.  
SS.C.1.2.2.4.1 The student understands the structure, functions, and primary responsibilities of executive, legislative, and judicial branches of Florida government.  
SS.C.1.2.2.4.2 The student understands ways all three branches of government promote the common good and protect individual rights.
- Benchmark SS.C.1.2.3 The student knows the names of his or her representatives at the local, state, and national levels (e.g., city council members, state representatives, and members of Congress) and the name of the his or her representatives in the executive branches of government at the local, state, and national levels (e.g., mayor, governor, and president).  
SS.C.1.2.3.4.1 knows the names of his or her representatives at the local and state level (for example, mayor, governor, city council members, state legislative representatives).
- Benchmark SS.C.1.2.5 The student knows the basic purposes of government in the United States and knows the basic things governments do in one's school, community, state, and nation.  
SS.C.1.2.5.4.1 The student knows basic things Florida government does in one's school, community, state, and nation.

**Standard 2** The student understands the role of the citizen in American democracy.

- Benchmark SS.C.2.2.1 The student understands the importance of participation through community service, civic improvement, and political activities.  
SS.C.2.2.1.4.1 The student understands the importance of participation through community service, civic improvement, and political activities at the local and state level.
- Benchmark SS.C.2.2.2 The student understands why personal responsibility (e.g., taking advantage of the opportunity to be educated) and civic responsibility (e.g., obeying the law and respecting the rights of others) are important.  
SS.C.2.2.2.4.1 The student extends and refines understanding of ways personal and civic responsibility are important.

**Strand D Production, Distribution, and Consumption [Economics]**

**Standard 1** The student understands how scarcity requires individuals and institutions to make choices about how to use resources.

- **Benchmark SS.D.1.2.1** The student understands that all decisions involve opportunity costs and that making effective decisions involves considering the costs and the benefits associated with alternative choices.
  - SS.D.1.2.1.4.1 The student knows examples from Florida history that demonstrate an understanding that all decisions involve opportunity costs and that making effective decisions involves considering the costs and the benefits associated with alternative choices.
- **Benchmark SS.D.1.2.2** The student understands that scarcity of resources requires choices on many levels, from the individual to societal.
  - SS.D.1.2.2.4.1 The student knows examples of scarcity in Florida.
- **Benchmark SS.D.1.2.5** The student understands the concept of earning income and the basic concept of a budget.
  - SS.D.1.2.5.4.1 The student knows the concept of earning income.
  - SS.D.1.2.5.4.2 The student knows the basic concept of a budget.

**Standard 2** The student understands the characteristics of different economic systems and institutions.

- **Benchmark SS.D.2.2.4** The student knows that the government provides some of the goods and services that we use and that the government pays for the goods and services it provides through taxing and borrowing.
  - SS.D.2.2.4.4.1 The student knows ways the state government provides goods and services through taxation (for example, education).