

Grade Level Expectations for the Sunshine State Standards

Social Studies Grades 6-8



F L O R I D A

Department
of Education

www.flrns.edu/doe

**Tom Gallagher
Commissioner**

**Sunshine State Standards
Grade Level Expectations
Social Studies
Grades 6-8**

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

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

Benchmark SS.A.1.3.1: The student understands how patterns, chronology, sequencing (including cause and effect), and the identification of historical periods are influenced by frames of reference.

Grade Level Expectations

The student:

Sixth

1. understands that historical events are subject to different interpretations.
2. understands chronology (for example, knows how to construct and label a timeline of events).

Seventh

1. extends and refines understanding that historical events are subject to different interpretations (for example, patterns, chronology, sequencing including cause and effect and the identification of historical periods).

Eighth

1. understands ways patterns, chronology, sequencing (including cause and effect), and the identification of historical periods are influenced by frames of reference.

Benchmark SS.A.1.3.2: The student 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.

Grade Level Expectations

The student:

Sixth

1. distinguishes between fact and opinion.
2. distinguishes between primary and secondary sources of information.
3. interprets data from charts, tables, and graphs.

Seventh

1. draws appropriate conclusions based on data from charts, tables, and graphs.
2. knows relative value of primary and secondary sources.

**Sunshine State Standards
Grade Level Expectations
Social Studies
Grades 6-8**

Eighth

1. extends and refines ability to analyze and draw conclusions from the events on timelines, charts, tables, and graphs.
2. evaluates sources of information for a purpose (for example, relevance, reliability, accuracy, objectivity).
3. knows ways to develop and support a point of view based on a historical event.

Benchmark SS.A.1.3.3: The student knows how to impose temporal structure on historical narratives.

Grade Level Expectations

The student:

Sixth

Content addressed in SS.A.1.3.1.

Seventh

Content addressed in SS.A.1.3.1.

Eighth

Content addressed in SS.A.1.3.1.

Standard 2: The student understands the world from its beginning to the time of the Renaissance.

Benchmark SS.A.2.3.1: The student understands how language, ideas, and institutions of one culture can influence other cultures (e.g., through trade, exploration, and immigration).

Grade Level Expectations

The student:

Sixth

1. understands ways language, ideas, and institutions of one culture can influence other cultures (for example, trade, religions in the Eastern Hemisphere).

Seventh

1. extends and refines understanding of ways language, ideas, and institutions of one culture can influence other cultures (for example, exploration, immigration, trade in the Western Hemisphere).

Eighth

Content addressed in sixth and seventh grades.

**Sunshine State Standards
Grade Level Expectations
Social Studies
Grades 6-8**

Benchmark SS.A.2.3.2: The student knows how major historical developments have had an impact on the development of civilizations.

Grade Level Expectations

The student:

Sixth

1. knows ways major historical developments have influenced selected groups over time (for example, the rise and spread of the Muslim religion).

Seventh

1. extends and refines knowledge of ways major historical developments have influenced selected groups over time (for example, the components essential for the development of civilization, such as division of labor, technology, government, writing, calendar in the Western hemisphere).

Eighth

Content addressed in sixth and seventh grades.

Benchmark SS.A.2.3.3: The student understands important technological developments and how they influenced human society.

Grade Level Expectations

The student:

Sixth

1. understands ways technological factors have influenced selected groups over time (for example, agriculture in the Eastern hemisphere).

Seventh

1. extends and refines understanding of ways technological factors have influenced selected groups over time (for example, transportation in the Western hemisphere.)

Eighth

Content addressed in sixth and seventh grades.

**Sunshine State Standards
Grade Level Expectations
Social Studies
Grades 6-8**

Benchmark SS.A.2.3.4: The student understands the impact of geographical factors on the historical development of civilizations.

Grade Level Expectations

The student:

Sixth

1. understands ways geographical factors have influenced selected groups (for example, the development of the Tibetan civilization in the Himalayan Mountains).

Seventh

1. extends and refines understanding of ways geographical factors have influenced selected groups (for example, Native Americans in the Great Plains).

Eighth

Content addressed in sixth and seventh grades.

Benchmark SS.A.2.3.5: The student knows significant historical leaders who shaped the development of early cultures (e.g., military, political, and religious leaders in various civilizations).

Grade Level Expectations

The student:

Sixth

1. knows significant aspects of the lives and accomplishments of selected men and women in the historical period of ancient civilizations (for example, Confucius, Buddha).

Seventh

1. knows significant aspects of the lives and accomplishments of selected men and women in the historical period of ancient civilizations (for example, Alexander the Great, Hammurabi's development of legal codes, Moses).

Eighth

Content addressed in sixth and seventh grade.

**Sunshine State Standards
Grade Level Expectations
Social Studies
Grades 6-8**

Benchmark SS.A.2.3.6: The student 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).

Grade Level Expectations

The student:

Sixth

1. knows major events that shaped the development of various cultures (for example, development and spread of major religions).

Seventh

1. refines and extends knowledge of major events that shaped the development of various cultures (for example, development of legal codes).

Eighth

Content addressed in sixth grade.

Benchmark SS.A.2.3.7: The student 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).

Grade Level Expectations

The student:

Sixth

1. knows examples of significant achievements in art and architecture (for example, Chinese and Japanese ink drawing, temple complexes in Southeast Asia).

Seventh

1. knows examples of significant achievements in art and architecture (for example, the Hanging Gardens of Babylon, pyramids in Egypt, bridges and aqueducts in ancient Rome, Gothic cathedrals in Medieval Europe).

Eighth

Content addressed in sixth and seventh grades.

**Sunshine State Standards
Grade Level Expectations
Social Studies
Grades 6-8**

Benchmark SS.A.2.3.8: The student knows the political, social, and economic institutions that characterized the significant aspects of Eastern and Western civilizations.

Grade Level Expectations

The student:

Sixth

1. knows roles of political, economic, and social institutions in the development of selected civilizations (for example, caste system in India).

Seventh

1. extends and refines knowledge of roles of political, economic, and social institutions in the development of selected civilizations (for example, the Catholic Church in Europe).

Eighth

Content addressed in sixth and seventh grades.

Standard 3: The student understands Western and Eastern civilization since the Renaissance.

Benchmark SS.A.3.3.1: The student 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).

Grade Level Expectations

The student:

Sixth

1. understands ways in which cultural characteristics have been transmitted from one society to another (for example, through art, architecture, language, other artifacts).

Seventh

1. extends and refines understanding of ways in which cultural characteristics have been transmitted from one society to another (for example, through traditions, beliefs, values, behaviors).

Eighth

Content addressed in sixth and seventh grades.

**Sunshine State Standards
Grade Level Expectations
Social Studies
Grades 6-8**

Benchmark SS.A.3.3.2: The student understands the historical events that have shaped the development of cultures throughout the world.

Grade Level Expectations

The student:

Sixth

1. understands selected historical events that have shaped the development of selected cultures (for example, the spread of Communism in Asia).

Seventh

1. understands selected historical events that have shaped the development of selected cultures throughout the world (for example, the spread of humanism during the Renaissance).

Eighth

Content addressed in sixth and seventh grades.

Benchmark SS.A.3.3.3: The student knows how physical and human geographic factors have influenced major historical events and movements.

Grade Level Expectations

The student:

Sixth

1. knows ways geographical factors have influenced selected cultures (for example, the Great Wall of China, major rivers systems in the Eastern hemisphere).

Seventh

1. extends and refines understanding of ways geographical factors have influenced major historical events and movements in selected cultures (for example, mountain ranges in Europe and the Americas).

Eighth

Content addressed in sixth and seventh grades.

Benchmark SS.A.3.3.4: The student knows significant historical leaders who have influenced the course of events in Eastern and Western civilizations since the Renaissance.

Grade Level Expectations.

The student:

Sixth

1. knows aspects of the lives and accomplishments of significant men and women in selected regions since the Renaissance (for example, Ghandi, Mao Ze-dong, Mother Teresa).

**Sunshine State Standards
Grade Level Expectations
Social Studies
Grades 6-8**

Seventh

1. extends and refines knowledge of aspects of the lives and accomplishments of significant men and women in selected regions since the Renaissance (for example, Christopher Columbus, Simon Bolivar) .

Eighth

1. Content addressed in sixth and seventh grades.

Benchmark SS.A.3.3.5: The student understands the differences between institutions of Eastern and Western civilizations (e.g., differences in governments, social traditions and customs, economic systems and religious institutions).

Grade Level Expectations

The student:

Sixth

1. understands selected aspects of political, economic, and social institutions in selected cultures in Eastern civilizations (for example, governments, social traditions and customs, economic systems, religious institutions).

Seventh

1. understands selected aspects of political, economic, and social institutions in selected cultures in Western civilizations (for example, governments, social traditions and customs, economic systems, religious institutions).
2. understands the differences between political, economic, and social institutions of Eastern and Western civilizations.

Eighth

1. compares and contrasts ways Eastern and Western political, economic, and social institutions impact life in the United States.

**Sunshine State Standards
Grade Level Expectations
Social Studies
Grades 6-8**

Standard 4: The student understands United States history to 1880.

Benchmark SS.A.4.3.1: The student 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).

Grade Level Expectations

The student:

Sixth

Content addressed in eighth grade.

Seventh

Content addressed in eighth grade.

Eighth

1. understands factors involved in the development of cities and industries in the United States.

Benchmark SS.A.4.3.2: The student 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).

Grade Level Expectations

The student:

Sixth

Content addressed in eighth grade.

Seventh

Content addressed in eighth grade.

Eighth

1. knows the role of physical and cultural geography in shaping events in the United States (for example, environmental and climatic influences on settlement of the colonies, the American Revolution, the Civil War).

**Sunshine State Standards
Grade Level Expectations
Social Studies
Grades 6-8**

Benchmark SS.A.4.3.3: The student understands the impact of significant people and ideas on the development of values and traditions in the United States prior to 1880.

Grade Level Expectations

The student:

Sixth

Content addressed in eighth grade.

Seventh

Content addressed in eighth grade.

Eighth

1. understands the impact of significant people, events and ideas on the development of the United States (for example, Thomas Jefferson, Manifest Destiny).

Benchmark SS.A.4.3.4: The student 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).

Grade Level Expectations

The student:

Sixth

Content addressed in eighth grade.

Seventh

Content addressed in eighth grade.

Eighth

1. understands ways state and federal policy influenced various Native American nations throughout United States history (for example, Cherokee and Choctaw removals, loss of Native American homelands, Black Hawk War, removal policies in the Old Northwest).

**Sunshine State Standards
Grade Level Expectations
Social Studies
Grades 6-8**

Standard 5: The student understands United States history from 1880 to the present day.

Benchmark SS.A.5.3.1: The student 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).

Grade Level Expectations

The student:

Sixth

Content addressed in eighth grade.

Seventh

Content addressed in eighth grade.

Eighth

1. understands the role of physical and cultural geography in shaping events in the United States since 1880 (for example, Western settlement, immigration patterns, urbanization).

Benchmark SS.A.5.3.2: The student understands ways that significant individuals and events influenced economic, social, and political systems in the United States after 1880.

Grade Level Expectations

The student:

Sixth

Content addressed in eighth grade.

Seventh

Content addressed in eighth grade.

Eighth

1. understands the impact of significant people, events, and ideas on the development of the United States after 1880 (for example, Andrew Carnegie, Martin Luther King, the Great Depression, isolationism).

**Sunshine State Standards
Grade Level Expectations
Social Studies
Grades 6-8**

Benchmark SS.A.5.3.3: The student 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).

Grade Level Expectations

The student:

Sixth

Content addressed in eighth grade.

Seventh

Content addressed in eighth grade.

Eighth

1. knows the causes and consequences of urbanization that occurred in the United States after 1880 (for example, industrialization; consequences such as poor living conditions in cities, health and safety aspects of working conditions).

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

Benchmark SS.A.6.3.1: The student understands how immigration and settlement patterns have shaped the history of Florida.

Grade Level Expectations

The student:

Sixth

Content addressed in eighth grade.

Seventh

Content addressed in eighth grade.

Eighth

1. understands ways immigration and settlement patterns have shaped the history of Florida (for example, early Spanish settlements, influx of retirees, Cuban refugees into South Florida).

Benchmark SS.A.6.3.2: The student knows the unique geographic and demographic characteristics that define Florida as a region.

Grade Level Expectations

The student:

Sixth

Content addressed in eighth grade.

**Sunshine State Standards
Grade Level Expectations
Social Studies
Grades 6-8**

Seventh

Content addressed in eighth grade.

Eighth

1. knows characteristics of Florida’s growing and diverse population centers (for example, Jacksonville, Miami, Orlando, Tampa).
2. knows unique geographic and demographic characteristics that define Florida as a region (for example, the Everglades, Latin American influence in South Florida).

Benchmark SS.A.6.3.3: The student knows how the environment of Florida has been modified by the values, traditions, and actions of various groups who have inhabited the state.

Grade Level Expectations

The student:

Sixth

Content addressed in eighth grade.

Seventh

Content addressed in eighth grade.

Eighth

1. knows ways the environment of Florida has been modified by the values, traditions, and actions of various groups who have inhabited the state (for example, degradation of the Everglades).

Benchmark SS.A.6.3.4: The student understands how the interactions of societies and cultures have influenced Florida’s history.

Grade Level Expectations

The student:

Sixth

Content addressed in eighth grade.

Seventh

Content addressed in eighth grade.

Eighth

1. understands ways the interactions of societies and cultures have influenced Florida’s history (for example, early Spanish missions converting Native Americans to Christianity).

**Sunshine State Standards
Grade Level Expectations
Social Studies
Grades 6-8**

Benchmark SS.A.6.3.5: The student understands how Florida has allocated and used resources and the consequences of those economic decisions.

Grade Level Expectations

The student:

Sixth

Content addressed in eighth grade.

Seventh

Content addressed in eighth grade.

Eighth

1. understands ways Florida has allocated and used resources and the consequences of those economic decisions (for example, the development of transportation systems such as state and county highways. Preference for tourism over heavy industry leading to a service economy).

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

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

Benchmark SS.B.1.3.1: The student 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.

Grade Level Expectations

The student:

Sixth

1. knows various map forms and other geographic representations. (for example, maps, globes, aerial photographs, satellite-produced images).
2. uses various map forms to acquire information (for example, location, distance, direction, scale, symbol).
3. uses various map forms to process and report geographic information (for example, patterns of land use, connections between places, patterns and processes of migration and diffusion).

Seventh

1. extends and refines knowledge of various map forms and other geographic representations (for map projections, Geographic Information Systems technologies).
2. extends and refines use of various map forms and other geographic representations to acquire, process, and report geographic information (for example, patterns of population, economics, rainfall, vegetation, landforms).

**Sunshine State Standards
Grade Level Expectations
Social Studies
Grades 6-8**

Eighth

1. extends and refines use of various map forms and other geographic representations, tools, and technologies to acquire, process, and report geographic information about the United States (for example, tracing the Oregon Trail).

Benchmark SS.B.1.3.2: The student uses mental maps to organize information about people, places, and environments.

Grade Level Expectations

The student:

Sixth

1. develops and uses mental maps of selected regions (for example, from memory the student identifies the continent on which a country is located).

Seventh

1. extends and refines ability to use mental maps of selected regions (for example, mountains chains, bodies of water).

Eighth

1. extends and refines ability to use mental maps of the United States and Florida (for example, from memory identifies the three largest population centers and their general location).

Benchmark SS.B.1.3.3: The student knows the social, political, and economic divisions on Earth's surface.

Grade Level Expectations

The student:

Sixth

1. understands that people create social, political, and economic geographic divisions of the Earth's surface (for example, national borders).
2. knows selected social, political, and economic divisions in selected regions (for example, national borders in the Eastern hemisphere).

Seventh

1. understands the social, political, and economic divisions in selected regions, (for example, national borders in the Western hemisphere).

Eighth

1. knows ways the social, political, and economic divisions of the United States have changed over time (for example, the growth in the number of states).

**Sunshine State Standards
Grade Level Expectations
Social Studies
Grades 6-8**

Benchmark SS.B.1.3.4: The student understands how factors such as culture and technology influence the perception of places and regions.

Grade Level Expectations

The student:

Sixth

1. understands ways judgements about cultural characteristics and degree of technological development influence perception of places and regions (for example, the designation of “third-world country”).

Seventh

1. extends and refines understanding of ways judgements about cultural characteristics and degree of technological development influence perception of places and regions.

Eighth

Content addressed in sixth and seventh grades.

Benchmark SS.B.1.3.5: The student knows ways in which the spatial organization of a society changes over time.

Grade Level Expectations

The student:

Sixth

1. knows ways in which the spatial organization of a society changes over time (for example, urban sprawl as a result of industrialization).

Seventh

1. extends and refines knowledge of ways in which the spatial organization of a society changes over time (for example, suburbanization in developed countries).

Eighth

Content addressed in sixth and seventh grades.

Benchmark SS.B.1.3.6: The student understands ways in which regional systems are interconnected.

Grade Level Expectations

The student:

Sixth

1. knows physical and human criteria used to define regions (for example, hemispheres, mountains, deserts, countries, city boundaries, school districts).

**Sunshine State Standards
Grade Level Expectations
Social Studies
Grades 6-8**

Seventh

1. knows ways selected regions are interconnected and interdependent (for example, less-developed regions supplying raw materials and developed regions supplying manufactured goods).

Eighth

Content addressed in sixth and seventh grades.

Benchmark SS.B.1.3.7: The student understands the spatial aspects of communication and transportation systems.

Grade Level Expectations

The student:

Sixth

1. understands spatial aspects of communication and transportation systems in selected regions (for example (time required to travel and communicate over distances reduced by technological developments).

Seventh

1. extends and refines understanding of spatial aspects of the communication and transportation systems in selected regions (time required to travel and communicate over distances reduced by technological developments).

Eighth

Content addressed in sixth and seventh grades.

Standard 2: The student understands the interactions of people and the physical environment.

Benchmark SS.B.2.3.1: The student understands the patterns and processes of migration and diffusion throughout the world.

Grade Level Expectations

The student:

Sixth

1. knows examples of migration patterns and processes in selected regions.

Seventh

1. understands patterns and processes of migration and diffusion in selected regions.

Eighth

1. knows examples of migration and cultural diffusion in United States history.

**Sunshine State Standards
Grade Level Expectations
Social Studies
Grades 6-8**

Benchmark SS.B.2.3.2: The student knows the human and physical characteristics of different places in the world and how these characteristics change over time.

Grade Level Expectations

The student:

Sixth

1. knows ways physical and human characteristics of selected regions have changed over time (for example, aftereffects of volcanic activity, development of cities).

Seventh

1. extends and refines knowledge of ways physical and human characteristics of selected regions have changed over time (for example, tree clearing in rain forests).

Eighth

Content addressed in sixth and seventh grades.

Benchmark SS.B.2.3.3: The student understands how cultures differ in their use of similar environments and resources.

Grade Level Expectations

The student:

Sixth

1. understands ways various cultures use similar resources and environments (for example, differing methods of irrigation).

Seventh

1. extends and refines understanding of ways various cultures use similar resources and environments (for example, terracing of mountain sides in the Andes and using mountainous areas for pasture in other areas).

Eighth

Content addressed in sixth and seventh grades.

**Sunshine State Standards
Grade Level Expectations
Social Studies
Grades 6-8**

Benchmark SS.B.2.3.4: The student understands how the landscape and society change as a consequence of shifting from a dispersed to a concentrated settlement form.

Grade Level Expectations

The student:

Sixth

Content addressed in SS.A.4.3.1.

Seventh

Content addressed in SS.A.4.3.1.

Eighth

Content addressed in SS.A.4.3.1.

Benchmark SS.B.2.3.5: The student understands the geographical factors that affect the cohesiveness and integration of countries.

The student:

Grade Level Expectations

Sixth

1. understands the various geographic factors that may divide or unite a country (for example, mountains, rivers, valleys).

Seventh

1. extends and refines understanding of the various geographic factors that may divide or unite a country.

Eighth

Content addressed in sixth and seventh grades.

Benchmark SS.B.2.3.6: The student understands the environmental consequences of people changing the physical environment in various world locations.

Grade Level Expectations

The student:

Sixth

1. understands environmental consequences of people changing the physical environment in selected regions (effects of deforestation such as reduction in biodiversity).

**Sunshine State Standards
Grade Level Expectations
Social Studies
Grades 6-8**

Seventh

1. extends and refines understanding of environmental consequences of people changing the physical environment in selected regions (for example, effects of ozone depletion, climate change).

Eighth

Content addressed in sixth and seventh grades.

Benchmark SS.B.2.3.7: The student knows how various human systems throughout the world have developed in response to conditions in the physical environment.

Grade Level Expectations

The student:

Sixth

1. knows examples of human systems that have been developed in response to opportunities afforded by the environment (for example, settlements in valleys, transportation on waterways).

Seventh

1. extends and refines knowledge of examples of ways the environment affects human systems in selected regions (for example, natural barriers that become boundaries).

Eighth

Content addressed in sixth and seventh grades.

Benchmark SS.B.2.3.8: The student knows world patterns of resource distribution and utilization.

Grade Level Expectations

The student:

Sixth

1. knows patterns of resource distribution and use in selected regions (for example, distribution of arable land).

Seventh

1. knows patterns of resource distribution and use in selected regions (for example, mineral rights).

Eighth

Content addressed in sixth and seventh grades.

**Sunshine State Standards
Grade Level Expectations
Social Studies
Grades 6-8**

Benchmark SS.B.2.3.9: The student understands how the interaction between physical and human systems affects current conditions on Earth.

Grade Level Expectations

The student:

Sixth

Content addressed in SS.B.2.3.6 and SS.B.2.3.7.

Seventh

Content addressed in SS.B.2.3.6 and SS.B.2.3.7.

Eighth

Content addressed in sixth and seventh grades.

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.1.3.1: The student knows the essential ideas of American constitutional government that are expressed in the Declaration of Independence, the Constitution, the Federalist Papers, and other writings.

Grade Level Expectations

The student:

Sixth

Content addressed in eighth grade.

Seventh

Content addressed in eighth grade.

Eighth

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.

**Sunshine State Standards
Grade Level Expectations
Social Studies
Grades 6-8**

Benchmark SS.C.1.3.2: The student understands major ideas about why government is necessary and the purposes government should serve.

Grade Level Expectations

The student:

Sixth

Content addressed in eighth grade.

Seventh

Content addressed in eighth grade.

Eighth

1. understands major ideas about why government is necessary and the purposes government should serve.

Benchmark SS.C.1.3.3: The students 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).

Grade Level Expectations

The student:

Sixth

Content addressed in eighth grade.

Seventh

Content addressed in eighth grade.

Eighth

1. understands ways the legislative, executive, and judicial branches share power and responsibilities (for example, each branch has varying degrees of legislative, executive, and judicial powers and responsibilities).

Benchmark SS.C.1.3.4: The student 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).

Grade Level Expectations

The student:

Sixth

Content addressed in eighth grade.

**Sunshine State Standards
Grade Level Expectations
Social Studies
Grades 6-8**

Seventh

Content addressed in eighth grade.

Eighth

1. knows the major parts of the federal system including the national government, state governments, and other governmental units (for example, District of Columbia, American tribal governments, the Virgin Islands).

Benchmark SS.C.1.3.5: The student knows the major responsibilities of his or her state and local governments and understands the organization of his or her state and local governments.

Grade Level Expectations

The student:

Sixth

Content addressed in eighth grade.

Seventh

Content addressed in eighth grade.

Eighth

1. knows the major responsibilities and understands the organization of Florida's state and local governments.

Benchmark SS.C.1.3.6: The student 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.

Grade Level Expectations

The student:

Sixth

Content addressed in eighth grade.

Seventh

Content addressed in eighth grade.

Eighth

1. 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 (for example, government in the sunshine law, limits on campaign contributions).

**Sunshine State Standards
Grade Level Expectations
Social Studies
Grades 6-8**

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

Benchmark SS.C.2.3.1: The student understands the history of the rights, liberties, and obligations of citizenship in the United States.

Grade Level Expectations

The student:

Sixth

Content addressed in eighth grade.

Seventh

Content addressed in eighth grade.

Eighth

1. understands the history of the rights, liberties, and obligations of citizenship in the United States (for example, rights and liberties outlined in the Bill of Rights, serving on jury duty).

Benchmark SS.C.2.3.2: The student 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).

Grade Level Expectations

The student:

Sixth

Content addressed in eighth grade.

Seventh

Content addressed in eighth grade.

Eighth

1. 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 (for example, the right to vote, to hold public office, to serve on juries).

**Sunshine State Standards
Grade Level Expectations
Social Studies
Grades 6-8**

Benchmark SS.C.2.3.3: The student 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).

Grade Level Expectations

The student:

Sixth

Content addressed in eighth grade.

Seventh

Content addressed in eighth grade.

Eighth

1. 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 (for example, whether a clear and present danger exists and whether national security is at risk).

Benchmark SS.C.2.3.4: The student understands what constitutes personal, political, and economic rights and the major documentary sources of these rights.

Grade Level Expectations

The student:

Sixth

Content addressed in eighth grade.

Seventh

Content addressed in eighth grade.

Eighth

Content addressed in SS.C.1.3.1.

Benchmark SS.C.2.3.5: The student 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.

Grade Level Expectations

The student:

Sixth

Content addressed in eighth grade.

**Sunshine State Standards
Grade Level Expectations
Social Studies
Grades 6-8**

Seventh

Content addressed in eighth grade.

Eighth

1. understands ways to contact government representatives and why it is important to do so (for example, knows which level of government to contact to express opinions or to get help on a specific problem).

Benchmark SS.C.2.3.6: The student understands the importance of participation in community service, civic improvement, and political activities.

Grade Level Expectations

The student:

Sixth

Content addressed in eighth grade.

Seventh

Content addressed in eighth grade.

Eighth

1. understands the importance of participation in community service, civic improvement, and political activities (for example, becoming informed about qualifications of candidates).

Benchmark SS.C.2.3.7: The student understands current issues involving rights that affect local, national, or international political, social, and economic systems.

Grade Level Expectations

The student:

Sixth

1. understands ways current issues affect political, social, and economic systems in selected regions.

Seventh

1. extends and refines knowledge of ways current issues affect political, social, and economic systems in selected regions.

Eighth

1. understands ways current issues affect political, social, and economic systems in the United States.

**Sunshine State Standards
Grade Level Expectations
Social Studies
Grades 6-8**

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

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

Benchmark SS.D.1.3.1: The student knows the options and resources that are available for consumer protection.

Grade Level Expectations

The student:

Sixth

Content addressed in eighth grade.

Seventh

Content addressed in eighth grade.

Eighth

1. knows options and resources available for consumer protection (for example, consumer protection agencies, newspaper consumer hotlines).

Benchmark SS.D.1.3.2: The student understands the advantages and disadvantages of various kinds of credit (e.g., credit cards, bank loans, or financing with no payment for 6 months).

Grade Level Expectations

The student:

Sixth

Content addressed in eighth grade.

Seventh

Content addressed in eighth grade.

Eighth

1. understands advantages and disadvantages of various kinds of credit (for example, credit cards, bank loans, financing with no payment for 6 months).

Benchmark SS.D.1.3.3: The student understands the variety of factors necessary to consider when making wise consumer decisions.

Grade Level Expectations

The student:

Sixth

Content addressed in eighth grade.

**Sunshine State Standards
Grade Level Expectations
Social Studies
Grades 6-8**

Seventh

Content addressed in eighth grade.

Eighth

1. understands a variety of factors to consider when making wise consumer decisions (for example, cost, performance, reliability).

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

Benchmark SS.D.2.3.1: The student understands ways 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.

Grade Level Expectations

The student:

Sixth

1. understands elements of basic economic systems commonly found in selected regions (for example, tradition-based and command economies in the Eastern hemisphere).

Seventh

1. extends and refines understanding of basic economic systems commonly found in selected regions (for example, market and mixed economies in the Western hemisphere).

Eighth

Content addressed in sixth and seventh grades.

Benchmark SS.D.2.3.2: The student 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?

Grade Level Expectations

The student:

Sixth

Content addressed in seventh and eighth grades.

Seventh

1. applies three basic economic questions to various economic systems in selected regions (What goods and services will be produced? How will they be produced? Who will buy them?).

**Sunshine State Standards
Grade Level Expectations
Social Studies
Grades 6-8**

Eighth

1. analyzes the impact of economic decisions in the United States (What goods and services will be produced? How will they be produced? Who will buy them?).

Benchmark SS.D.2.3.3: The student knows the various kinds of specialized institutions that exist in market economies (e.g., corporations, labor unions, banks, and the stock market).

Grade Level Expectations

The student:

Sixth

Content addressed in eighth grade.

Seventh

Content addressed in eighth grade.

Eighth

1. knows the various kinds of specialized institutions that exist in market economies (for example, corporations, labor unions, banks, stock markets).



Florida Department of
Education

www.flrn.edu/doe