

# Florida State Standards for History



## Grade 5 Florida - Strand: American History

Standard 2: Pre-Columbian North America		FSTTS	AYL	LTN1	LTN2	American Venture
SS.5.A.2.1	Compare cultural aspects of ancient American civilizations (Aztecs/Mayas; Mound Builders/Anasazi/Inuit).		Ch 16 373-385			
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).					
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.					Ch 1 1-18
Standard 3: Exploration and Settlement of North America		FSTTS	AYL	LTN1	LTN2	American Venture
SS.5.A.3.1	Describe technological developments that shaped European exploration.					Ch 1 1-14

SS.5.A.3.2	Investigate (nationality, sponsoring country, motives, dates and routes of travel, accomplishments) the European explorers.	Ch 1 23-33 Ch 2 25-43 Ch 3 56-67 Ch 4 69-89 Ch 5 91-99				Ch 1 1-18
SS.5.A.3.3	Describe interactions among Native Americans, Africans, English, French, Dutch, and Spanish for control of North America.	Ch 1 23-33 Ch 2 25-43 Ch 3 56-67 Ch 4 69-89 Ch 5 91-99				Ch 2 23-37 Ch 3 45-48
<b>Standard 4: Colonization of North America</b>		<b>FSTTS</b>	<b>AYL</b>	<b>LTN1</b>	<b>LTN2</b>	<b>American Venture</b>
SS.5.A.4.1	Identify the economic, political and socio-cultural motivation for colonial settlement. <b>Clarifications:</b> Examples may include, but are not limited to, Puritans, Quakers, and Catholics fleeing from religious persecution, debtor settlements in Georgia, military stronghold and protection of trade routes at St. Augustine, establishment of the Jamestown colony for profit, and French and Dutch competition for the fur trade.	Ch 1 30-31 Ch 2 35-36 Ch 3 56-62, 65-67 Ch 4 69-89 Ch 5 91-119				Ch 1 1-17 Ch 2 23-37 Ch 3 45-48
SS.5.A.4.2	Compare characteristics of New England, Middle, and Southern colonies. <b>Clarifications:</b> Examples may include, but are not limited to, colonial governments, geographic influences, resources and economic systems, occupations, religion, education, and social patterns.	Ch 5 91-119				Ch 1 1-17 Ch 2 23-37 Ch 3 41-42
SS.5.A.4.3	Identify significant individuals responsible for the development of the New England, Middle, and Southern colonies. <b>Clarifications:</b> Examples may include, but are not limited to, William Penn, Pontiac, Olaudah Equiano, George Whitefield, Roger Williams, John Winthrop, John Smith, John Rolfe, James Oglethorpe, Anne Hutchinson, Lord Baltimore.	Ch 5 91-119				Ch 2 24, 25, 28, 31-32, 33-34, 35 Ch 3 48
SS.5.A.4.4	Demonstrate an understanding of political, economic, and social aspects of daily colonial life in the thirteen colonies. <b>Clarifications:</b> Examples may include, but are not limited to, town meetings, farming, occupation, slavery, bartering, education, games, science, technology, transportation, religion.	Ch 5 91-119				Ch 2 Ch 3

SS.5.A.4.5	Explain the importance of Triangular Trade linking Africa, the West Indies, the British Colonies, and Europe.					Ch 1 1, 8, 13, 15
SS.5.A.4.6	Describe the introduction, impact, and role of slavery in the colonies. <b>Clarifications:</b> Examples may include, but are not limited to, cultural contributions, skilled labor, the move away from indentured servitude, growth of plantations, differences in treatment of slaves by region and assigned job (house slave v. field slave).	Ch 13 269-273	Ch 15 364-365			Ch 2 30, 32, 34-37 Ch 4 60
<b>Standard 5: American Revolution &amp; Birth of a New Nation</b>		<b>FSTTS</b>	<b>AYL</b>	<b>LTN1</b>	<b>LTN2</b>	<b>American Venture</b>
SS.5.A.5.1	Identify and explain significant events leading up to the American Revolution. <b>Clarifications:</b> Examples may include, but are not limited to, the French and Indian War, the Stamp Act, the Townshend Acts, the Boston Massacre, the Boston Tea Party, the Coercive Acts, the Powder Alarms.	Ch 7 137-156	Ch 15 358-360			Ch 3 41-55
SS.5.A.5.2	Identify significant individuals and groups who played a role in the American Revolution. <b>Clarifications:</b> Examples may include, but are not limited to, King George III, Patrick Henry, Thomas Jefferson, George Washington, John Adams, John Hancock, Crispus Attucks, Ben Franklin, Paul Revere and Patriots, Sons of Liberty, Daughters of Liberty, Continental Congress, James Armistead, Francis Marion.	Ch 7 137-156	Ch 15 359-360			Ch 3, 41-55 Ch 4, 59-71
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. <b>Clarifications:</b> Examples may include, but are not limited to, the Magna Carta, the English Bill of Rights, the Mayflower Compact, Common Sense, the Declaration of Independence.	Ch 5 106-107 Ch 8 168	Ch 15 360	Ch 11 282 Ch 19 537		Ch 2 23-24 Ch 3 53-55
SS.5.A.5.4	Examine and explain the changing roles and impact of significant women during the American Revolution. <b>Clarifications:</b> Examples may include, but are not limited to, Abigail Adams, Martha Washington, Phyllis Wheatley, Mercy Otis Warren, Molly Pitcher, Deborah Sampson, Margaret Gage.	Ch 8 170 Ch 9 194 Ch 13 272				Ch 4 69

SS.5.A.5.5	Examine and compare major battles and military campaigns of the American Revolution. <b>Clarifications:</b> Examples may include, but are not limited to, Lexington and Concord, Saratoga, Valley Forge, Yorktown, Savannah, Charleston, Trenton, Princeton, Bunker Hill.	Ch 8 159-183				Ch 3 51-53 Ch 4 61-65
SS.5.A.5.6	Identify the contributions of foreign alliances and individuals to the outcome of the Revolution. <b>Clarifications:</b> Examples may include, but are not limited to, France, Lafayette, Spain, de Galvez, von Stueben (aka de Steuben), Pulaski, Haiti.	Ch 8 165, 175				Ch 4, 59-65
SS.5.A.5.7	Explain economic, military, and political factors which led to the end of the Revolutionary War. <b>Clarifications:</b> Examples may include, but are not limited to, foreign alliances, rising cost for England, Treaty of Paris.	Ch 6 121-135 Ch 7 137-156	Ch 15 358-360			Ch 3 51-58 Ch 4 59-65
SS.5.A.5.8	Evaluate the personal and political hardships resulting from the American Revolution. <b>Clarifications:</b> Examples may include, but are not limited to, financing the war effort, war time inflation, profiteering, loss of family and property, dissent within families and between colonies.	Ch 8 169-171				Ch 4 60, 70-72
SS.5.A.5.9	Discuss the impact and significance of land policies developed under the Confederation Congress (Northwest Ordinance of 1787). <b>Clarifications:</b> Examples may include, but are not limited to, those listed in the benchmark.	Ch 9 189-191				Ch 4 70-72
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. <b>Clarifications:</b> Examples may include, but are not limited to, liberty, representative government, limited government, individual rights, "bundle of compromises."	Ch 9 192-203	Ch 15 360-363			Ch 5 77-88 Ch 6 89-114 Ch 7 115-132
<b>Standard 6: Growth and Westward Expansion</b>		<b>FSTTS</b>	<b>AYL</b>	<b>LTN1</b>	<b>LTN2</b>	<b>American Venture</b>
SS.5.A.6.1	Describe the causes and effects of the Louisiana Purchase.	Ch 12 245-252	Ch 15 363-364			Ch 8 141-144

SS.5.A.6.2	<p>Identify roles and contributions of significant people during the period of westward expansion.</p> <p><b>Clarifications:</b> Examples may include, but are not limited to, Lewis and Clark, Sacagawea, York, Thomas Jefferson, Andrew Jackson, Tecumseh, Jean Baptiste Point Du Sable.</p>	Ch 12 245-252, 254-259				Ch 8 140-150
SS.5.A.6.3	<p>Examine 19th century advancements (canals, roads, steamboats, flat boats, overland wagons, Pony Express, railroads) in transportation and communication.</p> <p><b>Clarifications:</b> In addition to those listed in the benchmark, examples may include, but are not limited to, the telegraph, Morse Code.</p>	Ch 15 317 Ch 19 409-415				Ch 9 156-158
SS.5.A.6.4	<p>Explain the importance of the explorations west of the Mississippi River.</p> <p><b>Clarifications:</b> Examples may include, but are not limited to, Meriwether Lewis and William Clark, Zebulon Pike, John Fremont, the Mormon migration, the Forty-niners, the Oregon Trail.</p>	Ch 12 247-252 Ch 13 267-269 Ch 14 291-298 Ch 15 311-315				Ch 8 142-143 Ch 9 157-158 Ch 10 177-191
SS.5.A.6.5	<p>Identify the causes and effects of the War of 1812.</p> <p><b>Clarifications:</b> Examples may include, but are not limited to, nationalism, neutrality in trade, impressment, border forts.</p>	Ch 12 254-265				Ch 8 146-150
SS.5.A.6.6	<p>Explain how westward expansion affected Native Americans.</p> <p><b>Clarifications:</b> Examples may include, but are not limited to, the Trail of Tears and Indian Removal Act.</p>	Ch 13 277-283				Ch 9 171-172
SS.5.A.6.7	<p>Discuss the concept of Manifest Destiny.</p>					Ch 10 187-191, 194
SS.5.A.6.8	<p>Describe the causes and effects of the Missouri Compromise.</p>	Ch 13 269-273 Ch 15 317-324	Ch 15 364-365			Ch 9 163-164
SS.5.A.6.9	<p>Describe the hardships of settlers along the overland trails to the west.</p> <p><b>Clarifications:</b> Examples may include, but are not limited to, location of routes, terrain, rivers, climate, vegetation, conflicts with Native Americans.</p>	Ch 14 295-297				Ch 9 157-158 Ch 11

# Grade 6 Florida - Strand: World History

**Standard 2: Describe the emergence of early civilizations (Nile, Tigris-Euphrates, Indus, and Yellow Rivers, Meso and South American).**

FSTTS

AYL

LTN1

LTN2

American Venture

		FSTTS	AYL	LTN1	LTN2	American Venture
SS.6.W.2.1	Compare the lifestyles of hunter-gatherers with those of settlers of early agricultural communities.		Ch 2 21-29	Introduction, 7-8		
SS.6.W.2.2	Describe how the developments of agriculture and metallurgy related to settlement, population growth, and the emergence of civilization.		Ch 2 28-29			
SS.6.W.2.3	Identify the characteristics of civilization.		Ch 2 28-29	Introduction, 3-8		Ch 3 41-55
SS.6.W.2.4	Compare the economic, political, social, and religious institutions of ancient river civilizations		Ch 2 30-45 Ch 10 232-241 Ch 12 277-279	Introduction, 8-10		
SS.6.W.2.5	Summarize important achievements of Egyptian civilization.		Ch 2 35-45			
SS.6.W.2.6	Determine the contributions of key figures from ancient Egypt.		Ch 2 35-45			
SS.6.W.2.7	Summarize the important achievements of Mesopotamian civilization.		Ch 2 30-35 Ch 3 47-67			
SS.6.W.2.8	Determine the impact of key figures from ancient Mesopotamian civilizations.		Ch 2 30-35 Ch 3 47-67			
SS.6.W.2.9	Identify key figures and basic beliefs of the Israelites and determine how these beliefs compared with those of others in the geographic area.		Ch 2 30-35 Ch 3 47-67	Introduction, 12-13		
SS.6.W.2.10	Compare the emergence of advanced civilizations in Meso and South America with the four early river valley civilizations.		Ch 2 30-45 Ch 10 232-241 Ch 12 277-279 Ch 16 377-381, 384-385			

Standard 3: Recognize significant events, figures, and contributions of classical civilizations (Phoenicia, Greece, Rome, Axum).		FSTTS	AYL	LTN1	LTN2	American Venture
SS.6.W.3.1	Analyze the cultural impact the ancient Phoenicians had on the Mediterranean world with regard to colonization (Carthage), exploration, maritime commerce (purple dye, tin), and written communication (alphabet)		Ch 3 54			
SS.6.W.3.2	Explain the democratic concepts (polis, civic participation and voting rights, legislative bodies, written constitutions, rule of law) developed in ancient Greece.		Ch 4 75-79			
SS.6.W.3.3	Compare life in Athens and Sparta (government and the status of citizens, women and children, foreigners, helots).		Ch 4 73-79			
SS.6.W.3.4	Explain the causes and effects of the Persian and Peloponnesian Wars.		Ch 4 79-83, 86-89			
SS.6.W.3.5	Summarize the important achievements and contributions of ancient Greek civilization.		Ch 4 69-93			
SS.6.W.3.6	Determine the impact of key figures from ancient Greece.		Ch 4 69-93			
SS.6.W.3.7	Summarize the key achievements, contributions, and figures associated with The Hellenistic Period.		Ch 4 91-93			
SS.6.W.3.8	Determine the impact of significant figures associated with ancient Rome.		Ch 5 95-113			
SS.6.W.3.9	Explain the impact of the Punic Wars on the development of the Roman Empire.		Ch 5 101-104			
SS.6.W.3.10	Describe the government of the Roman Republic and its contribution to the development of democratic principles (separation of powers, rule of law, representative government, civic duty).		Ch 5 99-101			
SS.6.W.3.11	Explain the transition from Roman Republic to empire and Imperial Rome, and compare Roman life and culture under each one.		Ch 5 99-112			
SS.6.W.3.12	Explain the causes for the growth and longevity of the Roman Empire.		Ch 5 101-112	Ch 2 p 47-65 Ch 3 69-85		
SS.6.W.3.13	Identify key figures and the basic beliefs of early Christianity and how these beliefs impacted the Roman Empire.		Ch 6 115-136	Ch 1 17-42 Ch 3 69-85 Ch 4 89-111		

SS.6.W.3.14	Describe the key achievements and contributions of Roman civilization.		Ch 5 97-113	Content for this standard broadly covered over the span of chapters 2-6		
SS.6.W.3.15	Explain the reasons for the gradual decline of the Western Roman Empire after the Pax Romana.		Ch 5 110-112	Ch 2, p 60-64 Ch 3 69-85 Ch 4 89-111		
SS.6.W.3.16	Compare life in the Roman Republic for patricians, plebeians, women, children, and slaves.		Ch 5 99-101			
SS.6.W.3.17	Explain the spread and influence of the Latin language on Western Civilization.			Ch 4 p 100		
SS.6.W.3.18	Describe the rise and fall of the ancient east African kingdoms of Kush and Axum and Christianity's development in Ethiopia.		Ch 13 308, 310-312	Supp. ch 592-594 Ch 4 89-111		

**Standard 4: Recognize significant events, figures, and contributions of classical Asian civilizations (China, India).**

**FSTTS**

**AYL**

**LTN1**

**LTN2**

**American Venture**

		FSTTS	AYL	LTN1	LTN2	American Venture
SS.6.W.4.1	Discuss the significance of Aryan and other tribal migrations on Indian civilization.		Ch 12 279-283	Intro, p 10 Suppl. Ch 562-564		
SS.6.W.4.2	Explain the major beliefs and practices associated with Hinduism and the social structure of the caste system in ancient India.		Ch 12 279-284			
SS.6.W.4.3	Recognize the political and cultural achievements of the Mauryan and Gupta empires.		Ch 12 288-294			
SS.6.W.4.4	Explain the teachings of Buddha, the importance of Asoka, and how Buddhism spread in India, Ceylon, and other parts of Asia.		Ch 12 285-286, 291-293			
SS.6.W.4.5	Summarize the important achievements and contributions of ancient Indian civilization.		Ch 12 277-293			
SS.6.W.4.6	Describe the concept of the Mandate of Heaven and its connection to the Zhou and later dynasties.			Suppl. Ch 559		
SS.6.W.4.7	Explain the basic teachings of Laozi, Confucius, and Han Fei Zi.		Ch 10 235-236	Suppl ch 559-560		



SS.6.W.4.8	Describe the contributions of classical and post classical China.		Ch 10 231-241	Suppl ch 558-574		
SS.6.W.4.9	Identify key figures from classical and post classical China.		Ch 10 231-241	Suppl ch 558-574		
SS.6.W.4.10	Explain the significance of the silk roads and maritime routes across the Indian Ocean to the movement of goods and ideas among Asia, East Africa, and the Mediterranean Basin.			Suppl ch 559		
SS.6.W.4.11	Explain the rise and expansion of the Mongol empire and its effects on peoples of Asia and Europe including the achievements of Ghengis and Kublai Khan.		Ch 10 242-244	Ch 13 342-344 Ch 15 381, 386-389		
SS.6.W.4.12	Identify the causes and effects of Chinese isolation and the decision to limit foreign trade in the 15th century.		Ch 10 244-245	Suppl ch 570-571		

**nota bene:** Florida does not specify history standards for Grade 7. Instead, Civics and Government is indicated for Social Studies in this grade. However, content from our textbooks can be correlated with the historical portion of the Civics and Government benchmarks, as below:

## Grade 7 Florida - Strand: Civics

Standard 4: Recognize significant events, figures, and contributions of classical Asian civilizations (China, India).		FSTTS	AYL	LTN1	LTN2	American Venture
SS.7.C.1.1	Recognize how Enlightenment ideas including Montesquieu's view of separation of power and John Locke's theories related to natural law and how Locke's social contract influenced the Founding Fathers.	Ch 8 166-169			Chapter 1 26-30	Ch 3 41-45
SS.7.C.1.2	Trace the impact that the Magna Carta, English Bill of Rights, Mayflower Compact, and Thomas Paine's "Common Sense" had on colonists' views of government.	Ch 5 106-109 Ch 8 166-169				Ch 3 53-58
SS.7.C.1.3	Describe how English policies and responses to colonial concerns led to the writing of the Declaration of Independence.	Ch 7 137-156 Ch 8 159-169				Ch 3 41-58
SS.7.C.1.4	Analyze the ideas (natural rights, role of the government) and complaints set forth in the Declaration of Independence.	Ch 8 166-169				Ch 3 41-58

SS.7.C.1.5	Identify how the weaknesses of the Articles of Confederation led to the writing of the Constitution.	Ch 9 189-191				Ch 4 p 65-72 Ch 5 77-84
SS.7.C.1.6	Interpret the intentions of the Preamble of the Constitution.	Ch 9 197				Ch 6 89-90
SS.7.C.1.7	Describe how the Constitution limits the powers of government through separation of powers and checks and balances.	Ch 9 196-198				Ch 6 89-114
SS.7.C.1.8	Explain the viewpoints of the Federalists and the Anti-Federalists regarding the ratification of the Constitution and inclusion of a bill of rights.	Ch 9 199-201				Ch 5 77-86
SS.7.C.1.9	Define the rule of law and recognize its influence on the development of the American legal, political, and governmental systems.					Broadly covered over Ch 3-6

## Grade 8 Florida - American History

Standard 2: Examine the causes, course, and consequences of British settlement in the American colonies.		FSTTS	AYL	LTN1	LTN2	American Venture
SS.8.A.2.1	Compare the relationships among the British, French, Spanish, and Dutch in their struggle for colonization of North America.	Ch 1 30-33 Ch 2 35-43 Ch 3 45-67 Ch 4 69-89 Ch 5 91-119 Ch 6 121-135				Ch 1 1-17 Ch 2 23-37
SS.8.A.2.2	Compare the characteristics of the New England, Middle, and Southern colonies.	Ch 5 91-119				Ch 2 23-37
SS.8.A.2.3	Differentiate economic systems of New England, Middle and Southern colonies including indentured servants and slaves as labor sources.	Ch 13 270				Ch 2 23-37
SS.8.A.2.4	Identify the impact of key colonial figures on the economic, political, and social development of the colonies.	Ch 5 91-119 Ch 6 121-135				Ch 2 23-40
SS.8.A.2.5	Discuss the impact of colonial settlement on Native American populations.	Ch 3 45-67				Ch 1 17-18 Ch 2 26-29
SS.8.A.2.6	Examine the causes, course, and consequences of the French and Indian War.	Ch 6 129-135				Ch 3 47-48

SS.8.A.2.7	Describe the contributions of key groups (Africans, Native Americans, women, and children) to the society and culture of colonial America.	Ch 5 91-119 Ch 6 121-135				Ch 1 17-18 Ch 2 26 Ch 4 69
<b>Standard 3: Demonstrate an understanding of the causes, course, and consequences of the American Revolution and the founding principles of our nation.</b>		<b>FSTTS</b>	<b>AYL</b>	<b>LTN1</b>	<b>LTN2</b>	<b>American Venture</b>
SS.8.A.3.1	Explain the consequences of the French and Indian War in British policies for the American colonies from 1763 - 1774.	Ch 7 137-152				Ch 3 47-51
SS.8.A.3.2	Explain American colonial reaction to British policy from 1763 - 1774.	Ch 7 137-152				Ch 3 47-51
SS.8.A.3.3	Recognize the contributions of the Founding Fathers (John Adams, Sam Adams, Benjamin Franklin, John Hancock, Alexander Hamilton, Thomas Jefferson, James Madison, George Mason, George Washington) during American Revolutionary efforts.	Ch 7 137-156 Ch 8 159-183				Ch 3 41-58 Ch 4 59-68
SS.8.A.3.4	Examine the contributions of influential groups to both the American and British war efforts during the American Revolutionary War and their effects on the outcome of the war.	Ch 7 137-156 Ch 8 159-183				Ch 3 41-58 Ch 4 59-72
SS.8.A.3.5	Describe the influence of individuals on social and political developments during the Revolutionary era.	Ch 7 137-156 Ch 8 159-183				Ch 3 41-58 Ch 4 59-72
SS.8.A.3.6	Examine the causes, course, and consequences of the American Revolution.	Ch 7 137-156 Ch 8 159-183	Ch 15 358-360			Ch 3 41-58 Ch 4 59-72
SS.8.A.3.7	Examine the structure, content, and consequences of the Declaration of Independence.	Ch 8 166-169				Ch 3 54-55
SS.8.A.3.8	Examine individuals and groups that affected political and social motivations during the American Revolution.	Ch 8 159-183				Ch 3 41-58 Ch 4 59-72
SS.8.A.3.9	Evaluate the structure, strengths, and weaknesses of the Articles of Confederation and its aspects that led to the Constitutional Convention.	Ch 9 189-191				Ch 4 68-72
SS.8.A.3.10	Examine the course and consequences of the Constitutional Convention (New Jersey Plan, Virginia Plan, Great Compromise, Three-Fifths Compromise, compromises regarding taxation and slave trade, Electoral College, state vs. federal power, empowering a president).	Ch 9 192-198				Ch 5 77-86

SS.8.A.3.11	Analyze support and opposition (Federalists, Federalist Papers, AntiFederalists, Bill of Rights) to ratification of the U.S. Constitution.	Ch 9 198-203				Ch 5 77-86
SS.8.A.3.12	Examine the influences of George Washington's presidency in the formation of the new nation.	Ch 10 207-210				Ch 5 77-78 Ch 7 115-116 Ch 8 133-137
SS.8.A.3.13	Explain major domestic and international economic, military, political, and socio-cultural events of John Adams's presidency.	Ch 10 217-220				Ch 8 137-139
SS.8.A.3.14	Explain major domestic and international economic, military, political, and socio-cultural events of Thomas Jefferson's presidency.	Ch 10 220-224 Ch 12 245-253				Ch 8 139-150
SS.8.A.3.15	Examine this time period (1763-1815) from the perspective of historically under-represented groups (children, indentured servants, Native Americans, slaves, women, working class).					Ch 8 145, 147-148
SS.8.A.3.16	Examine key events in Florida history as each impacts this era of American history.					Ch 9, 165-172
<b>Standard 4: Demonstrate an understanding of the domestic and international causes, course, and consequences of westward expansion.</b>		<b>FSTTS</b>	<b>AYL</b>	<b>LTN1</b>	<b>LTN2</b>	<b>American Venture</b>
SS.8.A.4.1	Examine the causes, course, and consequences of United States westward expansion and its growing diplomatic assertiveness (War of 1812, Convention of 1818, Adams- Onis Treaty, Missouri Compromise, Monroe Doctrine, Trail of Tears, Texas annexation, Manifest Destiny, Oregon Territory, Mexican American War/ Mexican Cession, California Gold Rush, Compromise of 1850, Kansas Nebraska Act, Gadsden Purchase).	Ch 12 252-265 Ch 13 267-288 Ch 14 291-308 Ch 15 311-326	Ch 15 366-369			Ch 10 177-194
SS.8.A.4.2	Describe the debate surrounding the spread of slavery into western territories and Florida.	Ch 15 317-324	Ch 15 364-365			Ch 9 163-166
SS.8.A.4.3	Examine the experiences and perspectives of significant individuals and groups during this era of American History.	Ch 12 245-265 Ch 13 267-288 Ch 14 291-308 Ch 15 311-333				Ch 9 155-176 Ch 10 177-194
SS.8.A.4.4	Discuss the impact of westward expansion on cultural practices and migration patterns of Native American and African slave populations.					Ch 9 164-166, 171-172 Ch 10 180-181

SS.8.A.4.5	Explain the causes, course, and consequences of the 19th century transportation revolution on the growth of the nation's economy.	Ch 15 324-326 Ch 18 386-389				Ch 11 Ch 12 Ch 14 Ch 15
SS.8.A.4.6	Identify technological improvements (inventions/inventors) that contributed to industrial growth.	Ch 19 409-413				Ch 11 (canals, sewing machines, cotton gin) Ch 16 (Morse, Glidden, Edison, Kelly, Bessemer)
SS.8.A.4.7	Explain the causes, course, and consequences (industrial growth, subsequent effect on children and women) of New England's textile industry.					Ch 11
SS.8.A.4.8	Describe the influence of individuals on social and political developments of this era in American History.	Ch 12 245-265 Ch 13 267-288 Ch 14 291-308 Ch 15 311-333				Broad standard met over span of chapters 9-15
SS.8.A.4.9	Analyze the causes, course and consequences of the Second Great Awakening on social reform movements.					Ch 11
SS.8.A.4.10	Analyze the impact of technological advancements on the agricultural economy and slave labor.	Ch 13 269-273 Ch 19 425-428				Ch 11
SS.8.A.4.11	Examine the aspects of slave culture including plantation life, resistance efforts, and the role of the slaves' spiritual system.	Ch 9 192-198 Ch 15 317-322				Ch 11, 12
SS.8.A.4.12	Examine the effects of the 1804 Haitian Revolution on the United States acquisition of the Louisiana Territory.					Ch 11
SS.8.A.4.13	Explain the consequences of landmark Supreme Court decisions (McCulloch v. Maryland [1819], Gibbons v. Odgen [1824], Cherokee Nation v. Georgia [1831], and Worcester v. Georgia [1832]) significant to this era of American history.					Ch 6 96 Ch 9 172, 175
SS.8.A.4.14	Examine the causes, course, and consequences of the women's suffrage movement (1848 Seneca Falls Convention, Declaration of Sentiments).					Ch 11
SS.8.A.4.15	Examine the causes, course, and consequences of literature movements (Transcendentalism) significant to this era of American history.					Ch 11
SS.8.A.4.16	Identify key ideas and influences of Jacksonian democracy.					Ch 9 168-170

SS.8.A.4.17	Examine key events and peoples in Florida history as each impacts this era of American history.					Ch 9 170-172 Ch 11 Ch 12
SS.8.A.4.18	Examine the experiences and perspectives of different ethnic, national, and religious groups in Florida, explaining their contributions to Florida's and America's society and culture during the Territorial Period.					Ch 9 170-172 Ch 11 Ch 12
<b>Standard 5: Examine the causes, course, and consequence of the Civil War and Reconstruction including its effects on American peoples.</b>		<b>FSTTS</b>	<b>AYL</b>	<b>LTN1</b>	<b>LTN2</b>	<b>American Venture</b> (page numbers TBA)
SS.8.A.5.1	Explain the causes, course, and consequence of the Civil War (sectionalism, slavery, states' rights, balance of power in the Senate).	Ch 15 317-333 Ch 16 335-358 Ch 17 361-381 Ch 18 383-385	Ch 15 369-370			Ch 12 Ch 13
SS.8.A.5.2	Analyze the role of slavery in the development of sectional conflict.	Ch 15 317-333				Ch 12 Ch 13
SS.8.A.5.3	Explain major domestic and international economic, military, political, and socio-cultural events of Abraham Lincoln's presidency.	Ch 15 331-333 Ch 16 335-358 Ch 17 361-380				Ch 12 Ch 13
SS.8.A.5.4	Identify the division (Confederate and Union States, Border states, western territories) of the United States at the outbreak of the Civil War.	Ch 15 332	Ch 15 369			Ch 12 Ch 13
SS.8.A.5.5	Compare Union and Confederate strengths and weaknesses.	Ch 16 335-358 Ch 17 361-381				Ch 12 Ch 13
SS.8.A.5.6	Compare significant Civil War battles and events and their effects on civilian populations.	Ch 16 335-358 Ch 17 361-381				Ch 12 Ch 13
SS.8.A.5.7	Examine key events and peoples in Florida history as each impacts this era of American history.	Ch 15 333 Ch 16 335				Ch 12 Ch 13
SS.8.A.5.8	Explain and evaluate the policies, practices, and consequences of Reconstruction (presidential and congressional reconstruction, Johnson's impeachment, Civil Rights Act of 1866, the 13th, 14th, and 15th Amendments, opposition of Southern whites to Reconstruction, accomplishments and failures of Radical Reconstruction, presidential election of 1876, end of Reconstruction, rise of Jim Crow laws, rise of Ku Klux Klan).	Ch 18 383-385				Ch 14

# 2023 ADDENDUM

## to Catholic Textbook Project Correlation with Florida Social Studies Standards for Grades 5 and 6–8

The Catholic Textbook Project is aware of updates made in 2023 by the State of Florida, specifically updates to the “African American History” strand of Social Studies.

While our textbooks were not intended to function as a standalone course on the long and multifaceted history of Black Americans, Catholic schools that aim to remain keyed-in to the Department of Education’s standards will find that our American History texts either fulfill most Middle School standards for this strand, or will provide a teacher with contextual launch points for deeper dives into specific questions.

### UPDATED 2023 African American History Strand, Grade 5

#### SS.5.AA.1 Resiliency, contributions and influence of African Americans on the United States beginning in the colonial era through westward expansion.

FSSS

AYL

LTN1

LTN2

TAV

SS.5.AA.1.1	Examine the life of African Americans in the colonial era. <b>Benchmark Clarifications</b> Clarification 1: Instruction includes what life was like for the earliest slaves and the emancipated in North America.	Ch 5 serves as a launch point for colonial-era life				Ch 1 21 Ch 2 30, 32, 34, 36 Ch 4 36
SS.5.AA.1.2	Examine the Underground Railroad and how former slaves partnered with other free people and groups in assisting those escaping from slavery.	Ch 15 321–323				Ch 12 223, 235, 236
SS.5.AA.1.3	Examine key figures and events in abolitionist movements.	Ch 15 317–321				Ch 12 231–233 Ch 14 272–273
SS.5.AA.1.4	Identify freedoms and rights secured for and by former slaves. <b>Benchmark Clarifications</b> Clarification 1: Instruction will include the Emancipation Proclamation, 13th, 14th and 15th Amendments to the Constitution of the United States.	Ch 16 356–358 Ch 17 383–385				Ch 12 249–250 Ch 13 261–262 Ch 14 267–273, 277–278
SS.5.AA.1.5	Examine the roles and contributions of significant African Americans during westward expansion (e.g., Benjamin “Pap” Singleton, James Beckwourth, Buffalo Soldiers, York [American explorer]).	Ch 17 serves as launch point for further discussion				Ch 10 & 15 serve as launch point for further discussion
SS.5.AA.1.6	Examine the experiences and contributions of African Americans in early Florida.	Ch 13 268 serves as launch point for further discussion				Ch 9 165–167

# UPDATED 2023 African American History Strand, Grades 6–8

## SS.68.AA.1 Understand the causes, courses and consequences of the slave trade in the colonies.

		FSSS	AYL	LTN1	LTN2	TAV
SS.68.AA.1.1	Identify Afro-Eurasian trade routes and methods prior to the development of the Atlantic slave trade.  <b>Benchmark Clarifications</b> Clarification 1: Instruction includes how slavery was utilized in Asian, European and African cultures. Clarification 2: Instruction includes the similarities and differences between serfdom and slavery. Clarification 3: Instruction includes the use of maps to identify trade routes.	Ch 5 94 (map & sidebar)				
SS.68.AA.1.2	Describe the contact of European explorers with systematic slave trading in Africa.		Ch 13 314–318			
SS.68.AA.1.3	Examine the evolution of the labor force in the use of indentured servitude contracts.  Clarification 1: Instruction includes the comparative treatment of indentured servants of European and African extraction.  Clarification 2: Instruction includes the transition from an indentured to a slave-based economy.	Ch 9 205 provides class activity as launch point				Ch 2 30, 32
SS.68.AA.1.4	Describe the history and evolution of slave codes.  Clarification 1: Instruction includes judicial and legislative actions concerning slavery.	Ch 9 198				Ch 4 71 Ch 6 93, 98, 108–110 Ch 9 163–164 Ch 10 180
SS.68.AA.1.5	Analyze slave revolts that happened in early colonial America and how political leaders reacted (e.g., 1712 revolt in New York City, Stono Rebellion [1739]).					Teacher can leverage content in Ch 2 to provide background for further discussion
SS.68.AA.1.6	Examine the service and sacrifice of African patriots during the Revolutionary Era (e.g., Crispus Attucks, Peter Salem, James Armistead Lafayette, 1st Rhode Island Regiment).					Teacher can use Ch 3 as background for discussing Black contributions to the Revolution

## SS.68.AA.2 Analyze events that involved or affected Africans from the founding of the nation through Reconstruction.

		FSSS	AYL	LTN1	LTN2	TAV
SS.68.AA.2.1	Explain early congressional actions regarding the institution of slavery (i.e., Northwest Ordinance of 1787, Three-Fifths Compromise, Act Prohibiting Importation of Slaves of 1808).	Ch 13 269–271				Ch 6 93, 98, 108–110 Ch 9 163–164 Ch 10 180
SS.68.AA.2.2	Explain the effect of the cotton industry on the expansion of slavery due to Eli Whitney's Cotton Gin.  <b>Benchmark Clarifications:</b> Clarification 1: Instruction includes the use of a map to show westward expansion.	Ch 13 271–273				Ch 9 164–165 inset & map Ch 11 210, 214



SS.68.AA.2.3	Examine the various duties and trades performed by slaves (e.g., agricultural work, painting, carpentry, tailoring, domestic service, blacksmithing, transportation).  Clarification 1: Instruction includes how slaves developed skills which, in some instances, could be applied for their personal benefit.					Ch 11 214–215
SS.68.AA.2.4	Examine the Underground Railroad and its importance to those seeking freedom.  <b>Benchmark Clarifications:</b> Clarification 1: Instruction includes how collaboration of free blacks, whites, churches and organizations assisted in the Underground Railroad (e.g., Harriet Tubman, William Lambert, Levi Coffin, William Still).  Clarification 2: Instruction includes the use of “spirituals” and symbols as a form of communication, coordination, coding and expression.	Ch 15 321				Ch 12 223, 235, 236 can be used to expand discussion around Black American “spirituals”
SS.68.AA.2.5	Identify political figures who strove to abolish the institution of slavery (e.g., Thaddeus Stevens, Abraham Lincoln, Zachariah Chandler).	Ch 15 327, 331–333				Ch 12 231–233 Ch 13 broadly (Lincoln’s role throughout) Ch 14 272–273
SS.68.AA.2.6	Evaluate various abolitionist movements that continuously pushed to end slavery.  Clarification 1: Instruction includes the Society of Friends (Quakers) and their efforts to end slavery throughout the United States.  Clarification 2: Instruction includes writings by Africans living in the United States and their effect on the abolitionist movement (e.g., Sojourner Truth, Frederick Douglass, William Wells Brown, David Walker, Martin Delaney).	Ch 5 116–119 (Quakers) Ch 15 317–324				Ch 11 217 Ch 12 221–227
SS.68.AA.2.7	Examine how the status of slaves, those who had escaped slavery and free blacks affected their contributions to the Civil War effort.					Ch 13 254, 259, 263
SS.68.AA.2.8	Describe significant contributions made by key figures during Reconstruction (e.g., President Ulysses S. Grant, Secretary of War Edwin Stanton, Frederick Douglass, Lyman Trumbull).	Ch 18 383–385				Ch 14 267–283