

# **Grade Level Expectations for the Sunshine State Standards**

## **Social Studies Grades 3-5**



F L O R I D A

Department  
of Education

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Commissioner**

**Sunshine State Standards  
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*Standard A: Time, Continuity, and Change [History]*

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

*Benchmark SS.A.1.2.1: The student understands how individuals, ideas, decisions, and events can influence history.*

Grade Level Expectations

The student:

Third

1. understands ways selected individuals, ideas, and decisions influenced historical events (for example, in ancient times).

Fourth

Content addressed in Florida history (SS.A.6.2.1.-7.).

Fifth

1. extends and refines understanding of the effects of individuals, ideas, and decisions on historical events (for example, in the United States).

*Benchmark SS.A.1.2.2: The student uses a variety of methods and sources to understand history (such as interpreting diaries, letters, newspapers; and reading maps and graphs) and knows the difference between primary and secondary sources.*

Grade Level Expectations

The student:

Third

1. knows sources of information about ancient history (for example, books, magazines, documents at the school and community library, Internet sites about ancient history).

Fourth

1. knows different types of primary and secondary sources (for example, artifacts, diaries, letters, photographs, art, documents, newspapers, books, Internet sites about Florida history).

Fifth

1. compares and contrasts primary and secondary accounts of selected historical events (for example, diary entries from a soldier in a Civil War battle and newspaper articles about the same battle).

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*Benchmark SS.A.1.2.3: The student understands broad categories of time in years, decades, and centuries.*

Grade Level Expectations

The student:

Third

1. reads and interprets a single timeline identifying the order of events (for example, in ancient times).

Fourth

Content addressed in Florida history (SS.A.6.2.1-7.)

Fifth

1. constructs and labels a timeline based on a historical reading (for example, about United States history).

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

*Benchmark SS.A.2.2.1: The student knows the significant scientific and technological achievements of various societies (e.g., the invention of paper in China, Mayan calendars, mummification and the use of cotton in Egypt, astronomical discoveries in the Moslem world, and the Arabic number system).*

Grade Level Expectations

The student:

Third

1. knows significant scientific and technological achievements of various societies (for example, bow and arrow, pottery, Egyptian pyramids).

Fourth

1. Content addressed in third grade.

Fifth

1. Content addressed in third grade.

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*Benchmark SS.A.2.2.2: The student understands developments in transportation and communication in various societies (e.g., the development of extensive road systems in various cultures, the difficulties of travel and communication encountered by people of various cultures, the origins and changes in writing and how these changes made communication between people more effective).*

Grade Level Expectations

The student:

Third

1. understands selected developments in transportation prior to the Renaissance (for example, Roman roads, trade routes by camel caravan linking Asia and Africa, developments in marine vessels).
2. understands the origins and changes in methods of writing prior to the Renaissance (for example, pictographs, cuneiform, hieroglyphics, alphabets).
3. understands ways changes in transportation and communication affected the lives of people prior to the Renaissance.

Fourth

Content addressed in third grade.

Fifth

Content addressed in third grade.

*Benchmark SS.A.2.2.3: The student understands various aspects of family life, structures, and roles in different cultures and in many eras (e.g., pastoral and agrarian families of early civilizations, families of ancient times, and medieval families).*

Grade Level Expectations

The student:

Third

1. knows aspects of family life found in many eras (for example, in prehistory, ancient civilizations).
2. knows aspects of family life found in pastoral, agrarian, and urban settings.

Fourth

Content addressed in third grade.

Fifth

Content addressed in third grade.

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*Benchmark SS.A.2.2.4: The student understands the emergence of different laws and systems of government (e.g., monarchy and republic).*

Grade Level Expectations

The student:

Third

1. understands the emergence throughout history of different laws and systems of government (for example, monarchy, republic).

Fourth

Content addressed in third grade.

Fifth

Content addressed in third grade.

*Benchmark SS.A.2.2.5: The student understands significant achievements in the humanities to the time of the Renaissance (e.g., Roman architecture and Greek art).*

Grade Level Expectations

The student:

Third

1. knows selected cultural and intellectual achievements of various early and ancient civilizations.

Fourth

Content covered in third grade.

Fifth

Content covered in third grade.

*Benchmark SS.A.2.2.6: The student knows how trade led to exploration in other regions of the world (e.g., the explorations of Marco Polo and the Vikings).*

Grade Level Expectations

The student:

Third

1. knows how trade led to exploration in other regions of the world (for example, the explorations of Marco Polo and the Vikings).

Fourth

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Content addressed in third grade.

Fifth

Content addressed in third grade.

*Benchmark SS.A.2.2.7: The student understands how developments in the Middle Ages contributed to modern life (e.g., the development of social institutions and organizations, the rise of cities, the formation of guilds, the rise of commerce, the influence of the church, and the rise of universities).*

Grade Level Expectations

The student:

Third

1. understands selected ways developments in the Middle Ages contributed to modern life (for example, the development of social institutions and organizations, the rise of cities, the formation of guilds, the rise of commerce, the influence of the church, the rise of universities).

Fourth

Content addressed in third grade.

Fifth

Content addressed in third grade.

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

*Benchmark SS.A.3.2.1: The student knows significant people and their contributions in the field of communication and technology (e.g., inventors of various nonelectronic and electronic communication devices such as the steam engine and the television) and the impact of these devices on society.*

Grade Level Expectations

The student:

Third

1. knows selected significant people and the impact of their achievements in the fields of communication and technology since the Renaissance.
2. understands ways these devices impacted society.

Fourth

Content addressed in Florida history (SS.A. 6.2.1-7).

Fifth

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Content addressed in United States history (SS.A.4.2.1-8).

*Benchmark SS.A.3.2.2: The student knows developments in the humanities since the Renaissance (e.g., Renaissance architecture, Japanese and Chinese influences on art, the impact of literary and theatrical development during the Renaissance, changes in music including opera and ballet, and major movements in the arts in 19<sup>th</sup>-century Europe).*

Grade Level Expectations

The student:

Third

1. knows selected developments in the humanities since the Renaissance.

Fourth

Content addressed third grade.

Fifth

Content addressed in third grade and in SS.A.5.2.1-8).

*Benchmark SS.A.3.2.3: The student understands the types of laws and government systems that have developed since the Renaissance (e.g., the development of democracy, the rise of totalitarian governments and dictatorships, communism and absolutism).*

Grade Level Expectations

The student:

Third

1. understands types of laws and government systems that have developed since the Renaissance (for example, the development of democracy, the rise of totalitarian governments and dictatorships, communism and absolutism).

Fourth

Content addressed in third and fifth grades.

Fifth

Content addressed in third grade and SS.C.1.2.1 and SS.A.4.2.4).

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*Benchmark SS.A.3.2.4: The student understands the post-Renaissance consequences of exploration that occurred during the Age of Discovery (e.g., European colonization in North America and British imperial efforts in India and other countries).*

Grade Level Expectations

The student:

Third

1. knows selected consequences of explorations that occurred during the Age of Discovery (for example, colonization around the world).

Fourth

Content covered in third grade and in Florida history (SS.A.6.2.1-3).

Fifth

Content covered in third grade and in United States history (SS.A.4.2.1).

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

*Benchmark SS.A.4.2.1: The student understands the geographic, economic, political, and cultural factors that characterized early exploration of the Americas.*

Grade Level Expectations

The student:

Third

Content addressed in fifth grade.

Fourth

Content addressed in Florida history (SS.A.6.2.1-3).

Fifth

1. knows selected European explorers and the territories they explored in North America.
2. understands selected geographic, economic, political, and cultural factors that characterized early exploration of the Americas (for example, impact on Native Americans, war between colonial powers, the institution of slavery).

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*Benchmark SS.A.4.2.2: The student understands why Colonial America was settled in regions.*

Grade Level Expectations

The student:

Third

Content addressed in fourth and fifth grades.

Fourth

Content addressed in Florida history (SS.A.6.2.3).

Fifth

1. knows significant events in the colonization of North America, including but not limited to the Jamestown and Plymouth settlements, and the formation of the thirteen original colonies.
2. understands selected aspects of everyday life in Colonial America (for example, impact of religions, types of work, use of land, leisure activities, relations with Native Americans, slavery).

*Benchmark SS.A.4.2.3: The student knows significant social and political events that led to and characterized the American Revolution.*

Grade Level Expectations

The student:

Third

Content addressed in fifth grade.

Fourth

Content addressed in fifth grade.

Fifth

1. understands reasons Americans and those who led them went to war to win independence from England.
2. knows significant events between 1756 and 1776 that led to the outbreak of the American Revolution (for example, the French and Indian War, the Stamp Act, the Boston Tea Party).
3. knows selected aspects of the major military campaigns of the Revolutionary War .
4. knows reasons why the colonies were able to defeat the British.

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*Benchmark SS.A.4.2.4: The student knows significant historical documents and the principal ideas expressed in them (e.g., Declaration of Independence, the United States Constitution, and the Bill of Rights).*

Grade Level Expectations

The student:

Third

Content addressed in fifth grade.

Fourth

Content addressed in fifth grade.

Fifth

1. knows the history of events and the historic figures responsible for historical documents important to the founding of the United States (for example, the Declaration of Independence, the United States Constitution, the Bill of Rights).
2. knows selected principal ideas expressed in significant historical documents important to the founding of the United States (including but not limited to the Declaration of Independence, the United States Constitution, the Bill of Rights, the Federalist Papers).

*Benchmark SS.A.4.2.5: The student understands geographic, economic, and technological features of the growth and change that occurred in America from 1801 to 1861.*

Grade Level Expectations

The student:

Third

Content addressed in fourth and fifth grades.

Fourth

Content addressed in Florida history (SS.A.6.2.1-7).

Fifth

1. understands selected geographic and economic features of the growth and change that occurred in America from 1801 to 1861 (for example, the Lewis and Clark expedition, the Louisiana Purchase).
2. understands selected technological developments and their effects that occurred in America from 1801 to 1861 (for example, the cotton gin increasing the need for large numbers of slaves to pick cotton).

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*Benchmark SS.A.4.2.6: The student knows the causes, key events, and effects of the Civil War and Reconstruction.*

Grade Level Expectations

The student:

Third

Content addressed in fourth and fifth grades.

Fourth

Content addressed in Florida history (SS.A.6.2.3).

Fifth

1. understands selected economic and philosophical differences between the North and the South prior to the Civil War, including but not limited to the institution of slavery.
2. knows roles and accomplishments of selected leaders on both sides of the Civil War (for example Abraham Lincoln, Ulysses Grant, Jefferson Davis, Robert E. Lee, Frederick Douglas, William Lloyd Garrison).
3. knows causes, selected key events, and effects of the Civil War (for example, major battles, the Emancipation Proclamation, General Lee's surrender at Appomattox Courthouse).
4. understands selected aspects of Reconstruction policies and ways they influenced the South after the Civil War.

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

*Benchmark SS.A.5.2.1: The student knows that after the Civil War, massive immigration, big business, and mechanized farming transformed American life.*

Grade Level Expectations

The student:

Third

Content addressed in fourth and fifth grades.

Fourth

Content addressed in Florida history (SS.A.6.2.3).

Fifth

1. knows ways American life was transformed socially, economically, and politically after the Civil War (for example, Western settlement, federal policy toward Native Americans, massive immigration, the growth of American cities, big business, mechanized farming).

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*Benchmark SS.A.5.2.2: The student knows the social and political consequences of industrialization and urbanization in the United States after 1880.*

Grade Level Expectations

The student:

Third

Content addressed in fourth and fifth grades.

Fourth

Content addressed in Florida history (SS.A.6.2.3).

Fifth

1. knows selected economic, social, and political consequences of industrialization and urbanization in the United States after 1880 (for example, expansion of transportation, development of large population centers, woman's suffrage, rise of organized labor, improvements in the standard of living).

*Benchmark SS.A.5.2.3: The student knows the political causes and outcomes of World War I.*

Grade Level Expectations

The student:

Third

Content addressed in fifth grade.

Fourth

Content addressed in fifth grade.

Fifth

1. knows the political causes and outcomes of World War I (for example, isolationism, League of Nations).

*Benchmark SS.A.5.2.4: The student understands social and cultural transformations of the 1920s and 1930s.*

Grade Level Expectations

The student:

Third

Content addressed in fourth and fifth grades.

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Fourth

Content addressed in Florida history (SS.A.6.2.3).

Fifth

1. understands selected social and cultural transformations of the 1920's and 1930's (for example, impact of the automobile, racial tensions, role of women).

*Benchmark SS.A.5.2.5: The student understands the social and economic impact of the Great Depression on American society.*

Grade Level Expectations

The student:

Third

Content addressed in fifth grade.

Fourth

Content addressed in SS.A.6.2

Fifth

1. understands the social and economic impact of the Great Depression on American society (for example, business failures, unemployment, home foreclosures, breadlines).

*Benchmark SS.A.5.2.6: The student understands the political circumstances leading to the involvement of the United States in World War II and the significant military events and personalities that shaped the course of the war.*

Grade Level Expectations

The student:

Third

Content addressed in fifth grade.

Fourth

Content addressed in Florida history (SS.A.6.2.3).

Fifth

1. understands selected events that led to the involvement of the United States in World War II (for example, German aggression in Eastern Europe, the bombing of Pearl Harbor).

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2. understands selected causes, key events, people, and effects of World War II (for example, major battles such as the D-Day invasion, the dropping of the atomic bombs on Japan, reasons for the Allied victory, the Holocaust).

*Benchmark SS.A.5.2.7: The student knows the economic, political, and social transformations that have taken place in the United States since World War II.*

Grade Level Expectations

The student:

Third

Content addressed in fifth grade.

Fourth

Content addressed in Florida history (SS.A.6.2.3).

Fifth

1. knows selected economic, political, and social transformations which have taken place in the United States since World War II (for example, Civil Rights movement, role of women, Hispanic immigration, impact of new technologies, exploration of space).

*Benchmark SS.A.5.2.8: The student knows the political and military aspects of United States foreign relations since World War II.*

Grade Level Expectations

The student:

Third

Content addressed in fifth grade.

Fourth

Content addressed in fifth grade.

Fifth

1. knows selected political and military aspects of United States foreign relations since World War II (for example, Cold War attempts to contain communism such as in Berlin, Korea, Latin America, and Vietnam; nuclear weapons and the arms race; attempts to secure peace in the Middle East).

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

*Benchmark SS.A.6.2.1: The student understands reasons that immigrants came to Florida and the contributions of immigrants to the state's history.*

Grade Level Expectations

The student:

Third

Content addressed in fourth grade.

Fourth

1. understands reasons that immigrants came to Florida (for example, fleeing oppression, economic opportunity, health reasons).
2. knows contributions of immigrants to Florida's history, including Hispanics.

Fifth

Content addressed in fourth grade.

*Benchmark SS.A.6.2.2: The student understands the influence of geography on the history of Florida.*

Grade Level Expectations

The student:

Third

Content addressed in fourth grade.

Fourth

1. knows selected physical features of Florida (for example, bodies of water, climate, elevation).
2. understands ways geographic features influenced the exploration, colonization, and expansion of Florida.

Fifth

Content addressed in fourth grade.

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*Benchmark SS.A.6.2.3: The student knows the significant individuals, events, and social, political, and economic characteristics of different periods in Florida's history.*

Grade Level Expectations

The student:

Third

Content addressed in fourth grade.

Fourth

1. knows people and events related to the early exploration of Florida.
2. knows significant events in the colonial period of Florida.
3. knows key events leading to Florida becoming a state.
4. knows causes, key events, and effects of the Civil War and Reconstruction in Florida.
5. understands selected aspects of migration and immigration to Florida after the Civil War (for example, reasons, obstacles, important contributions).
6. understands some ways industrialization and urbanization have affected Florida (for example, the growth of railroads and highways, the development of large population centers, tourism).
7. understands ways Florida changed during the 1920's and 1930's and understands ways everyday life was impacted in Florida by the Great Depression (for example, economic boom and bust).
8. knows selected economic, political, and social transformations that have taken place in Florida since World War II (for example, civil rights movement, space program).
9. understands the contributions of selected significant men and women, including African Americans and Hispanics, on the development of Florida (for example, Ponce De Leon, Henry Flagler, Mary Bethune Cookman, Chief Osceola, Governor Bob Martinez).

Fifth

Content addressed in fourth grade.

*Benchmark SS.A.6.2.4: The student understands the perspectives of diverse cultural, ethnic, and economic groups with regard to past and current events in Florida's history.*

Grade Level Expectations

The student:

Third

Content addressed in fourth grade.

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Fourth

1. understands the unique and diverse cultural make-up of Florida (for example, Caucasian, Hispanic, Haitian-Creole, African-American).

Fifth

Content addressed in fourth grade.

*Benchmark SS.A.6.2.5: The student knows how various cultures contributed to the unique social, cultural, economic, and political features of Florida.*

Grade Level Expectations

The student:

Third

Content addressed in fourth grade.

Fourth

1. knows ways various cultures contributed to the unique social, cultural, economic, and political features of Florida.

Fifth

Content addressed in fourth grade.

*Benchmark SS.A.6.2.6: The student understands the cultural, social, and political features of Native American tribes in Florida's history.*

Grade Level Expectations

The student:

Third

Content addressed in fourth grade.

Fourth

1. understands selected aspects of the cultural, social, and political features of Native American tribes in the history of Florida.

Fifth

Content addressed in fourth grade.

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

Grade Level Expectations

The student:

Third

Content addressed in fourth grade.

Fourth

1. understands some unique historical conditions that influenced the formation of the state and how statehood was granted.

Fifth

Content addressed in fourth grade.

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

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

*Benchmark SS.B.1.2.1: The students uses maps, globes, charts, graphs, and other geographic tools including map keys and symbols to gather and interpret data and to draw conclusions about physical patterns.*

Grade Level Expectations

The student:

Third

1. uses maps and globes to locate and compare places and their environments (for example, oceans, river systems, continents, islands, mountains in or near areas where civilizations developed).

Fourth

1. uses maps, globes, charts, graphs and other geographic tools to gather and interpret data and draw conclusions about physical patterns (for example, in Florida).

Fifth

1. extends and refines use of maps, globes, charts, graphs, and other geographic tools including map keys and symbols to gather and interpret data and to draw conclusions about physical patterns (for example, in the United States).

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*Benchmark SS.B.1.2.2: The student knows how regions are constructed according to physical criteria and human criteria.*

Grade Level Expectations

The student:

Third

1. knows how regions around the world are constructed according to physical criteria and human criteria.

Fourth

1. knows how regions in Florida are constructed according to physical criteria and human criteria.

Fifth

1. knows how regions in the United States are constructed according to physical criteria and human criteria.

*Benchmark SS.B.1.2.3: The student locates and describes the physical and cultural features of major world political regions.*

Grade Level Expectations

The student:

Third

1. locates and describes the physical and cultural features of major world political regions.

Fourth

Content addressed in third grade.

Fifth

Content addressed in third grade.

*Benchmark SS.B.1.2.4: The student knows how changing transportation and communication technology have affected relationships between locations.*

Grade Level Expectations

The student:

Third

1. Content addressed in SS.A.2.2.2.

Fourth

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Content addressed in third and fifth grades.

Fifth

Content addressed in SS.A.5.2.7

*Benchmark SS.B.1.2.5: The student knows ways in which people view and relate to places and regions differently.*

Grade Level Expectations

The student:

Third

1. knows different ways people view and relate to places and regions throughout the world.

Fourth

Content addressed at third and fifth grades.

Fifth

1. understands varying perceptions of regions throughout the United States.

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

*Benchmark SS.B.2.2.1: The student understands why certain areas of the world are more densely populated than others.*

Grade Level Expectations

The student:

Third

1. understands reasons certain areas of the world are more densely populated than others.

Fourth

1. Content addressed in third and fifth grades.

Fifth

1. understands reasons certain areas of the United States are more densely populated than others.

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*Benchmark SS.B.2.2.2: The student understands how the physical environment supports and constrains human activities.*

Grade Level Expectations

The student:

Third

1. understands ways the physical environment supports and constrains human activities throughout the world.

Fourth

2. Content addressed in third and fifth grades.

Fifth

1. understands ways the physical environment supports and constrains human activities in the United States.

*Benchmark SS.B.2.2.3: The student understands how human activity affects the physical environment.*

Grade Level Expectations

The student:

Third

1. understands ways human activity has affected the physical environment in various places and times throughout the world.

Fourth

Content addressed in third and fifth grades.

Fifth

1. understands ways human activity has affected the physical environment in various places and times in the United States.

*Benchmark SS.B.2.2.4: The student understands how factors such as population growth, human migration, improved methods of transportation and communication, and economic development affect the use and conservation of natural resources.*

Grade Level Expectations

The student:

Third

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Content addressed in SS.B.2.2.3.

Fourth

Content addressed in SS.B.2.2.3.

Fifth

Content addressed in SS.B.2.2.3.

*Strand C: Government and the Citizen [Civics and Government]*

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

*Benchmark SS.C.1.2.1: The student identifies the structure and function of local, state, and federal governments under the framework of the Constitutions of Florida and the United States.*

Grade Level Expectations

The student:

Third

Content addressed in fourth and fifth grades.

Fourth

1. understands the functions of government under the framework of the Florida Constitution.
2. knows the branches of Florida state government.

Fifth

1. understands the functions of government under the framework of the United States Constitution.
2. understands the branches of federal government and their main roles.

*Benchmark SS.C.1.2.2: The student understands the structure, functions, and primary responsibilities of executive, legislative, and judicial branches of governments and understands how all three branches of government promote the common good and protect individual rights.*

Grade Level Expectations

The student:

Third

Content addressed in fourth and fifth grades.

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Fourth

1. understands the structure, functions, and primary responsibilities of executive, legislative, and judicial branches of Florida government.
2. understands ways all three branches of government promote the common good and protect individual rights.

Fifth

1. understands the structure, functions, and primary responsibilities of executive, legislative, and judicial branches of the United States government.
2. understands ways all three branches of government promote the common good and protect individual rights.

*Benchmark SS.C.1.2.3: The student knows the names of his or her representatives at the local, state, and national levels (e.g., city council members, state representatives, and members of Congress) and the name of the his or her representatives in the executive branches of government at the local, state, and national levels (e.g., mayor, governor, and president).*

Grade Level Expectations

The student:

Third

Content addressed in fourth and fifth grades.

Fourth

1. knows the names of his or her representatives at the local and state level (for example, mayor, governor, city council members, state legislative representatives).

Fifth

1. knows the names of his or her representatives at the national level (for example, president, members of Congress).

*Benchmark SS.C.1.2.4: The student knows possible consequences of the absence of government, rules, and laws.*

Grade Level Expectations

The student:

Third

1. understands the benefits of the development of government (for example, in ancient civilizations).

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Fourth

Content addressed in third grade.

Fifth

1. knows possible consequences of the absence of government, rules, and laws.

*Benchmark SS.C.1.2.5: The student knows the basic purposes of government in the United States and knows the basic things governments do in one's school, community, state, and nation.*

Grade Level Expectations

The student:

Third

Content addressed in fourth and fifth grades.

Fourth

1. knows basic things Florida government does in one's school, community, state, and nation.

Fifth

1. knows basic things the United States government does in one's school, community, state, and nation.

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

*Benchmark SS.C.2.2.1: The student understands the importance of participation through community service, civic improvement, and political activities.*

Grade Level Expectations

The student:

Third

1. understands ways citizens participated in the democracies of ancient civilizations.

Fourth

1. understands the importance of participation through community service, civic improvement, and political activities at the local and state level.

Fifth

1. understands the importance of participation through community service, civic improvement, and political activities.

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*Benchmark SS.C.2.2.2: The student understands why personal responsibility (e.g., taking advantage of the opportunity to be educated) and civic responsibility (e.g., obeying the law and respecting the rights of others) are important.*

Grade Level Expectations

The student:

Third

1. understands ways personal responsibility (for example, taking advantage of the opportunity to be educated) and civic responsibility (for example, obeying the law and respecting the rights of others) are important.

Fourth

1. extends and refines understanding of ways personal and civic responsibility are important.

Fifth

1. extends and refines understanding of ways personal and civic responsibility are important.

*Benchmark SS.C.2.2.3: The student knows that a citizen is a legally recognized member of the United States who has certain rights and privileges and certain responsibilities (e.g., privileges such as the right to vote and hold public office and responsibilities such as respecting the law, voting, paying taxes, and serving on juries).*

Grade Level Expectations

The student:

Third

Content addressed in fifth grade.

Fourth

Content addressed in fifth grade.

Fifth

1. knows that a citizen is a legally recognized member of the United States who has certain rights and privileges and certain responsibilities (for example, privileges such as the right to vote and hold public office and responsibilities such as respecting the law, voting, paying taxes, serving on juries).

**Sunshine State Standards  
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*Benchmark SS.C.2.2.4: The student knows examples of the extension of the privileges and responsibilities of citizenship.*

Grade Level Expectations

The student:

Third

Content addressed in fifth grade.

Fourth

Content addressed in fifth grade.

Fifth

1. knows examples of the extension of the privileges and responsibilities of citizenship.

*Benchmark SS.C.2.2.5: The student knows what constitutes personal, political, and economic rights and why they are important and knows examples of contemporary issues regarding rights.*

Grade Level Expectations

The student:

Third

Content addressed in fifth grade.

Fourth

Content addressed in fifth grade.

Fifth

1. knows what constitutes personal, political, and economic rights and why they are important (for example, right to vote, assemble, lobby, own property and business).
2. knows examples of contemporary issues regarding rights (for example, freedom from discrimination in housing, employment).

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

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

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*Benchmark SS.D.1.2.1: The student understands that all decisions involve opportunity costs and that making effective decisions involves considering the costs and the benefits associated with alternative choices.*

Grade Level Expectations

The student:

Third

1. knows examples from world history that demonstrate an understanding that all decisions involve opportunity costs and that making effective decisions involves considering the costs and the benefits associated with alternative choices.

Fourth

1. knows examples from Florida history that demonstrate an understanding that all decisions involve opportunity costs and that making effective decisions involves considering the costs and the benefits associated with alternative choices.

Fifth

1. knows examples from United States history that demonstrate an understanding that all decisions involve opportunity costs and that making effective decisions involves considering the costs and the benefits associated with alternative choices.

*Benchmark SS.D.1.2.2: The student understands that scarcity of resources requires choices on many levels, from the individual to societal.*

Grade Level Expectations

The student:

Third

1. knows situations in world history when scarcity impacted decisions.

Fourth

1. knows examples of scarcity in Florida.

Fifth

1. understands that scarcity of resources requires choices on many levels, from the individual to societal.

**Sunshine State Standards  
Grade Level Expectations  
Social Studies  
Grades 3-5**

*Benchmark SS.D.1.2.3: The student understands the basic concept of credit.*

Grade Level Expectations

The student:

Third

Content addressed in fifth grade.

Fourth

Content addressed in fifth grade.

Fifth

1. understands the basic concept of credit.

*Benchmark SS.D.1.2.4: The student understands that any consumer (e.g., an individual, a household, or a government) has certain rights.*

Grade Level Expectations

The student:

Third

Content addressed in fifth grade.

Fourth

Content addressed in fifth grade.

Fifth

1. understands that any consumer has certain rights (for example, an individual, a household, a government).

*Benchmark SS.D.1.2.5: The student understands the concept of earning income and the basic concept of a budget.*

Grade Level Expectations

The student:

Third

Content addressed in fourth and fifth grades.

Fourth

1. knows the concept of earning income.
2. knows the basic concept of a budget.

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Grades 3-5**

Fifth

1. creates a simple budget including income and expenses.
2. knows different ways that money can increase in value through savings and investment (for example, banks savings accounts, stocks, bonds, real estate, other valuable goods).

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

*Benchmark SS.D.2.2.1: The student understands economic specialization and how specialization generally affects costs, amount of goods and services produced, and interdependence.*

Grade Level Expectations

The student:

Third

1. understands the rise of economic specialization (for example, in ancient civilizations and in Medieval cities).

Fourth

Content addressed in third and fifth grades.

Fifth

1. understands economic specialization and how specialization generally affects costs, amount of goods and services produced, and interdependence.

*Benchmark SS.D.2.2.2: The student understands the roles that money plays in a market economy.*

Grade Level Expectations

The student:

Third

1. understands the role that money played in the development of ancient civilizations.

Fourth

Content addressed in third and fifth grades.

Fifth

1. understands the roles that money plays in a market economy.

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*Benchmark SS.D.2.2.3: The student understands the services that banks and other financial institutions in the economy provide to consumers, savers, borrowers, and businesses.*

Grade Level Expectations

The student:

Third

Content addressed in fifth grade.

Fourth

Content addressed in fifth grade.

Fifth

1. understands basic services that banks and other financial institutions in the economy provide to consumers, savers, borrowers, and businesses.

*Benchmark SS.D.2.2.4: The student knows that the government provides some of the goods and services that we use and that the government pays for the goods and services it provides through taxing and borrowing.*

Grade Level Expectations

The student:

Third

1. knows ways governments have provided goods and services in selected periods in world history (for example, palaces, temples, tombs, and other public buildings in the ancient world).

Fourth

1. knows ways the state government provides goods and services through taxation (for example, education).

Fifth

1. knows ways the Federal government provides goods and services through taxation and borrowing (for example, highways, military defense).



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