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**Sunshine State Standards
Grade Level Expectations
Social Studies**

Introduction

Development of Grade Level Expectations

Sunshine State Standards

The Sunshine State Standards are the centerpiece of a reform effort in Florida to align curriculum, instruction and assessment. They identify what students should know and be able to do to for 21st century and are thus both content standards and performance standards. The standards are benchmarked at the developmental levels of PreK-2, 3-5, 6-8, 9-12 for the subjects of language arts, mathematics, science, social studies, the arts, health and physical education, and foreign languages. School districts are required to incorporate provisions for instruction of the Sunshine State Standards into their Pupil Progression.

Tools for Implementing the Sunshine State Standards

Implementation of the Sunshine State Standards is both state and locally guided. Districts and schools have the responsibility of designing instruction to teach the state standards. To assist them, the Department of Education has developed a number of implementation tools.

- *Florida Curriculum Frameworks* present the content standards with sample performance descriptions and correlations to Florida Education Goal 3's SCANS-like process standards as well as overviews of best practices in instruction, curriculum development, interdisciplinary instruction, classroom assessment, and program improvement. The frameworks have been distributed to every district, school, college of education, universities, teacher-preparation institutions, community colleges and others in print and on CD-ROM. A new curriculum framework for the elementary program addressing all subjects was distributed in early 1999.
- Selected state course descriptions for grades 6-12 incorporate the standards.
- The *Curriculum Planning Tools*, software for writing learning activities correlated to the standards have been distributed
- A multimedia best practices series on CD-ROM is under development.
- A number of training programs are available which address awareness of the standards initiative; local curriculum development; improving instruction; connections between curriculum, instruction and assessment; authentic assessment tools; assessing students with disabilities.

Sunshine State Standards Grade Level Expectations Social Studies

- Publishers are now required to correlate instructional materials submitted for state adoption to the standards.

Most of these products are accessible on the Internet at the DOE home page: www.firn.edu.doe.

The new High Quality Education initiative stresses accountability for student achievement at each grade. The original Sunshine State Standards were structured to be benchmarked at grade clusters. This was done to provide flexibility to districts in designing curriculum based on local needs. However, a number of things have resulted in the state's decision to produce statewide grade level expectations. These include:

- the expanding national trend toward standards-based reform and accountability;
- section 232.245, Florida Statutes, (SB1956) which mandates each district develop expectations and assessments in reading, writing, and mathematics at each grade;
- concern for fully addressing low-achieving students' needs;
- the widely expressed need for providing teachers at each grade more precise information about what is expected of their students and of them;
- the plan to develop an expanded state assessment program that tests at grades 3-10.

As a result, Commissioner of Education Tom Gallagher charged the Curriculum Services Section in the Bureau of Curriculum, Instruction and Assessment to develop expectations for student achievement for each grade K-8. These Grade Level Expectations are based on the Sunshine State Standards and are organized by the Benchmarks. They have been developed in the subjects of language arts, mathematics, science and social studies.

In January 1999, committees of Florida educators met in Tallahassee to develop first drafts of the Grade Level Expectations based on work already done by Florida school districts and other states. During February and March, the Area Centers for Educational Enhancement (ACEEs) organized reviews of these drafts by focus groups that were representative of education stakeholders. In addition, district subject-area specialists, selected university faculty and other experts were sent copies to review. The Mid-Continent Regional Education Laboratory (McREL), nationally known as an expert in standards for education, also analyzed and made recommendations on the drafts before they were finalized by the Department of Education.

These Grade Level Expectations are recommended, not mandated, by the state, but they will eventually become the basis for state assessments at each grade 3-10 in reading and mathematics. Districts that have already developed grade level expectations may continue to use them, but should ensure they correlate to the new state Grade Level Expectations.

Sunshine State Standards Grade Level Expectations Social Studies

The following guidelines were used to develop and review the drafts of the Grade Level Expectations.

General Guidelines

The Grade Level Expectations statements will

1. be based on current, accepted, and essential academic knowledge;
2. balance the mastery of important facts, ideas, and key terms with essential intellectual and practical skills that address present and future real-life needs of students;
3. require academic rigor of all students;
4. address the diversity of Florida's growing population as well as the international communities that make up the global society and economy;
5. reflect current and accepted instructional practices that address how students best learn;
6. be understandable by all education stakeholders;
7. provide the basis for further local curriculum development;
8. provide the basis for state, district, school, teacher and student accountability.

Specific Guidelines

The Grade Level Expectations statements will

1. be new or more specific statements, when appropriate, of what students need to know and be able to do at each grade level to achieve the grade-cluster benchmark and ultimately the exit standard; this requires that specific incremental prerequisite skills be assigned to benchmarks to various grades; in some cases, however, when a benchmark is addressed at only one grade in a grade cluster, the benchmark may be incorporated as is into the Grade Level Expectation;
2. be written at levels appropriate to student developmental abilities at the specified grades;
3. provide, if appropriate, more specificity and/or focus on smaller clusters of content than the benchmarks.

Using the Grade Level Expectations

The Sunshine State Standards provide direction for student learning of social studies content and processes. The Sunshine State Standards are divided into five strands categorizing broad areas of knowledge within social studies. This division does not mean that learning should be fragmented. The social studies strands and expectations are interdependent. In fact, several expectations might often be combined in a single teaching or assessment activity. Further, when used effectively, instructional activities will include grade level expectations from other social studies strands and from other subjects. Research indicates that learning is most effective when new information is related to previous knowledge and has some immediate application in the life of the learner.

Sunshine State Standards Grade Level Expectations Social Studies

The Grade Level Expectations are not intended to take the place of a curriculum guide, but rather to serve as the basis for curriculum development to ensure that the curriculum is rich in content and is delivered through effective instructional activities. The Grade Level Expectations are in no way intended to limit learning, but rather to ensure that all students across the state receive a good educational foundation that will prepare them for a productive life. Districts, schools, teachers, and students are encouraged to extend the content and achievement expected as they feel it is appropriate.

Districts that are using an elementary program of study or scope and sequence that is different from that suggested by the Grade Level Expectations may adjust the expectations to match the content assigned to certain grades by their programs. Students should, however, have the opportunity to achieve all social studies benchmarks for the elementary level by the end of the fifth grade.

Similarly, in middle school, districts are required to offer courses as listed in the Course Code Directory. In social studies, districts have the option of choosing from many different courses in creating a MJ social studies program of study. The grade level expectations may be different in each scenario, however, no matter which approach is taken, students should have the opportunity to achieve all social studies benchmarks for grades 6-8 by the end of the eighth grade.

Several approaches for wording and formatting are found in the Grade Level Expectations.

Concepts that are important for students to know and use at each grade are repeated at more than one grade. In some such cases, the repeated expectations are differentiated by higher level applications or by different examples as the student progresses through the grades. In some cases the expectations are stated in the same language. In all cases, it is expected that students will be achieving the grade expectation using materials and tasks appropriate to that grade. The district, school, or classroom teacher must make decisions as to which instructional materials and activities and which tasks to assess achievement of the expectations are appropriate.

Some expectations may appear to require students to know a broad expanse of knowledge about a topic. For example, in social studies a second grader is expected to know “ways in which technology changes the way people in a community live.” Such expectations do not require second graders to know all the ways in which technology changes the way people live. The district or school must choose curriculum materials or the teacher would need to select for study some ways that would contribute to the student’s understanding of the topic. Instruction at each grade should do its part to prepare students to achieve the more general expectations for students at the end of twelfth grade that comprise the standards.

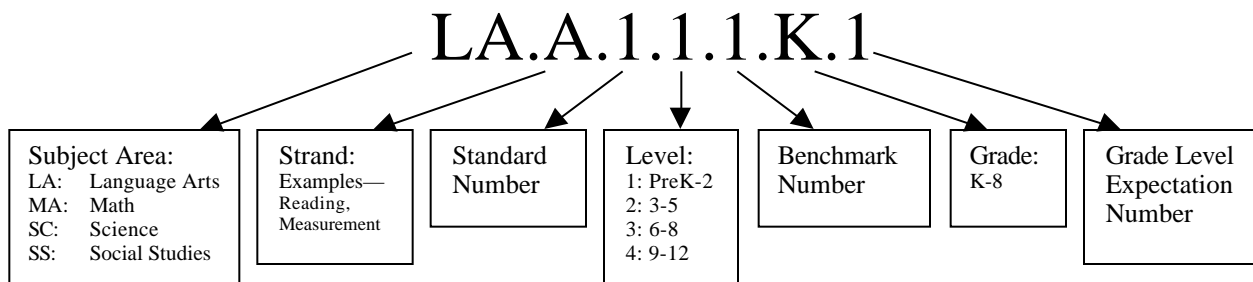
Sunshine State Standards Grade Level Expectations Social Studies

Higher order thinking terms like *understands* or *knows* are used unless more specific demonstrations of behavior, such as *applies*, are more appropriate. Assessment developers, whether at the state, district or classroom level, need to identify specific behavior required by each assessment item, but at the Sunshine State Standards level, the terms *understanding* and *knowing* are the primary terms for expectations.

Short lists of content examples are included in many of the grade level expectations. These are included to provide guidance to teachers and curriculum developers and are not meant to define or limit instruction.

Numbering System for the Grade Level Expectations

For easy reference, each Grade Level Expectation has been assigned a unique identification code. The numbering system used builds upon the already existing numbering system for the strands, standards, and benchmarks that make up the Sunshine State Standards.



Example: LA.A.1.1.1.K.1 The student uses titles and illustrations to make oral predictions.

Social Studies

Grades 6-8

Time, Continuity, and Change [History]

Standard 1:



The student understands historical chronology and the historical perspective. (SS.A.1.3)

1. understands how patterns, chronology, sequencing (including cause and effect), and the identification of historical periods are influenced by frames of reference.
2. knows the relative value of primary and secondary sources and uses this information to draw conclusions from historical sources such as data in charts, tables, graphs.
3. knows how to impose temporal structure on historical narratives.

Standard 2:



The student understands the world from its beginnings to the time of the Renaissance. (SS.A.2.3)

1. understands how language, ideas, and institutions of one culture can influence other cultures (e.g., through trade, exploration, and immigration).
2. knows how major historical developments have had an impact on the development of civilizations.
3. understands important technological developments and how they influenced human society.
4. understands the impact of geographical factors on the historical development of civilizations.
5. knows significant historical leaders who shaped the development of early cultures (e.g., military, political, and religious leaders in various civilizations).
6. knows the major events that shaped the development of various cultures (e.g., the spread of agrarian societies, population movements, technological and cultural innovation, and the emergence of new population centers).

7. knows significant achievements in art and architecture in various urban areas and communities to the time of the Renaissance (e.g., the Hanging Gardens of Babylon, pyramids in Egypt, temples in ancient Greece, bridges and aqueducts in ancient Rome, changes in European art and architecture between the Middle Ages and the High Renaissance).
8. knows the political, social, and economic institutions that characterized the significant aspects of Eastern and Western civilizations

Standard 3:



The student understands Western and Eastern civilization since the Renaissance. (SS.A.3.3)

1. understands ways in which cultural characteristics have been transmitted from one society to another (e.g., through art, architecture, language, other artifacts, traditions, beliefs, values, and behaviors).
2. understands the historical events that have shaped the development of cultures throughout the world.
3. knows how physical and human geographic factors have influenced major historical events and movements.
4. knows significant historical leaders who have influenced the course of events in Eastern and Western civilizations since the Renaissance.
5. understands the differences between institutions of Eastern and Western civilizations (e.g., differences in governments, social traditions and customs, economic systems and religious institutions).

Standard 4:



The student understands U.S. history to 1880. (SS.A.4.3)

1. knows the factors involved in the development of cities and industries (e.g., religious needs, the need for military protection, the need for a marketplace, changing spatial patterns, and geographical factors for location such as transportation and food supply).
2. knows the role of physical and cultural geography in shaping events in the United States (e.g., environmental and climatic influences on settlement of the colonies, the American Revolution, and the Civil War).
3. understands the impact of significant people and ideas on the development of values and traditions in the United States prior to 1880.
4. understands how state and federal policy influenced various Native American tribes (e.g., the Cherokee and Choctaw removals, the loss of Native American homelands, the Black Hawk War, and removal policies in the Old Northwest).

Standard 5:



The student understands U.S. history from 1880 to the present day. (SS.A.5.3)

1. understands the role of physical and cultural geography in shaping events in the United States since 1880 (e.g., western settlement, immigration patterns, and urbanization).
2. understands ways that significant individuals and events influenced economic, social, and political systems in the United States after 1880.
3. knows the causes and consequences of urbanization that occurred in the United States after 1880 (e.g., causes such as industrialization; consequences such as poor living conditions in cities and employment conditions).

Standard 6:



The student understands the history of Florida and its people. (SS.A.6.3)

1. understands how immigration and settlement patterns have shaped the history of Florida.
2. knows the unique geographic and demographic characteristics that define Florida as a region.
3. knows how the environment of Florida has been modified by the values, traditions, and actions of various groups who have inhabited the state.
4. understands how the interactions of societies and cultures have influenced Florida's history.
5. understands how Florida has allocated and used resources and the consequences of those economic decisions.

People, Places, and Environments[Geography]

Standard 1:



The student understands the world in spatial terms. (SS.B.1.3)

1. uses various map forms (including thematic maps) and other geographic representations, tools, and technologies to acquire, process, and report geographic information including patterns of land use, connections between places, and patterns and processes of migration and diffusion.
2. uses mental maps to organize information about people, places, and environments.
3. knows the social, political, and economic divisions on Earth's surface.
4. understands how factors such as culture and technology influence the perception of places and regions.
5. knows ways in which the spatial organization of a society changes over time.

6. understands ways in which regional systems are interconnected.
7. understands the spatial aspects of communication and transportation systems.

Standard 2:



The student understands the interactions of people and the physical environment. (SS.B.2.3)

1. understands the patterns and processes of migration and diffusion throughout the world.
2. knows the human and physical characteristics of different places in the world and how these characteristics change over time.
3. understands how cultures differ in their use of similar environments and resources.
4. understands how the landscape and society change as a consequence of shifting from a dispersed to a concentrated settlement form.
5. understands the geographical factors that affect the cohesiveness and integration of countries.
6. understands the environmental consequences of people changing the physical environment in various world locations.
7. knows how various human systems throughout the world have developed in response to conditions in the physical environment.
8. knows world patterns of resource distribution and utilization.
9. understands how the interaction between physical and human systems affects current conditions on Earth.

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. (SS.C.1.3)

1. knows the essential ideas of American constitutional government that are expressed in the Declaration of Independence, the Constitution, the Federalist Papers, and other writings.
2. understands major ideas about why government is necessary and the purposes government should serve.
3. understands how the legislative, executive, and judicial branches share power and responsibilities (e.g., each branch has varying degrees of

legislative, executive, and judicial powers and responsibilities).

4. knows the major parts of the federal system including the national government, state governments, and other governmental units (e.g., District of Columbia, American tribal governments, and the Virgin Islands).
5. knows the major responsibilities of his or her state and local governments and understands the organization of his or her state and local governments.
6. understands the importance of the rule of law in establishing limits on both those who govern and the governed, protecting individual rights, and promoting the common good.

Standard 2:



The student understands the role of the citizen in American democracy. (SS.C.2.3)

1. understands the history of the rights, liberties, and obligations of citizenship in the United States.
2. understands that citizenship is legally recognized full membership in a self-governing community that confers equal rights under the law; is not dependent on inherited, involuntary groupings; and confers certain rights and privileges (e.g., the right to vote, to hold public office, and to serve on juries).
3. understands the argument that all rights have limits and knows the criteria commonly used in determining when and why limits should be placed on rights (e.g., whether a clear and present danger exists and whether national security is at risk).
4. understands what constitutes personal, political, and economic rights and the major documentary sources of these rights.
5. understands how he or she can contact his or her representatives and why it is important to do so and knows which level of government he or she should contact to express his or her opinions or to get help on a specific problem.
6. understands the importance of participation in community service, civic improvement, and political activities.
7. understands current issues involving rights that affect local, national, or international political, social, and economic systems.

Economics

Standard 1:



The student understands how scarcity requires individuals and institutions to make choices about how to use resources. (SS.D.1.3)

1. knows the options and resources that are available for consumer protection.
2. understands the advantages and disadvantages of various kinds of credit (e.g., credit cards, bank loans, or financing with no payment for six months).
3. understands the variety of factors necessary to consider when making wise consumer decisions.

Standard 2:



The student understands the characteristics of different economic systems and institutions. (SS.D.2.3)

1. understands how production and distribution decisions are determined in the United States economy and how these decisions compare to those made in market, tradition-based, command, and mixed economic systems.
2. understands that relative prices and how they affect people's decisions are the means by which a market system provides answers to the three basic economic questions: What goods and services will be produced? How will they be produced? Who will buy them?
3. knows the various kinds of specialized institutions that exist in market economies (e.g., corporations, labor unions, banks, and the stock market).

Social Studies

Grades 9-12

Time, Continuity, and Change [History]

Standard 1:



The student understands historical chronology and the historical perspective. (SS.A.1.4)

1. understands how ideas and beliefs, decisions, and chance events have been used in the process of writing and interpreting history.
2. identifies and understands themes in history that cross scientific, economic, and cultural boundaries.
3. evaluates conflicting sources and materials in the interpretation of a historical event or episode.
4. uses chronology, sequencing, patterns, and periodization to examine interpretations of an event.

Standard 2:



The student understands the world from its beginnings to the time of the Renaissance. (SS.A.2.4)

1. understands the early physical and cultural development of humans.
2. understands the rise of early civilizations and the spread of agriculture in Mesopotamia, Egypt, and the Indus Valley.
3. understands the emergence of civilization in China, southwest Asia, and the Mediterranean basin.
4. understands significant aspects of the economic, political, and social systems of ancient Greece and the cultural contributions of that civilization.
5. understands the significant features of the political, economic, and social systems of ancient Rome and the cultural legacy of that civilization.

6. understands features of the theological and cultural conflict between the Muslim world and Christendom and the resulting religious, political, and economic competition in the Mediterranean region.
7. understands the development of the political, social, economic, and religious systems of European civilization during the Middle Ages.
8. understands cultural, religious, political, and technological developments of civilizations in Asia and Africa.
9. understands significant social, cultural, and religious features of India, and India's conflict with the Moslem Turks.
10. understands significant cultural, religious, and economic features of civilizations in Mesoamerica and Andean South America.
11. understands political and cultural features of the Mongol Empire and the Empire's impact on Eurasian peoples.

Standard 3:



The student understands Western and Eastern civilization since the Renaissance. (SS.A.3.4)

1. understands the significant political and economic transformations and significant cultural and scientific events in Europe during the Renaissance.
2. understands significant religious and societal issues from the Renaissance through the Reformation.
3. understands the significant economic, political, and cultural interactions among the peoples of Africa, Europe, Asia, and the Americas during the Age of Discovery and the European expansion.
4. knows the significant ideas and texts of Buddhism, Christianity, Hinduism, Islam, and Judaism, their spheres of influence in the age of expansion, and their reforms in the 19th century.
5. understands the significant scientific and social changes from the Age of Reason through the Age of Enlightenment.
6. understands transformations in the political and social realms from the Age of Absolutism through the Glorious Revolution to the French Revolution.
7. understands significant political developments in Europe in the 19th century.
8. understands the effects of the Industrial Revolution.
9. analyzes major historical events of the first half of the 20th century.
10. understands the political, military, and economic events since the 1950s that have had a significant impact on international relations.

Standard 4:



The student understands U.S. history to 1880.
(SS.A.4.4)

1. understands the economic, social, and political interactions between Native American tribes and European settlers during the Age of Discovery.
2. understands how religious, social, political, and economic developments shaped the settlement patterns of the North American colonies.
3. understands the significant military and political events that took place during the American Revolution.
4. understands the political events that defined the Constitutional period.
5. understands the significant political events that took place during the early national period.
6. understands the military and economic events of the Civil War and Reconstruction.

Standard 5:



The student understands U.S. history from 1880 to the present day. (SS.A.5.4)

1. knows the causes of the Industrial Revolution and its economic, political, and cultural effects on American society.
2. understands the social and cultural impact of immigrant groups and individuals on American society after 1880.
3. understands significant events leading up to the United States involvement in World War I and the political, social, and economic results of that conflict in Europe and the United States.
4. understands social transformations that took place in the 1920s and 1930s, the principal political and economic factors that led to the Great Depression, and the legacy of the Depression in American society.
5. knows the origins and effects of the involvement of the United States in World War II.
6. understands the political events that shaped the development of United States foreign policy since World War II and knows the characteristics of that policy.
7. understands the development of federal civil rights and voting rights since the 1950s and the social and political implications of these events.
8. knows significant political events and issues that have shaped domestic policy decisions in contemporary America.

People, Places, and Environments [Geography]

Standard 1:



The student understands the world in spatial terms.
(SS.B.1.4)

1. uses a variety of maps, geographic technologies including geographic information systems (GIS) and satellite-produced imagery, and other advanced graphic representations to depict geographic problems.
2. understands the advantages and disadvantages of using maps from different sources and different points of view.
3. uses mental maps of physical and human features of the world to answer complex geographic questions.
4. understands how cultural and technological characteristics can link or divide regions.
5. understands how various factors affect people's mental maps.

Standard 2:




The student understands the interactions of people and the physical environment. (SS.B.2.4)

1. understands how social, cultural, economic, and environmental factors contribute to the dynamic nature of regions.
2. understands past and present trends in human migration and cultural interaction and their impact on physical and human systems.
3. understands how the allocation of control of the Earth's surface affects interactions between people in different regions.
4. understands the global impact of human changes in the physical environment.
5. knows how humans overcome "limits to growth" imposed by physical systems.
6. understands the relationships between resources and the exploration, colonization, and settlement of different regions of the world.
7. understands the concept of sustainable development.

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. (SS.C.1.4)

1. understands the nature of political authority and the nature of the relationship between government and civil society in limited governments (e.g. constitutional democracies) and unlimited governments (e.g. totalitarian regimes).
2. understands the ideas that led to the creation of limited government in the United States (e.g., ideas of natural rights philosophy, and the concept of popular sovereignty).
3. understands how the overall design and specific features of the Constitution prevent the abuse of power by aggregating power at the national, state, and local levels; dispersing power among different levels of government; and using a system of checks and balances (e.g., federalism).
4. understands the role of special interest groups, political parties, the media, public opinion, and majority/minority conflicts on the development of public policy and the political process.


Standard 2:

 The student understands the role of the citizen in American democracy. (SS.C.2.4)

1. develops and defines his or her own political beliefs and tendencies.
2. assesses the role that his or her own political behavior plays in determining the flow of power through our political system and for resolving conflicts in a pluralistic society.
3. understands issues of personal concern: the rights and responsibilities of the individual under the U.S. Constitution, the importance of civil liberties, the role of conflict resolution and compromise, and issues involving ethical behavior in politics.
4. understands the distinction between citizens and noncitizens (aliens) and the process by which aliens may become citizens.
5. understands how personal, political, and economic rights are secured by constitutional government and by such means as the rule of law, checks and balances, an independent judiciary, and a vigilant citizenry.
6. understands the argument that personal, political, and economic rights reinforce each other.
7. knows the points at which citizens can monitor or influence the process of public policy formation.

Economics

Standard 1:

 The student understands how scarcity requires individuals and institutions to make choices about how to use resources. (SS.D.1.4)

1. understands how many financial and nonfinancial factors (e.g., cultural traditions, profit, and risk) motivate consumers, producers, workers, savers, and investors to allocate their scarce resources differently.
2. understands credit history and the positive and negative impacts that credit can have on an individual's financial life.

Standard 2:

 The student understands the characteristics of different economic systems and institutions. (SS.D.2.4)

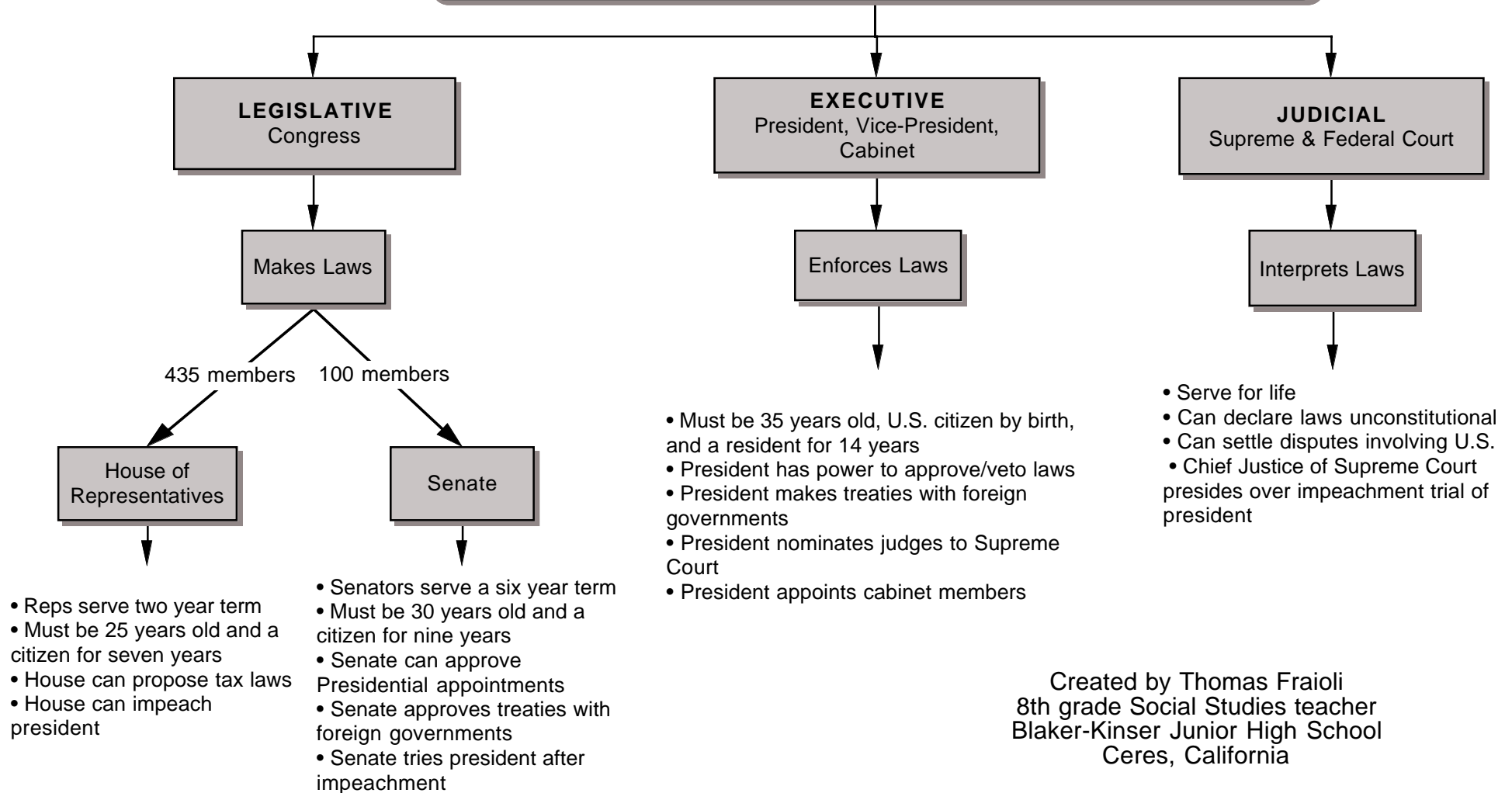
1. understands how wages and prices are determined in market, command, tradition-based, and mixed economic systems and how economic systems can be evaluated by their ability to achieve broad social goals such as freedom, efficiency, equity, security, and growth.
2. understands how price and quantity demanded relate, how price and quantity supplied relate, and how price changes or controls affect distribution and allocation in the economy.
3. understands how government taxes, policies, and programs affect individuals, groups, businesses, and regions.
4. understands how United States fiscal policies and monetary policies reinforce or offset each other and how they effect levels of economic activity, the money supply of the country, and the well being of individuals, businesses, regions and the nation.
5. understands basic terms and indicators associated with levels of economic performance and the state of the economy.
6. understands factors that have led to increased international interdependence and basic concepts associated with trade between nations.

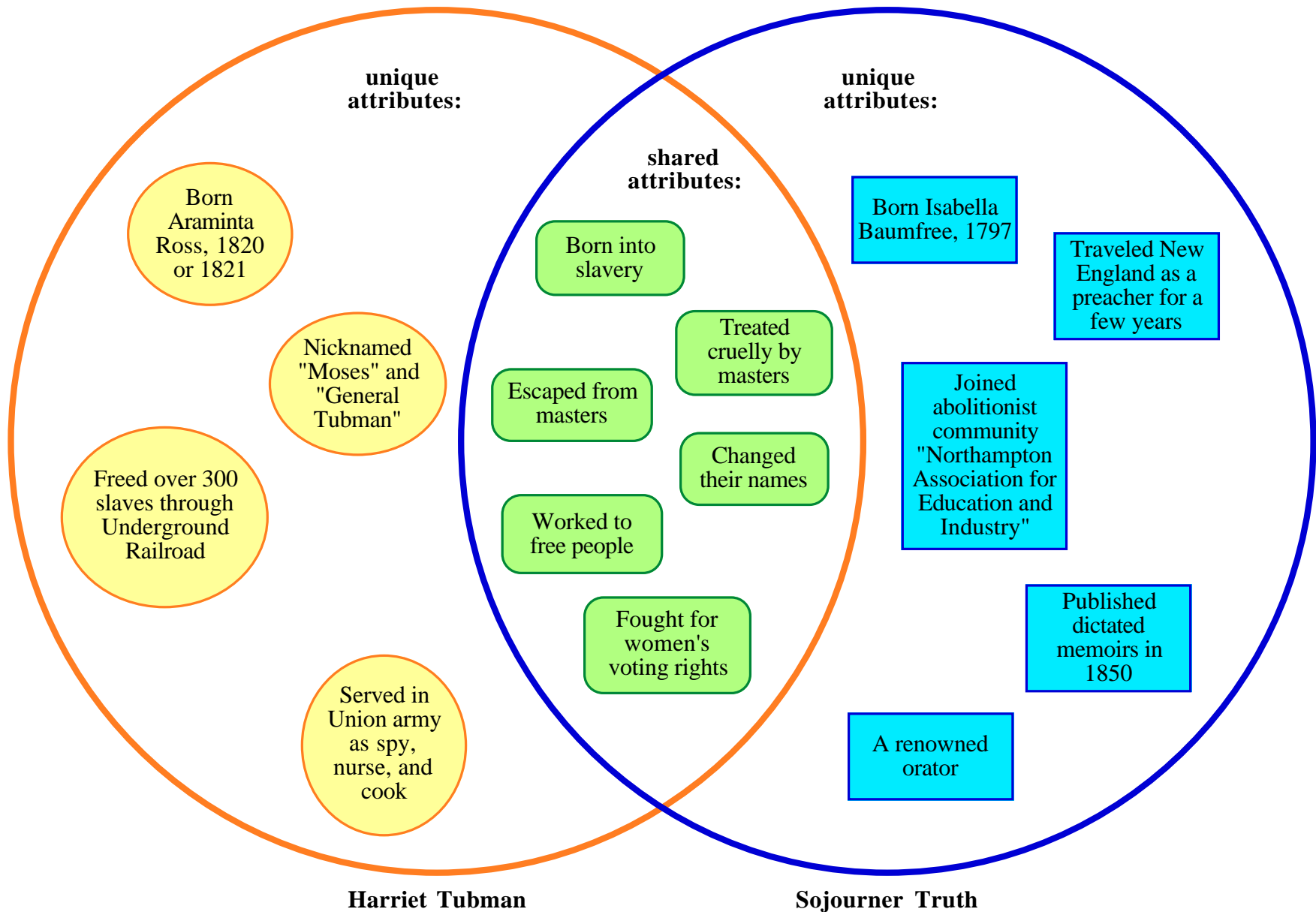
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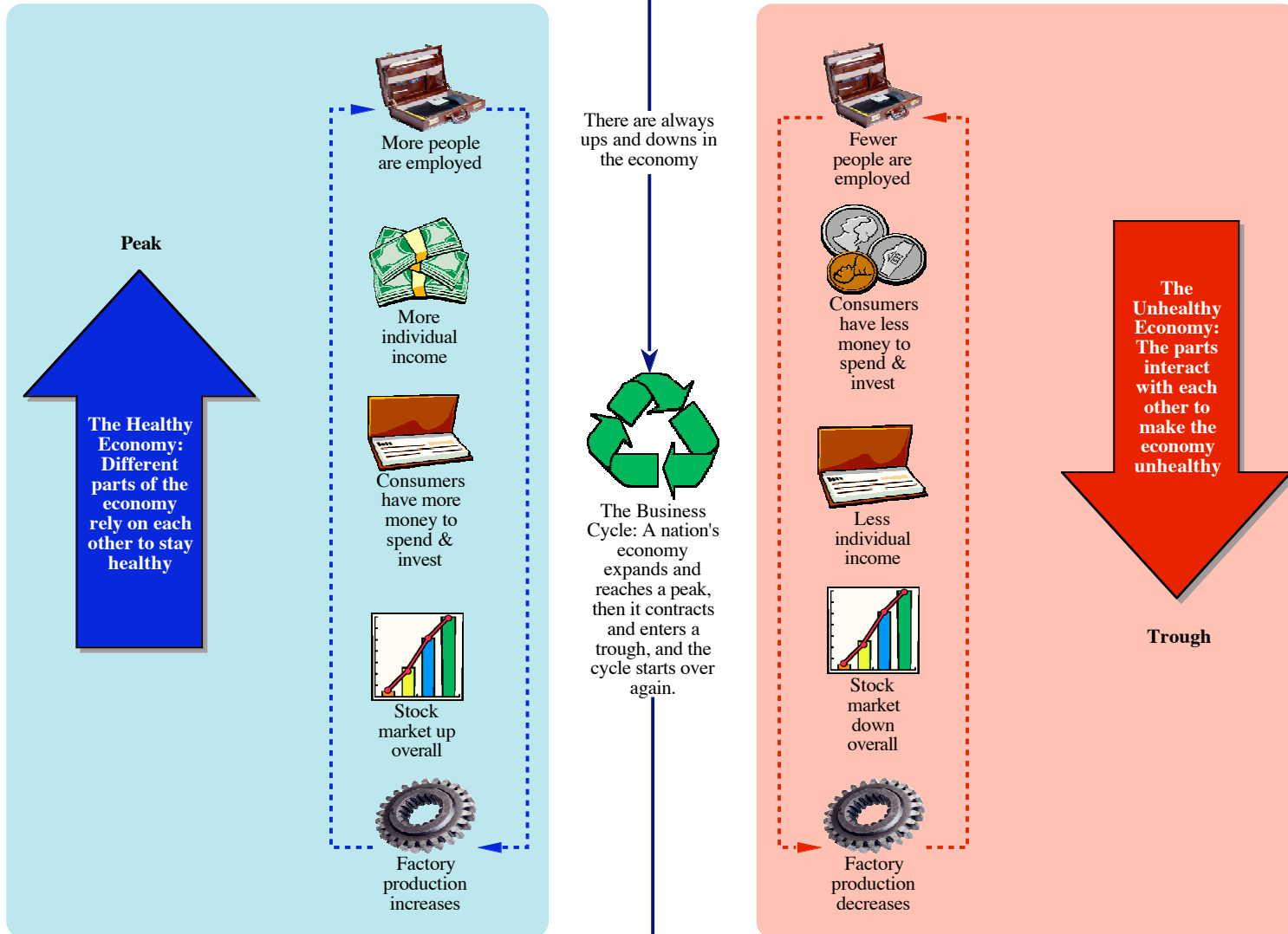
Branches of U.S. Government





Q.

What is a recession?



A.

If the economy remains unhealthy for six or more months, it is considered a recession.

