

Correlations for Social Studies Grade 5

Social Studies Alive! America's Past, Florida Edition, Fourth Edition

Grade 5 | Florida Social Studies Standards | Teachers' Curriculum Institute

Each Florida benchmark is listed with the TCI lessons and resources that address it.

American History	
FLORIDA BENCHMARK	WHERE IT IS TAUGHT IN TCI
Historical Inquiry and Analysis	
SS.5.A.1.1 Use primary and secondary sources to understand history.	Lesson 5 - Routes of Exploration to the Americas • Reading - Section 1 - Christopher Columbus Lesson 12 - The Declaration of Independence • Classroom Activity - Slideshow • Reading - Section 5 - The Declaration of Independence Lesson 22 - The Civil War • Reading - Section 4 - Combat Conditions Lesson 23 - The Modern United States • Reading - Section 6 - The Cold War Unit 1 - America's Geographic Setting • Inquiry Challenge Unit 2 - Colonial Times • Inquiry Challenge Unit 3 - The American Revolution • Inquiry Challenge Unit 4 - Civics and Economics in America • Inquiry Challenge Unit 5 - Manifest Destiny to Today • Inquiry Challenge
SS.5.A.1.2 Utilize timelines to identify and discuss American History time periods.	Lesson 5 - Routes of Exploration to the Americas • Classroom Activity - Slideshow Lesson 10 - Tensions Grow Between the Colonies and Great Britain • Reading - Section 7 - The Intolerable Acts Lesson 13 - The American Revolution • Classroom Activity - Slideshow • Reading - Section 6 - The Continental Army Gains Allies Lesson 23 - The Modern United States • Classroom Activity - Slideshow

FLORIDA BENCHMARK	WHERE IT IS TAUGHT IN TCI
Pre-Columbian North America	
SS.5.A.2.1 Compare cultural aspects of ancient American civilizations (e.g., Aztecs, Mayas, Mound Builders, Anasazi, Inuit).	Lesson 2 - Early Indigenous People and Their Land Classroom Activity - Slideshow Reading - Section 3 - The Ancestral Pueblo Reading - Section 4 - Mississippian Culture Reading - Section 5 - The Maya and the Aztecs Reading - Section 6 - Indigenous Alaskans Explore – The Development of Mayan Civilization Lesson 3 - Indigenous Cultural Regions Classroom Activity - Slideshow Explore - Mississippian Civilization Explore - The Aztecs
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).	Lesson 2 - Early Indigenous People and Their Land Classroom Activity - Slideshow Lesson 3 - Indigenous Cultural Regions Classroom Activity - Slideshow Reading - Section 1 - Indigenous Groups of the Northwest Coast Reading - Section 2 - Indigenous people of the California-Intermountain Region Reading - Section 3 - Indigenous people of the Southwest Reading - Section 4 - Indigenous Groups of the Plateau Reading - Section 5 - Indigenous Groups of the Great Plains Reading - Section 6 - Indigenous Groups of the Eastern Woodlands Reading - Section 7 - Indigenous Groups of the Southeast Unit 1 - America's Geographic Setting Inquiry Challenge
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.	Lesson 2 - Early Indigenous People and Their Land Classroom Activity - Slideshow Reading - Section 4 - Mississippian Culture Reading - Section 5 - The Maya and the Aztecs Explore - How People Modify the Environment Lesson 3 - Indigenous Cultural Regions Classroom Activity - Slideshow Reading - Section 1 - Indigenous Groups of the Northwest Coast Explore - Indigenous Governments Explore - Native American Economic Patterns Program Resources Primary Source - Indigenous American Women L3 Explore - Mississippian Civilization L3 S4 Indigenous Groups of the Plateau L3 S3 Indigenous Groups of the Southwest Show What You Know Social Studies Stories - Four Young Native Americans

FLORIDA BENCHMARK	WHERE IT IS TAUGHT IN TCI
Exploration and Settlement of North America	
SS.5.A.3.1 Describe technological developments that shaped European exploration.	Lesson 4 - How and Why Europeans Came to the Americas Classroom Activity - Slideshow Reading - Section 1 - Long Distance Navigation Reading - Section 2 - Using Directions Reading - Section 3 - Charting Unknown Areas Reading - Section 4 - Early Exploration Reading - Section 7 - The Exchange of Natural Resources Reading - Summary Lesson 5 - Routes of Exploration to the Americas Explore - Exploration and Trade Unit 1 - America's Geographic Setting Inquiry Challenge
SS.5.A.3.2 Investigate (nationality, sponsoring country, motives, dates and routes of travel, accomplishments) the European explorers.	Lesson 4 - How and Why Europeans Came to the Americas Classroom Activity - Slideshow Lesson 5 - Routes of Exploration to the Americas Classroom Activity - Slideshow Reading - Section 1 - Christopher Columbus Reading - Section 2 - John Cabot Reading - Section 3 - Juan Ponce de León Reading - Section 4 - Hernán Cortés Reading - Section 5 - Jacques Cartier Reading - Section 6 - Francisco Vásquez de Coronado Reading - Section 7 - Henry Hudson Reading - Section 8 - Robert de La Salle
SS.5.A.3.3 Describe interactions among Native Americans, Africans, English, French, Dutch, and Spanish for control of North America.	Lesson 4 - How and Why Europeans Came to the Americas Classroom Activity - Slideshow Reading - Section 5 - European Settlement Explore - Contact Between Indigenous and European Cultures Lesson 5 - Routes of Exploration to the Americas Explore - Europeans in the Americas Explore - The Spanish at St. Augustine Lesson 6 - Early English Settlements Classroom Activity - Slideshow Lesson 7 - Comparing the Colonies Classroom Activity - Slideshow Lesson 8 - Slavery in the Americas Classroom Activity - Slideshow Unit 1 - America's Geographic Setting Inquiry Challenge Unit 2 - Colonial Times Inquiry Challenge

FLORIDA BENCHMARK	WHERE IT IS TAUGHT IN TCI
Colonization of North America	
SS.5.A.4.1 Identify the economic, political and socio-cultural motivation for colonial settlement.	Lesson 4 - How and Why Europeans Came to the Americas • Classroom Activity - Slideshow • Reading - Section 4 - Early Exploration • Reading - Section 6 - Religious Beliefs • Reading - Section 7 - The Exchange of Natural Resources • Reading - Section 8 - A New Global Market Lesson 5 - Routes of Exploration to the Americas • Explore - The Spanish at St. Augustine Lesson 6 - Early English Settlements • Classroom Activity - Slideshow • Reading - Section 2 - Jamestown Colony • Reading - Section 3 - The Settlement of Plymouth Lesson 7 - Comparing the Colonies • Classroom Activity-Slideshow
SS.5.A.4.2 Compare characteristics of New England, Middle, and Southern colonies.	Lesson 6 - Early English Settlements • Classroom Activity - Slideshow Lesson 7 - Comparing the Colonies • Classroom Activity - Slideshow • Reading - Section 1 - The New England, Middle, and Southern Colonial Regions • Reading - Section 2 - Massachusetts Bay: New England Colony • Reading - Section 3 - Rhode Island: New England Colony • Reading - Section 4 - New York: Middle Colony • Reading - Section 5 - Pennsylvania: Middle Colony • Reading - Section 6 - Maryland: Southern Colony • Reading - Section 7 - Georgia: Southern Colony Lesson 9 - Life in Colonial Williamsburg • Classroom Activity - Slideshow
SS.5.A.4.3 Identify significant individuals responsible for the development of the New England, Middle, and Southern colonies.	Lesson 6 - Early English Settlements • Reading - Section 1 - The Lost Settlement of Roanoke • Reading - Section 2 - Jamestown Colony • Reading - Section 3 - The Settlement of Plymouth Lesson 7 - Comparing the Colonies • Classroom Activity - Slideshow • Reading - Section 2 - Massachusetts Bay: New England Colony • Reading - Section 3 - Rhode Island: New England Colony • Reading - Section 5 - Pennsylvania: Middle Colony • Reading - Section 7 - Georgia: Southern Colony • Explore - Colonial Families Unit 2 - Colonial Times • Inquiry Challenge Program Resources • Biographies - Bradford, William (1590–1657) • Biographies - Hutchinson, Anne (1591–1643)

FLORIDA BENCHMARK	WHERE IT IS TAUGHT IN TCI
SS.5.A.4.4 Demonstrate an understanding of political, economic, and social aspects of daily colonial life in the thirteen colonies.	Lesson 6 - Early English Settlements • Classroom Activity - Slideshow Lesson 7 - Comparing the Colonies • Classroom Activity - Slideshow • Explore - Answering the Three Basic Economic Questions in the American Colonies • Explore - Art, Music, and Literature in Colonial America • Explore - Colonial Families • Explore - Taking Part in Politics: Colonial Times to Today Lesson 8 - Slavery in the Americas • Classroom Activity - Slideshow Lesson 9 - Life in Colonial Williamsburg • Classroom Activity - Slideshow Unit 2 - Colonial Times • Inquiry Challenge • Writing in Social Studies
SS.5.A.4.5 Explain the importance of Triangular Trade linking Africa, the West Indies, the British Colonies, and Europe.	Lesson 4 - How and Why Europeans Came to the Americas • Classroom Activity - Slideshow • Explore - The Columbian Exchange Lesson 8 - Slavery in the Americas • Classroom Activity - Slideshow • Reading - Introduction • Reading - Section 1 - Life in West Africa in the 1500s • Reading - Section 2 - Europe and the Enslavement and Trade of People • Reading - Section 3 - West Africans and the Enslavement and Trade of People • Reading - Section 4 - The Triangular Trade • Reading - Section 5 - Surviving the Middle Passage • Reading - Section 6 - Slavery and the Colonies
SS.5.A.4.6 Describe the introduction, impact, and role of slavery in the colonies.	Lesson 7 - Comparing the Colonies • Classroom Activity - Slideshow • Reading - Section 7 - Georgia: Southern Colony Lesson 8 - Slavery in the Americas • Classroom Activity - Slideshow • Reading - Section 2 - Europe and the Enslavement and Trade of People • Reading - Section 4 - The Triangular Trade • Reading - Section 6 - Slavery and the Colonies • Reading - Section 7 - Life as an Enslaved Person Lesson 9 - Life in Colonial Williamsburg • Classroom Activity - Slideshow • Reading - Section 6 - Slavery: The Living Quarters for Enslaved People Unit 2 - Colonial Times • Inquiry Challenge

FLORIDA BENCHMARK	WHERE IT IS TAUGHT IN TCI
American Revolution & Birth of a New Nation	
SS.5.A.5.1 Identify and explain significant events leading up to the American Revolution.	Lesson 10 - Tensions Grow Between the Colonies and Great Britain • Classroom Activity - Slideshow • Reading - Section 3 - The Quartering Act • Reading - Section 4 - The Stamp Act • Reading - Section 5 - The Boston Massacre • Reading - Section 6 - The Boston Tea Party • Reading - Section 7 - The Intolerable Acts Lesson 11 - To Declare Independence or Not • Classroom Activity - Slideshow Lesson 12 - The Declaration of Independence • Classroom Activity - Slideshow Unit 3 - The American Revolution • Inquiry Challenge • Writing in Social Studies
SS.5.A.5.2 Identify significant individuals and groups who played a role in the American Revolution.	Lesson 10 - Tensions Grow Between the Colonies and Great Britain • Classroom Activity - Slideshow Lesson 11 - To Declare Independence or Not • Classroom Activity - Slideshow Lesson 13 - The American Revolution • Classroom Activity - Slideshow • Explore - Native Americans and Colonists in the American Revolution • Profiles in History - Women of the American Revolution Unit 3 - The American Revolution • Inquiry Challenge Program Resources • Biographies - Armistead Lafayette, James (1748–1830) • Biographies - Founding Fathers • Biographies - Hale, Nathan (1755–1776) • Biographies - de Lafayette, The Marquis (1757–1834)
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.	Lesson 11 - To Declare Independence or Not • Classroom Activity - Slideshow Lesson 12 - The Declaration of Independence • Classroom Activity - Slideshow • Reading - Section 1 - The Second Continental Congress • Reading - Section 2 - Thomas Paine and Common Sense • Reading - Section 3 - Writing the Declaration of Independence • Reading - Section 5 - The Declaration of Independence Lesson 13 - The American Revolution • Reading - Section 4 - The Continental Army Is Motivated to Win Lesson 14 - Creating the Constitution • Reading - Section 1 - The First Government: The Articles of Confederation Unit 3 - The American Revolution • Inquiry Challenge Program Resources • Primary Source - Constitution of the United States (1787)

FLORIDA BENCHMARK	WHERE IT IS TAUGHT IN TCI
SS.5.A.5.4 Examine and explain the changing roles and impact of significant women during the American Revolution.	Lesson 11 - To Declare Independence or Not • Reading - Section 8 - Mercy Otis Warren: Patriot with a Pen Lesson 13 - The American Revolution • Reading - Section 1 - The Continental Army • Reading - Section 3 - The British Army Is Far from Home • Profiles in History - Women of the American Revolution Lesson 17 - Our Role in Government • Classroom Activity - Slideshow Program Resources • Biographies - Adams, Abigail (1744–1818) • Biographies - Nanyehi (Nancy Ward) (1738–1822) • Biographies - Sampson, Deborah (1760–1827) • Biographies - Washington, Martha (1731–1802) • Social Studies Stories - Perspectives on the Revolutionary War (3-5)
SS.5.A.5.5 Examine and compare major battles and military campaigns of the American Revolution.	Lesson 13 - The American Revolution • Classroom Activity - Slideshow • Reading - Section 1 - The Continental Army • Reading - Section 2 - The British Army • Reading - Section 3 - The British Army Is Far from Home • Reading - Section 4 - The Continental Army Is Motivated to Win • Reading - Section 5 - Different War Strategies • Reading - Section 6 - The Continental Army Gains Allies • Reading - Section 7 - The Treaty of Paris, 1783 Unit 3 - The American Revolution • Inquiry Challenge • Writing in Social Studies
SS.5.A.5.6 Identify the contributions of foreign alliances and individuals to the outcome of the Revolution.	Lesson 13 - The American Revolution • Classroom Activity - Slideshow • Reading - Section 1 - The Continental Army • Reading - Section 2 - The British Army • Reading - Section 3 - The British Army Is Far from Home • Reading - Section 4 - The Continental Army Is Motivated to Win • Reading - Section 5 - Different War Strategies • Reading - Section 6 - The Continental Army Gains Allies • Reading - Section 7 - The Treaty of Paris, 1783 Unit 3 - The American Revolution • Inquiry Challenge Program Resources • Biographies - de Lafayette, The Marquis (1757–1834)

FLORIDA BENCHMARK	WHERE IT IS TAUGHT IN TCI
SS.5.A.5.7 Explain economic, military, and political factors which led to the end of the Revolutionary War.	Lesson 13 - The American Revolution • Classroom Activity - Slideshow • Reading - Section 1 - The Continental Army • Reading - Section 2 - The British Army • Reading - Section 3 - The British Army Is Far from Home • Reading - Section 4 - The Continental Army Is Motivated to Win • Reading - Section 5 - Different War Strategies • Reading - Section 6 - The Continental Army Gains Allies • Reading - Section 7 - The Treaty of Paris, 1783 Unit 3 - The American Revolution • Inquiry Challenge
SS.5.A.5.8 Evaluate the personal and political hardships resulting from the American Revolution.	Lesson 13 - The American Revolution • Classroom Activity - Slideshow • Reading - Section 1 - The Continental Army • Reading - Section 2 - The British Army • Reading - Section 3 - The British Army Is Far from Home • Reading - Section 4 - The Continental Army Is Motivated to Win • Reading - Section 5 - Different War Strategies • Reading - Section 6 - The Continental Army Gains Allies • Reading - Section 7 - The Treaty of Paris, 1783 Unit 3 - The American Revolution • Inquiry Challenge
SS.5.A.5.9 Discuss the impact and significance of land policies developed under the Confederation Congress (Northwest Ordinance of 1787).	Lesson 13 - The American Revolution • Explore - Native Americans and Colonists in the American Revolution Lesson 19 - Manifest Destiny and Settling the West • Classroom Activity - Slideshow • Reading - Section 1 - Early Expansion and New States Program Resources • Primary Source - Northwest Ordinance of 1787
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.	Lesson 14 - Creating the Constitution • Classroom Activity - Slideshow • Reading - Section 1 - The First Government: The Articles of Confederation • Reading - Section 3 - What the Constitution Does Lesson 15 - The Framework for Government • Classroom Activity - Slideshow Lesson 16 - The Bill of Rights • Classroom Activity - Slideshow Lesson 17 - Our Role in Government • Classroom Activity - Slideshow Lesson 18 - Shaping America's Economy • Classroom Activity - Slideshow Unit 4 - Civics and Economics in America • Inquiry Challenge Program Resources • Primary Source - Constitution of the United States (1787) • Social Studies Stories - Inside the Constitutional Convention

FLORIDA BENCHMARK	WHERE IT IS TAUGHT IN TCI
Growth and Westward Expansion	
SS.5.A.6.1 Describe the causes and effects of the Louisiana Purchase.	Lesson 19 - Manifest Destiny and Settling the West • Classroom Activity - Slideshow • Reading - Section 1 - Early Expansion and New States • Reading - Section 2 - The Northwest Territory and the War of 1812 • Reading - Section 3 - Louisiana Purchase (1803) • Reading - Section 4 - Lewis and Clark Expedition (1804–1806) • Reading - Section 8 - Mexican Cession (1848) and Gadsden Purchase (1853) • Reading - Section 9 - The Impact of Manifest Destiny • Explore - Machines and Manifest Destiny Unit 5 - Manifest Destiny to Today • Inquiry Challenge Program Resources • Biographies - Clark, William (1770–1838)
SS.5.A.6.2 Identify roles and contributions of significant people during the period of westward expansion.	Lesson 19 - Manifest Destiny and Settling the West • Classroom Activity - Slideshow • Primary Source - The Reminiscences of Mrs. E. W. Wilson Lesson 20 - The Diverse Peoples of the West • Classroom Activity - Slideshow • Explore - Asian Immigration at the Turn of the Century • Explore - Communication and Transportation in the 1800s • Primary Source - Waves of Immigrants to a New Country Program Resources • Biographies - Frémont, John C. (1813–1890) • Biographies - Lewis, Meriwether (1774–1809) • Biographies - Sacagawea (about 1788–1812) • Biographies - York (1770-1834)
SS.5.A.6.3 Examine 19th century advancements (canals, roads, steamboats, flat boats, overland wagons, Pony Express, railroads) in transportation and communication.	Lesson 19 - Manifest Destiny and Settling the West • Explore - Machines and Manifest Destiny Lesson 20 - The Diverse Peoples of the West • Classroom Activity - Slideshow • Reading - Section 1 - The West in the Mid-1800s • Reading - Section 4 - Chinese Immigrants • Explore - Communication and Transportation in the 1800s Lesson 22 - The Civil War • Reading - Section 3 - Military Tactics and Technology Lesson 23 - The Modern United States • Reading - Section 1 - Industrialization Unit 5 - Manifest Destiny to Today • Inquiry Challenge • Writing in Social Studies

FLORIDA BENCHMARK	WHERE IT IS TAUGHT IN TCI
SS.5.A.6.4 Explain the importance of the explorations west of the Mississippi River.	Lesson 19 - Manifest Destiny and Settling the West • Classroom Activity - Slideshow • Reading - Section 4 - Lewis and Clark Expedition (1804–1806) • Reading - Section 8 - Mexican Cession (1848) and Gadsden Purchase (1853) • Primary Source - The Reminiscences of Mrs. E. W. Wilson Program Resources • Biographies - Boone, Daniel (1734–1820) • Biographies - Carson, Kit (1809–1868) • Biographies - Frémont, John C. (1813–1890) • Biographies - Lewis, Meriwether (1774–1809) • Biographies - Sacagawea (about 1788–1812) • Biographies - York (1770-1834)
SS.5.A.6.5 Identify the causes and effects of the War of 1812.	Lesson 19 - Manifest Destiny and Settling the West • Classroom Activity - Slideshow • Reading - Section 2 - The Northwest Territory and the War of 1812 • Explore - The War of 1812
SS.5.A.6.6 Explain how westward expansion affected Native Americans.	Lesson 19 - Manifest Destiny and Settling the West • Classroom Activity - Slideshow • Reading - Section 2 - The Northwest Territory and the War of 1812 • Reading - Section 3 - Louisiana Purchase (1803) • Reading - Section 5 - Florida Acquisition (1819) • Reading - Section 7 - Acquisition of Oregon Country (1846) • Reading - Section 9 - The Impact of Manifest Destiny • Explore - Tribal Governments and the United States Lesson 20 - The Diverse Peoples of the West • Reading - Section 7 - Nimiipuu Lesson 22 - The Civil War • Explore - Native Americans, Then and Now Program Resources • Social Studies Stories - Cherokee Trail of Tears
SS.5.A.6.7 Discuss the concept of Manifest Destiny.	Lesson 19 - Manifest Destiny and Settling the West • Classroom Activity - Slideshow • Reading - Section 1 - Early Expansion and New States • Reading - Section 2 - The Northwest Territory and the War of 1812 • Reading - Section 3 - Louisiana Purchase (1803) • Reading - Section 4 - Lewis and Clark Expedition (1804–1806) • Reading - Section 5 - Florida Acquisition (1819) • Reading - Section 6 - Texas Annexation (1845) • Reading - Section 7 - Acquisition of Oregon Country (1846) • Reading - Section 8 - Mexican Cession (1848) and Gadsden Purchase (1853) • Reading - Section 9 - The Impact of Manifest Destiny

FLORIDA BENCHMARK	WHERE IT IS TAUGHT IN TCI
SS.5.A.6.8 Describe the causes and effects of the Missouri Compromise.	Lesson 21 - The Causes of the Civil War Classroom Activity - Slideshow Reading - Section 2 - The Missouri Compromise Reading - Section 4 - The Compromise of 1850 Program Resources Primary Source - Missouri Compromise (1820) Primary Course - Kansas-Nebraska Act (1854)
SS.5.A.6.9 Describe the hardships of settlers along the overland trails to the west.	Lesson 19 - Manifest Destiny and Settling the West Primary Source - The Reminiscences of Mrs. E. W. Wilson Lesson 20 - The Diverse Peoples of the West Classroom Activity - Slideshow Reading - Section 1 - The West in the Mid-1800s Reading - Section 6 - Oregon Pioneers Primary Source - Waves of Immigrants to a New Country
African American History	
FLORIDA BENCHMARK	WHERE IT IS TAUGHT IN TCI
Resiliency, contributions and influence of African Americans on the United States beginning in the colonial era through westward expansion.	
SS.5.AA.1.1 Examine the life of African Americans in the colonial era.	
SS.5.AA.1.1 C1 Instruction includes what life was like for the earliest slaves and the emancipated in North America.	Lesson 7 - Comparing the Colonies Classroom Activity - Slideshow Lesson 8 - Slavery in the Americas Classroom Activity - Slideshow Reading - Section 7 - Life as an Enslaved Person Explore - African Influence in North America, Then and Now Primary Source - The Interesting Narrative of the Life of Olaudah Equiano Lesson 9 - Life in Colonial Williamsburg Classroom Activity - Slideshow Unit 2 - Colonial Times Inquiry Challenge Program Resources Biographies - Allen, Richard (1760–1831) Biographies - Banneker, Benjamin (1731–1806) Biographies - Fortune, Amos (c. 1710–1801)
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.	Lesson 21 - The Causes of the Civil War Classroom Activity - Slideshow Reading - Introduction Reading - Section 3 - Abolitionists and the Underground Railroad Program Resources Biographies - Douglass, Frederick (about 1818–1895) Biographies - Tubman, Harriet (about 1820–1913)

FLORIDA BENCHMARK	WHERE IT IS TAUGHT IN TCI
SS.5.AA.1.3 Examine key figures and events in abolitionist movements.	Lesson 21 - The Causes of the Civil War Classroom Activity - Slideshow Reading - Section 3 - Abolitionists and the Underground Railroad Explore - Reforms During the Antebellum Period Reading - "Bleeding Kansas" Program Resources Biographies - Brown, John (1800–1859) Biographies - Douglass, Frederick (about 1818–1895) Biographies - Truth, Sojourner (about 1797–1883) Social Studies Stories - Harriet Beecher Stowe's Book

SS.5.AA.1.6 Examine the experiences and contributions of African Americans in early Florida.

SS.5.AA.1.6 C1 Instruction includes African American communities (e.g., Fort Mose, Angola Community, Black Seminoles, Fort Gadsden, Lincolnville, Eatonville).	Lesson 8 - Slavery in the Americas Explore - African Influence in North America, Then and Now Lesson 22 - The Civil War Classroom Activity - Slideshow Reading - Section 9 - African Americans After the War
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Civics and Government

FLORIDA BENCHMARK	WHERE IT IS TAUGHT IN TCI
Foundations of Government, Law and the American Political System	
SS.5.CG.1.1 Recognize that the Declaration of Independence affirms that every U.S. citizen has certain unalienable rights.	
SS.5.CG.1.1 C1 Students will identify the grievances detailed in the Declaration of Independence.	Lesson 11 - To Declare Independence or Not Classroom Activity - Slideshow Reading - Lesson Opener Lesson 12 - The Declaration of Independence Classroom Activity - Slideshow Reading - Lesson Opener Reading - Introduction Reading - Section 1 - The Second Continental Congress Reading - Section 2 - Thomas Paine and Common Sense Reading - Section 3 - Writing the Declaration of Independence Reading - Section 5 - The Declaration of Independence Primary Source - Declaring Grievances
SS.5.CG.1.1 C2 Students will describe the idea of "unalienable rights" in the Declaration of Independence as it relates to each citizen.	Lesson 11 - To Declare Independence or Not Classroom Activity - Slideshow Reading - Lesson Opener Lesson 12 - The Declaration of Independence Classroom Activity - Slideshow Reading - Lesson Opener Reading - Introduction Reading - Section 1 - The Second Continental Congress

FLORIDA BENCHMARK	WHERE IT IS TAUGHT IN TCI
	Lesson 14 - Creating the Constitution • Reading - Section 3 - What the Constitution Does Lesson 16 - The Bill of Rights • Classroom Activity - Slideshow Lesson 17 - Our Role in Government • Reading - Section 3 - Participation Program Resources • Primary Source - Declaration of Independence (1776)
SS.5.CG.1.1 C3 Students will discuss the consequences of governments not recognizing that citizens have certain unalienable rights.	Lesson 11 - To Declare Independence or Not • Primary Source - Patrick Henry's "Give Me Liberty or Give Me Death" (1775) • Primary Source - Speeches by William Pitt and Edmund Burke Lesson 14 - Creating the Constitution • Reading - Section 3 - What the Constitution Does Lesson 16 - The Bill of Rights • Classroom Activity - Slideshow • Reading - Lesson Opener • Reading - Section 2 - The First Amendment • Reading - Section 3 - The Second Amendment • Reading - Section 4 - The Fourth Amendment • Reading - Section 5 - The Fifth Amendment • Reading - Section 6 - The Sixth Amendment
SS.5.CG.1.2 Explain how and why the U.S. government was created by the U.S. Constitution.	
SS.5.CG.1.2 C1 Students will identify the strengths and weaknesses of the Articles of Confederation.	Lesson 14 - Creating the Constitution • Classroom Activity - Slideshow • Reading - Section 1 - The First Government: The Articles of Confederation • Reading - Section 2 - A New Government: The Constitutional Convention • Reading - Summary Lesson 15 - The Framework for Government • Reading - Introduction Lesson 16 - The Bill of Rights • Reading - Section 1 - The Need for a Bill of Rights Lesson 18 - Shaping America's Economy • Reading - Section 2 - Creating a Free Market Economy Program Resources • Primary Source - Articles of Confederation (1781)

FLORIDA BENCHMARK	WHERE IT IS TAUGHT IN TCI
SS.5.CG.1.2 C2 Students will explain the goals of the 1787 Constitutional Convention.	Lesson 14 - Creating the Constitution • Classroom Activity - Slideshow • Reading - Lesson Opener • Reading - Introduction • Reading - Section 1 - The First Government: The Articles of Confederation • Reading - Section 2 - A New Government: The Constitutional Convention • Reading - Section 3 - What the Constitution Does • Reading - Section 4 - Differing Views on the New Constitution • Reading - Summary Lesson 15 - The Framework for Government • Reading - Introduction Lesson 16 - The Bill of Rights • Reading - Section 1 - The Need for a Bill of Rights
SS.5.CG.1.2 C3 Students will describe why compromises were made during the writing of the Constitution and identify those compromises (e.g., Great Compromise, the Three-Fifths Compromise, the Electoral College).	Lesson 14 - Creating the Constitution • Classroom Activity - Slideshow • Reading - Section 2 - A New Government: The Constitutional Convention • Reading - Section 4 - Differing Views on the New Constitution • Reading - Summary Lesson 18 - Shaping America's Economy • Reading - Introduction • Reading - Section 2 - Creating a Free Market Economy Unit 4 - Civics and Economics in America • Inquiry Challenge Program Resources • Social Studies Stories - Inside the Constitutional Convention (3-5)
SS.5.CG.1.2 C4 Students will identify Federalist and Anti-Federalist arguments supporting and opposing the ratification of the U.S. Constitution.	Lesson 14 - Creating the Constitution • Classroom Activity - Slideshow • Reading - Section 4 - Differing Views on the New Constitution Lesson 16 - The Bill of Rights • Reading - Section 1 - The Need for a Bill of Rights Lesson 17 - Our Role in Government • Reading - Section 4 - Working Together Unit 4 - Civics and Economics in America • Inquiry Challenge Program Resources • Primary Source - Anti-Federalist Paper No. 14 (1787) • Primary Source - Federalist Paper No. 14 (1787)
SS.5.CG.1.3 Discuss arguments for adopting a representative form of government.	
SS.5.CG.1.3 C1 Students will explain what is meant by a representative government.	Lesson 15 - The Framework for Government • Classroom Activity - Slideshow • Reading - Section 2 - Making the Laws: The Legislative Branch • Reading - Section 7 - The Relationship Between Florida's Government and the U.S. Government

FLORIDA BENCHMARK	WHERE IT IS TAUGHT IN TCI
	Lesson 16 - The Bill of Rights • Classroom Activity - Slideshow Lesson 17 - Our Role in Government • Classroom Activity - Slideshow • Reading - Section 3 - Participation • Reading - Section 4 - Working Together • Explore – Who Represents Florida's Citizens? Unit 4 - Civics and Economics in America • Inquiry Challenge Program Resources • Biography - Sherman, Roger (1721–1793)
SS.5.CG.1.4 Describe the history, meaning and significance of the Bill of Rights.	
SS.5.CG.1.4 C1 Students will describe how concerns about individual rights led to the inclusion of the Bill of Rights in the U.S. Constitution.	Lesson 14 - Creating the Constitution • Reading - Section 4 - Differing Views on the New Constitution • Reading - Summary Lesson 16 - The Bill of Rights • Classroom Activity - Slideshow • Reading - Lesson Opener • Reading - Introduction • Reading - Section 1 - The Need for a Bill of Rights • Reading - Section 8 - Other Rights Protected by the Bill of Rights • Reading - Section 9 - Amending the Constitution • Explore - Changing the Constitution Unit 4 - Civics and Economics in America • Writing in Social Studies
Civic and Political Participation	
SS.5.CG.2.1 Discuss the political ideas of Patriots, Loyalists and other colonists about the American Revolution.	
SS.5.CG.2.1 C1 Students will describe the political philosophy of American Patriots and why those ideas led them to declare independence from the British Empire.	Lesson 10 - Tensions Grow Between the Colonies and Great Britain • Classroom Activity - Slideshow • Reading - Lesson Opener • Reading - Section 4 - The Stamp Act • Reading - Section 5 - The Boston Massacre • Reading - Section 7 - The Intolerable Acts Lesson 11 - To Declare Independence or Not • Classroom Activity - Slideshow Lesson 12 - The Declaration of Independence • Classroom Activity - Slideshow • Primary Source - Declaring Grievances Unit 3 - The American Revolution • Inquiry Challenge Program Resources • Primary Source - Common Sense (1776)

FLORIDA BENCHMARK	WHERE IT IS TAUGHT IN TCI
SS.5.CG.2.1 C2 Students will explain why colonists would choose to side with the British during the American Revolution.	Lesson 10 - Tensions Grow Between the Colonies and Great Britain • Reading - Section 4 - The Stamp Act • Reading - Section 5 - The Boston Massacre Lesson 11 - To Declare Independence or Not • Classroom Activity - Slideshow • Reading - Lesson Opener • Reading - Introduction • Reading - Section 1 - Who Were the Loyalists and Patriots? • Reading - Section 2 - Thomas Hutchinson: Loyalist Governor • Reading - Section 3 - Joseph Brant: Native American Loyalist • Reading - Section 4 - Jonathan Boucher: Loyalist Religious Leader • Reading - Section 5 - Lord Dunmore: Loyalist Governor of Virginia
SS.5.CG.2.1 C3 Students will examine motivations for the decision to not take a side during the American Revolution.	Lesson 10 - Tensions Grow Between the Colonies and Great Britain • Reading - Section 4 - The Stamp Act • Reading - Section 5 - The Boston Massacre Lesson 11 - To Declare Independence or Not • Classroom Activity - Slideshow • Reading - Lesson Opener • Reading - Introduction • Reading - Section 1 - Who Were the Loyalists and Patriots? • Reading - Section 2 - Thomas Hutchinson: Loyalist Governor • Reading - Section 3 - Joseph Brant: Native American Loyalist • Reading - Section 4 - Jonathan Boucher: Loyalist Religious Leader Lesson 13 - The American Revolution • Explore - Native Americans and Colonists in the American Revolution
SS.5.CG.2.2 Compare forms of political participation in the colonial period to today.	
SS.5.CG.2.2 C1 Students will describe forms of political participation in the colonial period (e.g., serving on juries, militia service, participation in elections for government).	Lesson 6 - Early English Settlements • Reading - Section 2 - Jamestown Colony • Reading - Section 3 - The Settlement of Plymouth • Reading - Summary Lesson 7 - Comparing the Colonies • Classroom Activity - Slideshow • Reading - Lesson Opener • Reading - Introduction • Reading - Section 1 - The New England, Middle, and Southern Colonial Regions • Explore - Taking Part in Politics: Colonial Times to Today Lesson 9 - Life in Colonial Williamsburg • Classroom Activity - Slideshow Lesson 14 - Creating the Constitution • Reading - Section 1 - The First Government: The Articles of Confederation

FLORIDA BENCHMARK	WHERE IT IS TAUGHT IN TCI
SS.5.CG.2.2 C2 Students will identify ways citizens participate in the political process today (e.g., serving on juries, participation in elections for government).	Lesson 17 - Our Role in Government • Classroom Activity - Slideshow • Reading - Section 2 - Education • Reading - Section 3 - Participation Lesson 23 - The Modern United States • Classroom Activity - Slideshow • Reading - Section 7 - The Civil Rights Movement • Reading - Section 10 - America's Future Unit 4 - Civics and Economics in America • Inquiry Challenge
SS.5.CG.2.3 Analyze how the U.S. Constitution expanded civic participation over time.	
SS.5.CG.2.3 C1 Students will describe how the U.S. Constitution expanded voting rights through amendments and legislation including, but not limited to, the 15th, 19th, 24th, and 26th Amendments, and the Voting Rights Act of 1965.	Lesson 16 - The Bill of Rights • Classroom Activity - Slideshow • Explore - Changing the Constitution Lesson 17 - Our Role in Government • Classroom Activity - Slideshow Lesson 22 - The Civil War • Reading - Section 9 - African Americans After the War Lesson 23 - The Modern United States • Classroom Activity - Slideshow • Reading - Section 7 - The Civil Rights Movement Program Resources • Explore - Explore - Taking Part in Politics: Colonial Times to Today • Primary Source - Bill of Rights and Later Amendments • Primary Source - Voting Rights Act of 1965 • Civics Library - Passing the Nineteenth Amendment
SS.5.CG.2.4 Evaluate the importance of civic duties and responsibilities to the preservation of the United States' constitutional republic.	
SS.5.CG.2.4 C1 Students will explain what it means for the United States to be a constitutional republic.	Lesson 15 - The Framework for Government • Classroom Activity - Slideshow • Reading - Lesson Opener • Reading - Introduction • Reading - Section 1 - The Preamble Tells the Goals of Government • Reading - Section 2 - Making the Laws: The Legislative Branch • Reading - Section 3 - Carrying Out the Laws: The Executive Branch Lesson 16 - The Bill of Rights • Classroom Activity - Slideshow Unit 4 - Civics and Economics in America • Inquiry Challenge Program Resources • Primary Source - Federalist Paper No. 39 (1788) • Social Studies Stories - Inside the Constitutional Convention (3-5)

FLORIDA BENCHMARK	WHERE IT IS TAUGHT IN TCI
SS.5.CG.2.4 C2 Students will identify duties (e.g., obeying the law, paying taxes, serving on a jury) and responsibilities (e.g., voting, keeping informed on public issues) that citizens are expected to fulfill.	Lesson 17 - Our Role in Government • Classroom Activity - Slideshow • Reading - Introduction • Reading - Section 1 - The Need for Laws • Reading - Section 2 - Education • Reading - Section 3 - Participation • Reading - Section 4 - Working Together Lesson 23 - The Modern United States • Reading - Section 10 - America's Future Program Resources • Civic Library - Citizenship in the Community • Civics Library - What Citizenship Means • Social Studies Stories - How Students Make a Difference
SS.5.CG.2.4 C3 Students will explain what could happen to the United States if citizens did not fulfill their civic duties and responsibilities.	Lesson 17 - Our Role in Government • Classroom Activity - Slideshow • Reading - Section 2 - Education • Reading - Section 3 - Participation Lesson 23 - The Modern United States • Classroom Activity - Slideshow • Reading - Section 7 - The Civil Rights Movement • Reading - Section 8 - 9/11 and the War on Terror • Reading - Section 9 - The Information Age • Reading - Section 10 - America's Future Unit 4 - Civics and Economics in America • Inquiry Challenge
SS.5.CG.2.5 Identify individuals who represent the citizens of Florida at the national level.	
SS.5.CG.2.5 C1 Students will identify Florida's U.S. senators and the U.S. representative for their district.	Lesson 15 - The Framework for Government • Classroom Activity - Slideshow • Reading - Section 6 - The Relationship Between State and Federal Governments • Reading - Section 7 - The Relationship Between Florida's Government and the U.S. Government • Reading - Summary Lesson 17 - Our Role in Government • Explore - Who Represents Florida Citizens
SS.5.CG.2.5 C2 Students will discuss the constitutional qualifications for office, term length, authority, duties, activities, and compensation.	Lesson 15 - The Framework for Government • Classroom Activity - Slideshow • Reading - Lesson Opener • Reading - Section 2 - Making the Laws: The Legislative Branch • Reading - Section 3 - Carrying Out the Laws: The Executive Branch • Reading - Section 4 - Interpreting the Laws: The Judicial Branch • Reading - Summary Program Resources • Primary Source - Constitution of the United States (1787)

FLORIDA BENCHMARK	WHERE IT IS TAUGHT IN TCI
SS.5.CG.2.6 Explain symbols and documents that represent the United States.	
SS.5.CG.2.6 C1 Students will recognize the Great Seal of the United States and the Star-Spangled Banner as symbols that represent the United States.	Lesson 12 - The Declaration of Independence • Classroom Activity - Slideshow • Explore - Symbols of the United States Lesson 14 - Creating the Constitution • Classroom Activity - Slideshow • Reading - Section 2 - A New Government: The Constitutional Convention Lesson 17 - Our Role in Government • Reading - Section 5 - Civic Values • Explore - Showing Patriotism Program Resources • Primary Source - Star-Spangled Banner (1814)
SS.5.CG.2.6 C2 Students will recognize the U.S. Constitution (specifically the Bill of Rights) and the Emancipation Proclamation as documents that represent the United States.	Lesson 14 - Creating the Constitution • Classroom Activity - Slideshow • Reading - Lesson Opener • Reading - Introduction • Reading - Section 1 - The First Government: The Articles of Confederation Lesson 16 - The Bill of Rights • Classroom Activity - Slideshow Lesson 22 - The Civil War • Classroom Activity - Slideshow Unit 4 - Civics and Economics in America • Inquiry Challenge Program Resources • Primary Source - Bill of Rights and Later Amendments • Primary Source - Constitution of the United States (1787) • Primary Source - Emancipation Proclamation (1863)
Structure and Functions of Government	
SS.5.CG.3.1 Describe the organizational structure and powers of the national government as defined in Articles I, II, and III of the U.S. Constitution.	
SS.5.CG.3.1 C1 Students will identify legislative, executive, and judicial branch functions of the U.S. government as defined in Articles I, II, and III of the U.S. Constitution.	Lesson 14 - Creating the Constitution • Classroom Activity - Slideshow • Reading - Lesson Opener • Reading - Introduction • Reading - Section 1 - The First Government: The Articles of Confederation Lesson 15 - The Framework for Government • Classroom Activity - Slideshow • Reading - Section 2 - Making the Laws: The Legislative Branch • Reading - Section 3 - Carrying Out the Laws: The Executive Branch • Reading - Section 4 - Interpreting the Laws: The Judicial Branch Unit 4 - Civics and Economics in America • Inquiry Challenge

FLORIDA BENCHMARK	WHERE IT IS TAUGHT IN TCI
SS.5.CG.3.1 C2 Students will explain why the Constitution divides the national government into three branches.	Program Resources • Primary Source - Constitution of the United States (1787) Lesson 14 - Creating the Constitution • Classroom Activity - Slideshow • Reading - Lesson Opener • Reading - Introduction • Reading - Section 1 - The First Government: The Articles of Confederation • Reading - Section 2 - A New Government: The Constitutional Convention • Reading - Section 3 - What the Constitution Does • Reading - Section 4 - Differing Views on the New Constitution Lesson 15 - The Framework for Government • Reading - Section 5 - Limiting Power: Checks and Balances Lesson 17 - Our Role in Government • Reading - Section 1 - The Need for Laws Unit 4 - Civics and Economics in America • Writing in Social Studies
SS.5.CG.3.2 Analyze how the U.S. Constitution and Bill of Rights limit the power of the national government and protect citizens from an oppressive government. SS.5.CG.3.2 C1 Students will recognize examples of what to include, but not be limited to, popular sovereignty, rule of law, separation of powers, checks and balances, federalism, the amendment process, and the fundamental rights of citizens in the Bill of Rights.	Lesson 14 - Creating the Constitution • Classroom Activity - Slideshow • Reading - Lesson Opener • Reading - Section 2 - A New Government: The Constitutional Convention • Reading - Section 3 - What the Constitution Does Lesson 15 - The Framework for Government • Classroom Activity - Slideshow Lesson 16 - The Bill of Rights • Classroom Activity - Slideshow Lesson 17 - Our Role in Government • Reading - Section 1 - The Need for Laws • Reading - Section 3 - Participation Unit 4 - Civics and Economics in America • Inquiry Challenge • Writing in Social Studies
SS.5.CG.3.3 Explain the role of the court system in interpreting law and settling conflicts. SS.5.CG.3.3 C1 Students will explain why the U.S. Supreme Court is the highest court in the system.	Lesson 15 - The Framework for Government • Classroom Activity - Slideshow • Reading - Section 4 - Interpreting the Laws: The Judicial Branch • Reading - Section 5 - Limiting Power: Checks and Balances

FLORIDA BENCHMARK	WHERE IT IS TAUGHT IN TCI
SS.5.CG.3.3 C2 Students will explain why both the United States and Florida have a Supreme Court.	Lesson 15 - The Framework for Government • Classroom Activity - Slideshow • Reading - Section 4 - Interpreting the Laws: The Judicial Branch • Reading - Section 6 - The Relationship Between State and Federal Governments • Reading - Section 7 - The Relationship Between Florida's Government and the U.S. Government • Reading - Summary
SS.5.CG.3.4 Describe the process for amending the U.S. Constitution.	
SS.5.CG.3.4 C1 Students will explain why the U.S. Constitution includes the amendment process.	Lesson 14 - Creating the Constitution • Classroom Activity - Slideshow • Reading - Lesson Opener • Reading - Introduction • Reading - Section 1 - The First Government: The Articles of Confederation • Reading - Section 2 - A New Government: The Constitutional Convention • Reading - Section 3 - What the Constitution Does Lesson 15 - The Framework for Government • Classroom Activity - Slideshow Lesson 16 - The Bill of Rights • Classroom Activity - Slideshow • Reading - Section 9 - Amending the Constitution Unit 4 - Civics and Economics in America • Inquiry Challenge
SS.5.CG.3.4 C2 Students will identify amendments to the U.S. Constitution.	Lesson 14 - Creating the Constitution • Reading - Section 3 - What the Constitution Does • Reading - Section 4 - Differing Views on the New Constitution • Reading - Summary Lesson 16 - The Bill of Rights • Classroom Activity - Slideshow • Reading - Lesson Opener • Reading - Introduction Lesson 22 - The Civil War • Reading - Section 9 - African Americans After the War Lesson 23 - The Modern United States • Reading - Section 2 - Progressive Era • Reading - Section 7 - The Civil Rights Movement Program Resources • Primary Source - Bill of Rights and Later Amendments

FLORIDA BENCHMARK	WHERE IT IS TAUGHT IN TCI
SS.5.CG.3.5 Explain how the U.S. Constitution influenced the Florida Constitution.	
SS.5.CG.3.5 C1 Students will identify the purpose of a constitution (e.g., provides a framework for government, limits government authority, protects the rights of the people).	Lesson 14 - Creating the Constitution • Classroom Activity - Slideshow • Reading - Lesson Opener • Reading - Introduction • Reading - Section 1 - The First Government: The Articles of Confederation • Reading - Section 2 - A New Government: The Constitutional Convention Lesson 15 - The Framework for Government • Classroom Activity - Slideshow Lesson 17 - Our Role in Government • Reading - Section 1 - The Need for Laws Lesson 18 - Shaping America's Economy • Classroom Activity - Slideshow Unit 4 - Civics and Economics in America • Inquiry Challenge • Writing in Social Studies
SS.5.CG.3.5 C2 Students will recognize the basic outline of the U.S. and Florida Constitutions (both have articles, amendments and preambles).	Lesson 14 - Creating the Constitution • Classroom Activity - Slideshow • Reading - Lesson Opener • Reading - Introduction • Reading - Section 1 - The First Government: The Articles of Confederation • Reading - Section 2 - A New Government: The Constitutional Convention • Reading - Section 3 - What the Constitution Does Program Resources • Primary Source - Constitution of Florida (1968) • Primary Source - Constitution of the United States (1787) •) • Social Studies Stories - Florida's Constitution and the Declaration of Rights (3-5)
SS.5.CG.3.6 Explain the relationship between the state and national governments.	
SS.5.CG.3.6 C1 Students will define federalism as it applies to the United States.	Lesson 14 - Creating the Constitution • Reading - Section 2 - A New Government: The Constitutional Convention • Reading - Section 3 - What the Constitution Does Lesson 15 - The Framework for Government • Classroom Activity - Slideshow • Reading - Lesson Opener • Reading - Section 6 - The Relationship Between State and Federal Governments • Reading - Section 7 - The Relationship Between Florida's Government and the U.S. Government • Reading - Summary

FLORIDA BENCHMARK	WHERE IT IS TAUGHT IN TCI
SS.5.CG.3.6 C2 Students will provide examples of powers granted to the national government and those reserved to the states.	Lesson 14 - Creating the Constitution Reading - Section 3 - What the Constitution Does Lesson 15 - The Framework for Government Classroom Activity - Slideshow Reading - Lesson Opener Reading - Section 6 - The Relationship Between State and Federal Governments Reading - Section 7 - The Relationship Between Florida's Government and the U.S. Government Reading - Summary Lesson 23 - The Modern United States Explore - How Do the United States and State Governments Cooperate? Program Resources Primary Source - Constitution of Florida (1968) Social Studies Stories - Florida's Constitution and the Declaration of Rights (3-5)

SS.5.CG.3.6 C3 Students will provide examples of cooperation between the U.S. and Florida governments.	Lesson 14 - Creating the Constitution Reading - Section 3 - What the Constitution Does Lesson 15 - The Framework for Government Classroom Activity - Slideshow Reading - Lesson Opener Reading - Section 6 - The Relationship Between State and Federal Governments Reading - Section 7 - The Relationship Between Florida's Government and the U.S. Government Reading - Summary
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Economics	
FLORIDA BENCHMARK	WHERE IT IS TAUGHT IN TCI
Market Economy	
SS.5.E.1.1 Identify how trade promoted economic growth in North America from pre-Columbian times to 1850.	Lesson 3 - Indigenous Cultural Regions Explore - Indigenous Economic Activity: A Case Study Lesson 4 - How and Why Europeans Came to the Americas Classroom Activity - Slideshow Reading - Section 7 - The Exchange of Natural Resources Reading - Section 8 - A New Global Market Lesson 5 - Routes of Exploration to the Americas Reading - Section 1 - Christopher Columbus Lesson 6 - Early English Settlements Reading - Section 2 - Jamestown Colony Lesson 7 - Comparing the Colonies Classroom Activity - Slideshow Lesson 8 - Slavery in the Americas Classroom Activity - Slideshow

FLORIDA BENCHMARK	WHERE IT IS TAUGHT IN TCI
	Lesson 9 - Life in Colonial Williamsburg • Classroom Activity - Slideshow Lesson 18 - Shaping America's Economy • Classroom Activity - Slideshow • Reading - Section 1 - A Free Market Economy
SS.5.E.1.2 Describe a market economy, and give examples of how the colonial and early American economy exhibited these characteristics.	Lesson 4 - How and Why Europeans Came to the Americas • Reading - Section 8 - A New Global Market Lesson 6 - Early English Settlements • Reading - Section 2 - Jamestown Colony • Reading - Section 3 - The Settlement of Plymouth Lesson 7 - Comparing the Colonies • Classroom Activity - Slideshow Lesson 8 - Slavery in the Americas • Classroom Activity - Slideshow Lesson 9 - Life in Colonial Williamsburg • Classroom Activity - Slideshow Lesson 18 - Shaping America's Economy • Reading - Section 1 - A Free Market Economy • Reading - Section 2 - Creating a Free Market Economy Unit 4 - Civics and Economics in America • Inquiry Challenge
SS.5.E.1.3 Trace the development of technology and the impact of major inventions on business productivity during the early development of the United States.	Lesson 4 - How and Why Europeans Came to the Americas • Reading - Section 8 - A New Global Market Lesson 7 - Comparing the Colonies • Classroom Activity - Slideshow Lesson 8 - Slavery in the Americas • Classroom Activity - Slideshow Lesson 9 - Life in Colonial Williamsburg • Classroom Activity - Slideshow Lesson 18 - Shaping America's Economy • Classroom Activity - Slideshow Lesson 21 - The Causes of the Civil War • Reading - Section 1 - Differences Grow Between the North and the South Lesson 23 - The Modern United States • Reading - Section 1 - Industrialization Unit 4 - Civics and Economics in America • Inquiry Challenge Unit 5 - Manifest Destiny to Today • Writing in Social Studies Program Resources • Inquiry Challenge

FLORIDA BENCHMARK	WHERE IT IS TAUGHT IN TCI
The International Economy	
SS.5.E.2.1 Recognize the positive and negative effects of voluntary trade among Native Americans, European explorers, and colonists.	Lesson 4 - How and Why Europeans Came to the Americas Classroom Activity - Slideshow Explore - Contact Between Indigenous and European Cultures Explore - The Columbian Exchange Lesson 5 - Routes of Exploration to the Americas Classroom Activity - Slideshow Lesson 7 - Comparing the Colonies Classroom Activity - Slideshow Lesson 8 - Slavery in the Americas Classroom Activity - Slideshow Unit 1 - America's Geographic Setting Inquiry Challenge Writing in Social Studies
Geography	
FLORIDA BENCHMARK	WHERE IT IS TAUGHT IN TCI
The World in Spatial Terms	
SS.5.G.1.1 Interpret current and historical information using a variety of geographic tools.	Lesson 1 - Geography of the United States Classroom Activity - Slideshow Reading - Section 1 - Understanding the Globe Reading - Section 9 - Creating Maps Lesson 2 - Early Indigenous People and Their Land Classroom Activity - Slideshow Lesson 3 - Indigenous Cultural Regions Classroom Activity - Slideshow Lesson 5 - Routes of Exploration to the Americas Classroom Activity - Slideshow Reading - Section 2 - John Cabot Lesson 7 - Comparing the Colonies Classroom Activity - Slideshow Lesson 19 - Manifest Destiny and Settling the West Classroom Activity - Slideshow Lesson 21 - The Causes of the Civil War Classroom Activity - Slideshow
SS.5.G.1.2 Use latitude and longitude to locate places.	Lesson 1 - Geography of the United States Classroom Activity - Slideshow Reading - Section 2 - Understanding Latitude and Longitude Reading - Section 3 - Political Geography of the United States Lesson 19 - Manifest Destiny and Settling the West Reading - Section 7 - Acquisition of Oregon Country (1846)

FLORIDA BENCHMARK	WHERE IT IS TAUGHT IN TCI
SS.5.G.1.3 Identify major United States physical features on a map of North America.	Lesson 1 - Geography of the United States Classroom Activity - Slideshow Reading - Section 4 - Describing Water and Landforms Reading - Section 5 - The Physical Features of the United States Reading - Section 6 - Climate in the United States Reading - Section 7 - Vegetation in the United States Reading - Section 8 - Geography Affects Where People Live Unit 2 - Colonial Times Inquiry Challenge
SS.5.G.1.4 Construct maps, charts, and graphs to display geographic information.	Lesson 1 - Geography of the United States Classroom Activity - Slideshow Reading - Section 9 - Creating Maps Explore - The Land and Its Climates Lesson 4 - How and Why Europeans Came to the Americas Explore - The Columbian Exchange Lesson 5 - Routes of Exploration to the Americas Explore - Exploration and Trade Lesson 13 - The American Revolution Explore - Native Americans and Colonists in the American Revolution
SS.5.G.1.5 Identify and locate the original thirteen colonies on a map of North America.	Lesson 7 - Comparing the Colonies Classroom Activity - Slideshow Reading - Section 1 - The New England, Middle, and Southern Colonial Regions Reading - Section 4 - New York: Middle Colony Reading - Section 5 - Pennsylvania: Middle Colony Reading - Section 6 - Maryland: Southern Colony Reading - Section 7 - Georgia: Southern Colony Unit 2 - Colonial Times Writing in Social Studies
SS.5.G.1.6 Locate and identify states, capitals, and United States Territories on a map.	Lesson 1 - Geography of the United States Classroom Activity - Slideshow Reading - Section 3 - Political Geography of the United States Explore - The Land and Its Climates
Places and Regions	
SS.5.G.2.1 Describe the push-pull factors (economy, natural hazards, tourism, climate, physical features) that influenced boundary changes within the United States.	Lesson 19 - Manifest Destiny and Settling the West Classroom Activity - Slideshow Reading - Section 1 - Early Expansion and New States Reading - Section 2 - The Northwest Territory and the War of 1812 Reading - Section 6 - Texas Annexation (1845) Reading - Section 8 - Mexican Cession (1848) and Gadsden Purchase (1853)

FLORIDA BENCHMARK	WHERE IT IS TAUGHT IN TCI
	Lesson 20 - The Diverse Peoples of the West • Classroom Activity - Slideshow • Reading - Section 1 - The West in the Mid-1800s • Reading - Section 3 - Forty-Niners • Reading - Section 5 - Latter-day Saints • Primary Source - Waves of Immigrants to a New Country Program Resources • Explore - Push and Pull Factors
Environment and Society	
SS.5.G.3.1 Describe the impact that past natural events have had on human and physical environments in the United States through 1850.	Lesson 1 - Geography of the United States • Classroom Activity - Slideshow • Reading - Section 8 - Geography Affects Where People Live • Explore - How Geography Affects American Populations Lesson 2 - Early Indigenous People and Their Land • Classroom Activity - Slideshow Lesson 3 - Indigenous Cultural Regions • Classroom Activity - Slideshow Lesson 4 - How and Why Europeans Came to the Americas • Explore - Contact Between Indigenous and European Cultures Lesson 6 - Early English Settlements • Classroom Activity - Slideshow • Primary Source - The Starving Time Lesson 20 - The Diverse Peoples of the West • Explore - People and the Environment Unit 2 - Colonial Times • Inquiry Challenge
Uses of Geography	
SS.5.G.4.1 Use geographic knowledge and skills when discussing current events.	Lesson 1 - Geography of the United States • Classroom Activity - Slideshow • Explore - How Geography Affects American Populations • Explore - The Land and Its Climates Lesson 11 - To Declare Independence or Not • Explore - Public Policy: Why, How, Who? Lesson 20 - The Diverse Peoples of the West • Explore - People and the Environment Lesson 23 - The Modern United States • Classroom Activity - Slideshow
SS.5.G.4.2 Use geography concepts and skills such as recognizing patterns, mapping, and graphing to find solutions for local, state, or national problems.	Lesson 1 - Geography of the United States • Reading - Section 9 - Creating Maps Lesson 11 - To Declare Independence or Not • Explore - Public Policy: Why, How, Who? Lesson 23 - The Modern United States • Classroom Activity - Slideshow

Holocaust Education

FLORIDA BENCHMARK

WHERE IT IS TAUGHT IN TCI

Foundations of Holocaust Education

SS.5.HE.1.1 Define the Holocaust as the planned and systematic state-sponsored persecution and murder of European Jews by Nazi Germany and its collaborators between 1933 and 1945.

SS.5.HE.1.1 C1

Students will define antisemitism as prejudice against or hatred of the Jewish people.

Lesson 23 - The Modern United States

- [Reading - Section 5 - World War II](#)

Program Resources

- [Civics Library](#)
- [Civics Library - Responding to Genocide](#)
- [The Holocaust \(K-5\)](#)

SS.5.HE.1.1 C2

Students will recognize the Holocaust as history's most extreme example of antisemitism.

Lesson 23 - The Modern United States

- [Reading - Section 5 - World War II](#)

SS.5.HE.1.1 C3

Students will identify examples of antisemitism (e.g., calling for, aiding, or justifying the killing or harming of Jews).

Lesson 23 - The Modern United States

- [Reading - Section 5 - World War II](#)

Every citation links to the referenced content in the TCI online subscription. Reviewer access is available on request.