



Social Studies Standards

GRADE: 5

Strand: AMERICAN HISTORY

Standard 1: Historical Inquiry and Analysis

BENCHMARK CODE	BENCHMARK
SS.5.A.1.1	Use primary and secondary sources to understand history.
	Related Access Point(s)
	SS.5.A.1.In.0 Use primary and secondary resources to understand history, such as letters, newspapers, audio or video recordings, pictures, photographs, and maps.
	SS.5.A.1.Su.0 Use primary and secondary resources related to history, such as letters, video recordings, photographs, pictures, and maps.
	SS.5.A.1.Pa.0 Recognize artifacts, photographs, or video recordings related to people or events from the past.
SS.5.A.1.2	Utilize timelines to identify and discuss American History time periods.
	Related Access Point(s)
	SS.5.A.1.In.1 Complete a timeline to sequence important events in American history.
	SS.5.A.1.Su.1 Sequence events to match dates on a timeline about American history.
	SS.5.A.1.Pa.1 Sequence pictures that show events about America.

Standard 2: Pre-Columbian North America

BENCHMARK CODE	BENCHMARK
SS.5.A.2.1	Compare cultural aspects of ancient American civilizations (Aztecs/Mayas; Mound Builders/Anasazi/Inuit).
	Related Access Point(s)
	SS.5.A.2.In.0 Identify differences in cultures in ancient North American civilizations, such as the buildings and clothing of Aztecs, Mayas, and Inuit.
	SS.5.A.2.Su.0 Recognize a cultural aspect of an ancient North American civilization, such as buildings or clothing.
	SS.5.A.2.Pa.0 Recognize differences in aspects of culture.
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).
	Related Access Point(s)
	SS.5.A.2.In.1 Recognize that Native American tribes lived in different parts of North America and had different customs.
	SS.5.A.2.Su.1 Recognize that many different Native American tribes lived in North America.
	SS.5.A.2.Pa.1 Recognize differences in Native American tribes.
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.
	Related Access Point(s)
	SS.5.A.2.In.2 Identify differences in cultural aspects of Native American tribes, such as food, clothing, and shelters.
	SS.5.A.2.Su.2 Recognize differences in cultural aspects of Native American tribes, such as food, clothing, and shelters.
	SS.5.A.2.Pa.2 Recognize differences in Native American tribes.

Standard 3: Exploration and Settlement of North America

BENCHMARK CODE	BENCHMARK
SS.5.A.3.1	Describe technological developments that shaped European exploration.
	Related Access Point(s)
	SS.5.A.3.In.0 Recognize inventions that made exploration safer, such as the compass and seaworthy ships.
	SS.5.A.3.Su.0 Recognize that exploration in ships was made safer with the compass.
	SS.5.A.3.Pa.0 Recognize that tools make travel safe.
SS.5.A.3.2	Investigate (nationality, sponsoring country, motives, dates and routes of travel, accomplishments) the European explorers.
	Related Access Point(s)
	SS.5.A.3.In.1 Identify a European explorer, the sponsoring country, and a reason for the exploration.
	SS.5.A.3.Su.1 Recognize a reason why a European explorer came to America.
	SS.5.A.3.Pa.1 Recognize that exploration involves looking for something new.
SS.5.A.3.3	Describe interactions among Native Americans, Africans, English, French, Dutch, and Spanish for control of North America.
	Related Access Point(s)
	SS.5.A.3.In.2 Identify differences in interaction among Native Americans, Africans, English, French, Dutch, and Spanish for control of North America.
	SS.5.A.3.Su.2 Recognize a difference in interaction among Native Americans, Africans, English, French, Dutch, and Spanish for control of North America.
	SS.5.A.3.Pa.2 Recognize ways different groups interact with each other.

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.
	Related Access Point(s)
	SS.5.A.4.In.0 Identify reasons the colonists settled in America, such as to obtain land and religious freedom.
	SS.5.A.4.Su.0 Recognize a reason why colonists settled in America, such as to obtain land.
	SS.5.A.4.Pa.0 Recognize a reason why people move to a different place.
SS.5.A.4.2	Compare characteristics of New England, Middle, and Southern colonies.
	Related Access Point(s)
	SS.5.A.4.In.1 Recognize differences in location and resources of the three groups of colonies (New England, Middle, and Southern).
	SS.5.A.4.Su.1 Recognize resources found in a colonial region, such as farms in the Southern Colonies.
	SS.5.A.4.Pa.1 Recognize that different regions had different resources.
SS.5.A.4.3	Identify significant individuals responsible for the development of the New England, Middle, and Southern colonies.
	Related Access Point(s)
	SS.5.A.4.In.2 Recognize an individual responsible for development of new colonies, such as William Penn and Pennsylvania (Middle Colonies).
	SS.5.A.4.Su.2 Recognize that leaders helped start new colonies.
	SS.5.A.4.Pa.2 Recognize that different regions had different leaders.
SS.5.A.4.4	Demonstrate an understanding of political, economic, and social aspects of daily colonial life in the thirteen colonies.
	Related Access Point(s)
	SS.5.A.4.In.3 Identify various aspects of daily colonial life, such as farming, education, and games.
	SS.5.A.4.Su.3 Recognize aspects of daily colonial life, such as farming and education.
	SS.5.A.4.Pa.3 Recognize an aspect of colonial life, such as education.
SS.5.A.4.5	Explain the importance of Triangular Trade linking Africa, the West Indies, the British Colonies, and Europe.
	Related Access Point(s)
	SS.5.A.4.In.4 Recognize that Triangular Trade involved the exchange of goods for slaves with Africa, the West Indies, the British Colonies, and Europe.
	SS.5.A.4.Su.4 Recognize that slaves were taken from Africa to work for others in the British Colonies.
	SS.5.A.4.Pa.4 Recognize that slaves were forced to work for others.
SS.5.A.4.6	Describe the introduction, impact, and role of slavery in the colonies.
	Related Access Point(s)
	SS.5.A.4.In.5 Identify that farmers in the Southern Colonies were able to have large farms because they owned the slaves that worked on them.
	SS.5.A.4.Su.5 Recognize that farmers in the Southern Colonies had large farms with slaves.
	SS.5.A.4.Pa.5 Recognize that slaves were forced to work for others.

Standard 5: American Revolution & Birth of a New Nation

BENCHMARK CODE	BENCHMARK
SS.5.A.5.1	Identify and explain significant events leading up to the American Revolution.
	Related Access Point(s)
	SS.5.A.5.In.0 Identify events leading up to the American Revolution, such as unfair taxes and restriction of freedoms by the King of England.
	SS.5.A.5.Su.0 Recognize an event that led to the American Revolution, such as unfair taxes.
	SS.5.A.5.Pa.0 Recognize that the people who settled in America were unhappy with the King of England.
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.
	Related Access Point(s)
	SS.5.A.5.In.9 Recognize that the Constitution outlines the principles of the American government.
	SS.5.A.5.Su.9 Recognize that the Constitution is the set of laws Americans follow.
	SS.5.A.5.Pa.9 Recognize that the government makes laws for its people.
SS.5.A.5.2	Identify significant individuals and groups who played a role in the American Revolution.
	Related Access Point(s)
	SS.5.A.5.In.1 Recognize achievements of significant individuals from the American Revolution, such as George Washington, Thomas Jefferson, and Ben Franklin.
	SS.5.A.5.Su.1 Recognize a famous individual who contributed to the American Revolution, such as George Washington, Thomas Jefferson, or Ben Franklin.
	SS.5.A.5.Pa.1 Recognize George Washington.
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.
	Related Access Point(s)
	SS.5.A.5.In.2 Identify that the Declaration of Independence stated that colonists wanted freedom from England.
	SS.5.A.5.Su.2 Recognize that the colonists supported the Declaration of Independence.
	SS.5.A.5.Pa.2 Recognize that the colonists wanted freedom from a king.
SS.5.A.5.4	Examine and explain the changing roles and impact of significant women during the American Revolution.
	Related Access Point(s)
	SS.5.A.5.In.3 Identify the role a woman played during the American Revolution, such as Martha Washington.
	SS.5.A.5.Su.3 Recognize a famous woman from the American Revolution, such as Martha Washington.
	SS.5.A.5.Pa.3 Recognize that women helped during the American Revolution.
SS.5.A.5.5	Examine and compare major battles and military campaigns of the American Revolution.
	Related Access Point(s)
	SS.5.A.5.In.4 Recognize a major battle in the American Revolution and a hardship the soldiers endured, such as winter at Valley Forge.

	SS.5.A.5.Su.4 Recognize that George Washington led the troops against England during the American Revolution.
	SS.5.A.5.Pa.4 Recognize that the colonists fought in the American Revolution.
SS.5.A.5.6	Identify the contributions of foreign alliances and individuals to the outcome of the Revolution.
	Related Access Point(s)
	SS.5.A.5.In.5 Recognize that France and other countries contributed money and supplies to help the colonists fight against England.
	SS.5.A.5.Su.5 Recognize that the colonists needed help from other countries to win the Revolution.
	SS.5.A.5.Pa.5 Recognize that other groups (countries) helped the colonists.
SS.5.A.5.7	Explain economic, military, and political factors which led to the end of the Revolutionary War.
	Related Access Point(s)
	SS.5.A.5.In.6 Recognize that France and other countries contributed money and supplies to help the colonists fight against England.
	SS.5.A.5.Su.6 Recognize that the colonists needed help from other countries to win the Revolution.
	SS.5.A.5.Pa.6 Recognize that other groups (countries) helped the colonists.
SS.5.A.5.8	Evaluate the personal and political hardships resulting from the American Revolution.
	Related Access Point(s)
	SS.5.A.5.In.7 Recognize that there was no money or supplies left for the new government after the American Revolution.
	SS.5.A.5.Su.7 Recognize that the colonists needed more money and supplies after the American Revolution.
	SS.5.A.5.Pa.7 Recognize that colonists need supplies.
SS.5.A.5.9	Discuss the impact and significance of land policies developed under the Confederation Congress (Northwest Ordinance of 1787).
	Related Access Point(s)
	SS.5.A.5.In.8 Recognize that the Confederation Congress passed a law (Northwest Ordinance) to allow the United States to expand westward.
	SS.5.A.5.Su.8 Recognize that the United States wanted to add new lands after the Revolution.
	SS.5.A.5.Pa.8 Recognize that the United States grew in size.

Standard 6: Growth and Westward Expansion

BENCHMARK CODE	BENCHMARK
SS.5.A.6.1	Describe the causes and effects of the Louisiana Purchase.
	Related Access Point(s)
	SS.5.A.6.In.0 Identify the major cause and effect of the Louisiana Purchase.
	SS.5.A.6.Su.0 Recognize that the Louisiana Purchase made the United States twice its original size.
	SS.5.A.6.Pa.0 Recognize that the United States was made larger by buying land.

SS.5.A.6.2	Identify roles and contributions of significant people during the period of westward expansion.
	Related Access Point(s)
	SS.5.A.6.In.1 Identify people in the westward expansion and their importance, such as Lewis and Clark, Sacagawea, and Thomas Jefferson.
	SS.5.A.6.Su.1 Recognize that Lewis and Clark led an expedition during the westward expansion.
	SS.5.A.6.Pa.1 Recognize that people explore new lands.
SS.5.A.6.3	Examine 19th century advancements (canals, roads, steamboats, flat boats, overland wagons, Pony Express, railroads) in transportation and communication.
	Related Access Point(s)
	SS.5.A.6.In.2 Identify advances in transportation and communication in America during the 1800s, such as railroads, steamboats, and the Pony Express.
	SS.5.A.6.Su.2 Recognize a change in transportation in America during the 1800s, such as railroads.
	SS.5.A.6.Pa.2 Recognize a method of transportation.
SS.5.A.6.4	Explain the importance of the explorations west of the Mississippi River.
	Related Access Point(s)
	SS.5.A.6.In.3 Identify contributions of explorers who went west of the Mississippi River, such as creating the first accurate map of the area, including its rivers and mountains.
	SS.5.A.6.Su.3 Recognize that Lewis and Clark led an expedition during the westward expansion.
	SS.5.A.6.Pa.3 Recognize that people explore new lands.
SS.5.A.6.5	Identify the causes and effects of the War of 1812.
	Related Access Point(s)
	SS.5.A.6.In.4 Recognize a cause of the War of 1812, such as England kidnapping American sailors, and an effect, such as maintaining control of the land acquired in the Louisiana Purchase.
	SS.5.A.6.Su.4 Recognize that America fought England to keep the Mississippi River in the War of 1812.
	SS.5.A.6.Pa.4 Recognize that different groups wanted the same land.
SS.5.A.6.6	Explain how westward expansion affected Native Americans.
	Related Access Point(s)
	SS.5.A.6.In.5 Identify that westward expansion forced Native Americans to leave their homes and caused thousands to die.
	SS.5.A.6.Su.5 Recognize that many Native Americans died or lost their homes due to westward expansion.
	SS.5.A.6.Pa.5 Recognize that different groups wanted the same land.
SS.5.A.6.7	Discuss the concept of Manifest Destiny.
	Related Access Point(s)
	SS.5.A.6.In.6 Recognize that Americans thought it was their right to take lands from the Native Americans to expand across the North American continent.
	SS.5.A.6.Su.6 Recognize that many Native Americans died or lost their homes due to westward expansion.

	SS.5.A.6.Pa.6 Recognize that different groups wanted the same land.
SS.5.A.6.8	Describe the causes and effects of the Missouri Compromise.
	Related Access Point(s)
	SS.5.A.6.In.7 Recognize that the Missouri Compromise led to a dividing line between the South (states that wanted slaves) and North (states that did not want slaves).
	SS.5.A.6.Su.7 Recognize that people in the South could own slaves, but people in the North could not.
	SS.5.A.6.Pa.7 Recognize that states had different ideas about slavery.
SS.5.A.6.9	Describe the hardships of settlers along the overland trails to the west.
	Related Access Point(s)
	SS.5.A.6.In.8 Identify hardships that settlers faced as they moved west, such as weather, terrain, and vegetation.
	SS.5.A.6.Su.8 Recognize a hardship of settlers moving west, such as poor weather or bad trails.
	SS.5.A.6.Pa.8 Recognize a method of travel used by settlers, such as a covered wagon.

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.
	Related Access Point(s)
	SS.5.G.1.In.0 Identify current and historical information using selected geographic tools, such as maps, globes, and satellite images.
	SS.5.G.1.Su.0 Recognize current and historical information using selected geographic tools, such as a map, globe, or satellite image.
	SS.5.G.1.Pa.0 Recognize information using a selected geographic tool.
SS.5.G.1.2	Use latitude and longitude to locate places.
	Related Access Point(s)
	SS.5.G.1.In.1 Use a coordinate grid on a map to locate places.
	SS.5.G.1.Su.1 Use a simple coordinate grid on a drawing to locate features.
	SS.5.G.1.Pa.1 Recognize information using a selected geographic tool.
SS.5.G.1.3	Identify major United States physical features on a map of North America.
	Related Access Point(s)
	SS.5.G.1.In.2 Recognize major physical features on a map of the United States, such as the Rocky Mountains, Appalachian Mountains, Mississippi River, Great Lakes, and Lake Okeechobee.
	SS.5.G.1.Su.2 Recognize a major physical feature on a map of the United States, such as the Rocky Mountains, Appalachian Mountains, Mississippi River, Great Lakes, or Lake Okeechobee.
	SS.5.G.1.Pa.2 Recognize a selected physical feature on a pictorial map of the United States.
SS.5.G.1.4	Construct maps, charts, and graphs to display geographic information.

	Related Access Point(s)
	SS.5.G.1.In.3 Select the format (map, chart, or graph) and display geographic information.
	SS.5.G.1.Su.3 Complete a map, chart, or graph to display geographic information.
	SS.5.G.1.Pa.3 Complete a pictorial map using pictures or symbols for designated areas.
SS.5.G.1.5	Identify and locate the original thirteen colonies on a map of North America.
	Related Access Point(s)
	SS.5.G.1.In.4 Recognize selected colonies of the original 13 colonies on a map of the United States.
	SS.5.G.1.Su.4 Recognize an original colony on a map of the United States.
	SS.5.G.1.Pa.4 Recognize a map of North America.
SS.5.G.1.6	Locate and identify states, capitals, and United States Territories on a map.
	Related Access Point(s)
	SS.5.G.1.In.5 Recognize selected states, capitals, and a United States Territory on a map.
	SS.5.G.1.Su.5 Recognize selected states and their capitals on a map.
	SS.5.G.1.Pa.5 Recognize that the United States is made up of different states.

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.
	Related Access Point(s)
	SS.5.G.2.In.0 Recognize push and pull factors that have influenced boundary changes within the United States, such as job opportunities, climate, and natural hazards.
	SS.5.G.2.Su.0 Recognize a push or pull factor that influenced boundary changes within the United States, such as job opportunities, climate, or natural hazards.
	SS.5.G.2.Pa.0 Recognize a factor that causes a boundary to change.

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.
	Related Access Point(s)
	SS.5.G.3.In.0 Identify an impact of natural events on humans in the United States through 1850, such as the harsh winter in Jamestown.
	SS.5.G.3.Su.0 Recognize an impact of natural events on humans in the United States through 1850, such as the harsh winter in Jamestown.
	SS.5.G.3.Pa.0 Recognize a natural event that causes change.

Standard 4: Uses of Geography

BENCHMARK CODE	BENCHMARK
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SS.5.G.4.1	Use geographic knowledge and skills when discussing current events.
	Related Access Point(s)
	SS.5.G.4.In.0 Use geographic knowledge and skills to identify information about current events, such as reading maps and charts.
	SS.5.G.4.Su.0 Use geographic knowledge and skills to recognize information about current events, such as reading pictorial maps.
	SS.5.G.4.Pa.0 Use a geographic tool to recognize information about current events.
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.
	Related Access Point(s)
	SS.5.G.4.In.1 Use geography concepts and skills, such as recognizing patterns and mapping, to identify solutions for local, state, or national problems.
	SS.5.G.4.Su.1 Use geography concepts and skills, such as recognizing patterns and mapping, to recognize solutions for selected local, state, or national problems.
	SS.5.G.4.Pa.1 Use a geographic tool to recognize information about current events.

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.
	Related Access Point(s)
	SS.5.E.1.In.0 Identify examples of how people traded with each other in North America from pre-Columbian times to 1850.
	SS.5.E.1.Su.0 Recognize that different groups of people traded with each other in North America from pre-Columbian times to 1850.
	SS.5.E.1.Pa.0 Recognize that people trade goods and services.
SS.5.E.1.2	Describe a market economy, and give examples of how the colonial and early American economy exhibited these characteristics.
	Related Access Point(s)
	SS.5.E.1.In.1 Identify a characteristic of a market economy, such as available resources, demand, or available labor.
	SS.5.E.1.Su.1 Recognize that people produce goods that others want to buy (market economy).
	SS.5.E.1.Pa.1 Recognize that people trade goods and services.
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.
	Related Access Point(s)
	SS.5.E.1.In.2 Identify major inventions during the early development of the United States, such as the Franklin stove, bifocals, and cotton gin.
	SS.5.E.1.Su.2 Recognize a major invention during the early development of the United States, such as the Franklin stove, bifocals, or cotton gin.

	SS.5.E.1.Pa.2 Identify an invention that helps people, such as a stove.
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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.
	Related Access Point(s)
	SS.5.E.2.In.0 Recognize examples of voluntary trade between Native Americans, European explorers, and colonists, such as trading crops and furs for guns.
	SS.5.E.2.Su.0 Recognize an example of voluntary trade between Native Americans, European explorers, and colonists, such as trading crops and furs for guns.
	SS.5.E.2.Pa.0 Recognize that people can trade voluntarily.

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.
	Related Access Point(s)
	SS.5.C.1.In.0 Identify reasons for creating the United States government, such as to provide services and protection for citizens.
	SS.5.C.1.Su.0 Recognize a reason for creating the United States government, such as to provide services or protection for citizens.
	SS.5.C.1.Pa.0 Recognize that governments make laws to keep people safe.
SS.5.C.1.2	Define a constitution, and discuss its purposes.
	Related Access Point(s)
	SS.5.C.1.In.1 Recognize that a constitution is the foundation of the laws of a government.
	SS.5.C.1.Su.1 Recognize that a constitution is a set of laws.
	SS.5.C.1.Pa.1 Recognize that governments make laws to keep people safe.
SS.5.C.1.3	Explain the definition and origin of rights.
	Related Access Point(s)
	SS.5.C.1.In.2 Identify examples of natural rights, such as the right to life and freedom.
	SS.5.C.1.Su.2 Recognize natural rights, such as the right to life and freedom.
	SS.5.C.1.Pa.2 Recognize a right of people, such as freedom.
SS.5.C.1.4	Identify the Declaration of Independence's grievances and Articles of Confederation's weaknesses.
	Related Access Point(s)
	SS.5.C.1.In.3 Identify that the Declaration of Independence included justification for America's independence.

	<p>SS.5.C.1.Su.3 Recognize that the Declaration of Independence included justification for America's independence.</p> <p>SS.5.C.1.Pa.3 Recognize a right of people, such as freedom.</p>
SS.5.C.1.5	<p>Describe how concerns about individual rights led to the inclusion of the Bill of Rights in the U.S. Constitution.</p> <p style="text-align: center;">Related Access Point(s)</p> <p>SS.5.C.1.In.4 Identify that the Bill of Rights was written to guarantee the individual rights of American citizens.</p> <p>SS.5.C.1.Su.4 Recognize that the Bill of Rights lists the rights of individuals.</p> <p>SS.5.C.1.Pa.4 Recognize a right of people, such as freedom.</p>
SS.5.C.1.6	<p>Compare Federalist and Anti-Federalist views of government.</p> <p style="text-align: center;">Related Access Point(s)</p> <p>SS.5.C.1.In.5 Identify that some people wanted a strong national government while others wanted strong state governments, such as Federalists and Anti-Federalists.</p> <p>SS.5.C.1.Su.5 Recognize that people have different views about the power of the United States government.</p> <p>SS.5.C.1.Pa.5 Recognize that people have different points of view.</p>

Standard 2: Civic and Political Participation

BENCHMARK CODE	BENCHMARK
SS.5.C.2.1	<p>Differentiate political ideas of Patriots, Loyalists, and "undecideds" during the American Revolution.</p> <p style="text-align: center;">Related Access Point(s)</p> <p>SS.5.C.2.In.0 Identify the points of view (political ideas) of Patriots and Loyalists during the American Revolution.</p> <p>SS.5.C.2.Su.0 Recognize the point of view (political ideas) of Patriots during the American Revolution.</p> <p>SS.5.C.2.Pa.0 Recognize that groups may have different points of view.</p>
SS.5.C.2.2	<p>Compare forms of political participation in the colonial period to today.</p> <p style="text-align: center;">Related Access Point(s)</p> <p>SS.5.C.2.In.1 Identify examples of political participation used in the past and today, such as voting, signing petitions, and public protests.</p> <p>SS.5.C.2.Su.1 Recognize an example of political participation used today, such as voting or contacting representatives.</p> <p>SS.5.C.2.Pa.1 Recognize that voting is a form of participation.</p>
SS.5.C.2.3	<p>Analyze how the Constitution has expanded voting rights from our nation's early history to today.</p> <p style="text-align: center;">Related Access Point(s)</p> <p>SS.5.C.2.In.2 Identify that voting rights were limited early in our nation's history but expanded to include groups such as former slaves and women.</p> <p>SS.5.C.2.Su.2 Recognize that some groups of citizens of our nation, such as former slaves and women, could not vote in the past.</p>

	SS.5.C.2.Pa.2 Recognize that people can vote in America.
SS.5.C.2.4	Evaluate the importance of civic responsibilities in American democracy.
	Related Access Point(s)
	SS.5.C.2.In.3 Describe the importance of civic responsibilities, such as voting, serving on a jury, and paying taxes.
	SS.5.C.2.Su.3 Identify civic responsibilities, such as voting, serving on a jury, and paying taxes.
	SS.5.C.2.Pa.3 Recognize a way to be a responsible citizen, such as voting.
SS.5.C.2.5	Identify ways good citizens go beyond basic civic and political responsibilities to improve government and society.
	Related Access Point(s)
	SS.5.C.2.In.4 Recognize ways that good citizens can become more active in government, such as by running for office and working with others on civic issues.
	SS.5.C.2.Su.4 Recognize a way that a good citizen can become more active in government, such as by running for office.
	SS.5.C.2.Pa.4 Recognize a way to be a responsible citizen, such as voting.

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.
	Related Access Point(s)
	SS.5.C.3.In.0 Recognize that the three branches of the United States government have separate powers.
	SS.5.C.3.Su.0 Recognize the three branches of the United States government.
	SS.5.C.3.Pa.0 Recognize the United States has a government.
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.
	Related Access Point(s)
	SS.5.C.3.In.1 Identify that the United States Constitution is based on the principle of the separation of powers.
	SS.5.C.3.Su.1 Recognize that the United States Constitution specifies the powers of the branches of government.
	SS.5.C.3.Pa.1 Recognize the United States has a government.
SS.5.C.3.3	Give examples of powers granted to the federal government and those reserved for the states.
	Related Access Point(s)
	SS.5.C.3.In.2 Describe a power of the federal government—such as coining money, and a power of the state—such as creating public schools.
	SS.5.C.3.Su.2 Identify a power of the federal government—such as coining money, and a power of the state—such as creating public schools.

	SS.5.C.3.Pa.2 Recognize that government provides services, such as coining money or creating schools.
SS.5.C.3.4	Describe the amendment process as defined in Article V of the Constitution and give examples.
	Related Access Point(s)
	SS.5.C.3.In.3 Recognize that a change to the Constitution (amendment) is created by following specific steps.
	SS.5.C.3.Su.3 Recognize that a change to the law is an amendment.
	SS.5.C.3.Pa.3 Recognize that a law can be changed.
SS.5.C.3.5	Identify the fundamental rights of all citizens as enumerated in the Bill of Rights.
	Related Access Point(s)
	SS.5.C.3.In.4 Identify rights granted in the Bill of Rights, such as freedom of speech, religion, and assembly.
	SS.5.C.3.Su.4 Recognize a right granted in the Bill of Rights, such as freedom of speech or religion.
	SS.5.C.3.Pa.4 Recognize that citizens have 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.
	Related Access Point(s)
	SS.5.C.3.In.5 Identify the role of the courts in the American legal system in settling conflicts.
	SS.5.C.3.Su.5 Recognize that a court settles conflicts between people.
	SS.5.C.3.Pa.5 Recognize that conflicts can be settled.

Strand: CIVICS AND GOVERNMENT (STARTING 2023-2024)

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

BENCHMARK CODE	BENCHMARK
SS.5.CG.1.1	<p>Recognize that the Declaration of Independence affirms that every U.S. citizen has certain unalienable rights.</p> <ul style="list-style-type: none"> • Students will identify the grievances detailed in the Declaration of Independence. • Students will describe the idea of “unalienable rights” in the Declaration of Independence as it relates to each citizen. • Students will discuss the consequences of governments not recognizing that citizens have certain unalienable rights.
SS.5.CG.1.2	<p>Explain how and why the U.S. government was created by the U.S. Constitution.</p> <ul style="list-style-type: none"> • Students will identify the strengths and weaknesses of the Articles of Confederation. • Students will explain the goals of the 1787 Constitutional Convention. • Students will describe why compromises were made during the writing of the Constitution and identify compromises (e.g., Great Compromise, the Three-Fifths Compromise, the Electoral College).

	<ul style="list-style-type: none"> Students will identify Federalist and Anti-Federalist arguments supporting and opposing the ratification of the U.S. Constitution.
SS.5.CG.1.3	<p>Discuss arguments for adopting a representative form of government.</p> <ul style="list-style-type: none"> Students will explain what is meant by a representative government.
SS.5.CG.1.4	<p>Describe the history, meaning and significance of the Bill of Rights.</p> <ul style="list-style-type: none"> Students will describe how concerns about individual rights led to the inclusion of the Bill of Rights in the U.S. Constitution.

Standard 2: Civic and Political Participation

BENCHMARK CODE	BENCHMARK
SS.5.CG.2.1	<p>Discuss the political ideas of Patriots, Loyalists and other colonists about the American Revolution.</p> <ul style="list-style-type: none"> Students will describe the political philosophy of American Patriots and why those ideas led them to declare independence from the British Empire. Students will explain why colonists would choose to side with the British during the American Revolution. Students will examine motivations for the decision to not take a side during the American Revolution.
SS.5.CG.2.2	<p>Compare forms of political participation in the colonial period to today.</p> <ul style="list-style-type: none"> Students will describe forms of political participation in the colonial period (e.g., serving on juries, militia service, participation in elections for government). Students will identify ways citizens participate in the political process today (e.g., serving on juries, participation in elections for government).
SS.5.CG.2.3	<p>Analyze how the U.S. Constitution expanded civic participation over time.</p> <ul style="list-style-type: none"> Students will describe how the U.S. Constitution expanded voting rights through amendments and legislation including, but not limited to, the 15th, 19th, 24th and 26th Amendments, and the Voting Rights Act of 1965.
SS.5.CG.2.4	<p>Evaluate the importance of civic duties and responsibilities to the preservation of the United States' constitutional republic.</p> <ul style="list-style-type: none"> Students will explain what it means for the United States to be a constitutional republic. Students will identify duties (e.g., obeying the law, paying taxes, serving on a jury) and responsibilities (e.g., voting, keeping informed on public issues) that citizens are expected to fulfill. Students will explain what could happen to the United States if citizens did not fulfill their civic duties and responsibilities.
SS.5.CG.2.5	<p>Identify individuals who represent the citizens of Florida at the national level.</p>

	<ul style="list-style-type: none"> • Students will identify Florida's U.S. senators and the U.S. representative for their district. • Students will discuss the constitutional qualifications for office, term length, authority, duties, activities and compensation.
SS.5.CG.2.6	<p>Explain symbols and documents that represent the United States.</p> <ul style="list-style-type: none"> • Students will recognize the Great Seal of the United States and the Star-Spangled Banner as symbols that represent the United States. • Students will recognize the U.S. Constitution (specifically the Bill of Rights) and the Emancipation Proclamation as documents that represent the United States.

Standard 3: Structure and Functions of Government

BENCHMARK CODE	BENCHMARK
SS.5.CG.3.1	<p>Describe the organizational structure and powers of the national government as defined in Articles I, II and III of the U.S. Constitution.</p> <ul style="list-style-type: none"> • Students will identify legislative, executive and judicial branch functions of the U.S. government as defined in Articles I, II and III of the U.S. Constitution. • Students will explain why the Constitution divides the national government into three branches.
SS.5.CG.3.2	<p>Analyze how the U.S. Constitution and Bill of Rights limit the power of the national government and protect citizens from an oppressive government.</p> <ul style="list-style-type: none"> • Students will recognize examples of what to include, but not be limited to, popular sovereignty, rule of law, separation of powers, checks and balances, federalism, the amendment process, and the fundamental rights of citizens in the Bill of Rights.
SS.5.CG.3.3	<p>Explain the role of the court system in interpreting law and settling conflicts.</p> <ul style="list-style-type: none"> • Students will explain why the U.S. Supreme Court is the highest court in the system. • Students will explain why both the United States and Florida have a Supreme Court.
SS.5.CG.3.4	<p>Describe the process for amending the U.S. Constitution.</p> <ul style="list-style-type: none"> • Students will explain why the U.S. Constitution includes the amendment process. • Students will identify amendments to the U.S. Constitution.
SS.5.CG.3.5	<p>Explain how the U.S. Constitution influenced the Florida Constitution.</p> <ul style="list-style-type: none"> • Students will identify the purpose of a constitution (e.g., provides a framework for government, limits government authority, protects the rights of the people).

	<ul style="list-style-type: none"> Students will recognize the basic outline of the U.S. and Florida Constitutions (both have articles, amendments and preambles).
SS.5.CG.3.6	<p>Explain the relationship between the state and national governments.</p> <ul style="list-style-type: none"> Students will define federalism as it applies to the United States. Students will provide examples of powers granted to the national government and those reserved to the states. Students will provide examples of cooperation between the U.S. and Florida governments.

Strand: HOLOCAUST EDUCATION (STARTING 2023-2024)

Standard 1: Foundations of Holocaust Education

BENCHMARK CODE	BENCHMARK
SS.5.HE.1.1	<p>Define the Holocaust as the planned and systematic state-sponsored persecution and murder of European Jews by Nazi Germany and its collaborators between 1933 and 1945.</p> <ul style="list-style-type: none"> Students will define antisemitism as prejudice against or hatred of the Jewish people. Students will recognize the Holocaust as history's most extreme example of antisemitism. Students will identify examples of antisemitism (e.g., calling for, aiding, or justifying the killing or harming of Jews).