



Alignment Document
State of Florida and Aventa Learning

Social Studies 8

Strand	Common Curriculum Goal	Standard	Lesson Name
SS.A Time, Continuity, and Change [History]	SS.A.1.3.1 The student understands how patterns, chronology, sequencing (including cause and effect), and the identification of historical periods are influenced by frames of reference.	SS.A.1.3.1.1 understands ways patterns, chronology, sequencing (including cause and effect), and the identification of historical periods are influenced by frames of reference.	3. Spanish Influence and Colonization Colonization 5.Middle and Southern Colonies 6. The Right to Representation Timelines, sequencing, and cause and effect assignments occur throughout the lessons
	SS.A.1.3.2 The student knows the relative value of primary and secondary sources and uses this information to draw conclusions from historical sources such as data in charts, tables, graphs.	SS.A.1.3.2.1 extends and refines ability to analyze and draw conclusions from the events on timelines, charts, tables, and graphs.	3. Spanish Influence and Colonization Colonization 5.Middle and Southern Colonies 6. The Right to Representation Timelines, sequencing, charts and tables, and cause and effect assignments occur throughout the lessons The Legacy and Effects of War
		SS.A.1.3.2.2 evaluates sources of information for a purpose (for example, relevance, reliability, accuracy, objectivity).	2. Excitement, Expansion, Changing Horizons The U. S. becomes a world power
		SS.A.1.3.2.3 knows ways to develop and support a point of view based on a historical event.	1. Early Explorers 4. Jamestown and the New England Colonies 6. The Right to Representation There are a variety of assignments in which students support a point of view throughout all of the lessons.

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	SS.A.3.3.5 The student understands the differences between institutions of Eastern and Western civilizations (e.g., differences in governments, social traditions and customs, economic systems and religious institutions).	SS.A.3.3.5.1 compares and contrasts ways Eastern and Western political, economic, and social institutions impact life in the United States.	
	SS.A.4.3.1 The student knows the factors involved in the development of cities and industries (e.g., religious needs, the need for military protection, the need for a marketplace, changing spatial patterns, and geographical factors for location such as transportation and food supply).	SS.A.4.3.1.1 understands factors involved in the development of cities and industries in the United States.	4. Jamestown and the New England Colonies 5. The Middle and Southern Colonies 15. War and its Legacy/The Industrial Revolution 19. From Sea to Shining Sea 23. Reconstruction/The South Rebuilds
	SS.A.4.3.2 The student knows the role of physical and cultural geography in shaping events in the United States (e.g., environmental and climatic influences on settlement of the colonies, the American Revolution, and the Civil War).	SS.A.4.3.2.1 knows the role of physical and cultural geography in shaping events in the United States (for example, environmental and climatic influences on settlement of the colonies, the American Revolution, the Civil War).	4. Jamestown and the New England Colonies 5. The Middle and Southern Colonies 7. Irresolvable Differences 8. The American Revolution 20. A Nation About to Break 22. A Long War and Its Legacy American identity develops
	SS.A.4.3.3 The student understands the impact of significant people and ideas on the development of values and traditions in the United States prior to 1880.	SS.A.4.3.3.1 understands the impact of significant people, events and ideas on the development of the United States (for example, Thomas Jefferson, Manifest Destiny).	4. Jamestown and the New England Colonies 5. The Middle and Southern Colonies 6. The Right to Representation 7. Irresolvable Differences 8. The American Revolution
	SS.A.4.3.4 The student understands ways state and federal policy influenced various Native American tribes (e.g., the Cherokee and Choctaw removals, the loss of Native American homelands, the Black Hawk War, and removal policies in the Old Northwest).	SS.A.4.3.4.1 understands ways state and federal policy influenced various Native American nations throughout United States history (for example, Cherokee and Choctaw removals, loss of Native American homelands, Black Hawk War, removal policies in the Old Northwest).	The country expands further in the cities and in the west The People's Voice is Heard, Andrew Jackson's presidency

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	SS.A.5.3.1 The student understands the role of physical and cultural geography in shaping events in the United States since 1880 (e.g., Western settlement, immigration patterns, and urbanization).	SS.A.5.3.1.1 understands the role of physical and cultural geography in shaping events in the United States since 1880 (for example, western settlement, immigration patterns, urbanization).	24. Moving West 25. Real Life in the West 26. The Industrial Revolution Continues 27. The Growth of Industry 28. Change and Challenge
	SS.A.5.3.2 The student understands ways that significant individuals and events influenced economic, social, and political systems in the United States after 1880.	SS.A.5.3.2.1 understands the impact of significant people, events, and ideas on the development of the United States after 1880 (for example, Andrew Carnegie, Martin Luther King, the Great Depression, isolationism).	26. The Industrial Revolution Continues 27. The Growth of Industry 33. Life in the Twenties 36. Civil Rights
	SS.A.5.3.3 The student knows the causes and consequences of urbanization that occurred in the United States after 1880 (e.g., causes such as industrialization; consequences such as poor living conditions in cities and employment conditions).	SS.A.5.3.3.1 knows the causes and consequences of urbanization that occurred in the United States after 1880 (for example, industrialization; consequences such as poor living conditions in cities, health and safety aspects of working conditions).	26. The Industrial Revolution Continues 27. The Growth of Industry 28. Change and Challenge
	SS.A.6.3.1 The student understands how immigration and settlement patterns have shaped the history of Florida.	SS.A.6.3.1.1 understands ways immigration and settlement patterns have shaped the history of Florida (for example, early Spanish settlements, influx of retirees, Cuban refugees into South Florida).	Midterm project
	SS.A.6.3.2 The student knows the unique geographic and demographic characteristics that define Florida as a region.	SS.A.6.3.2.1 knows characteristics of Florida's growing and diverse population centers (for example, Jacksonville, Miami, Orlando, Tampa).	18. State Web Quest
		SS.A.6.3.2.2 knows unique geographic and demographic characteristics that define Florida as a region (for example, the Everglades, Latin American influence in South Florida).	18. State Web Quest
	SS.A.6.3.3 The student knows how the environment of Florida has been modified by the values, traditions, and actions of various groups who have inhabited the state.	SS.A.6.3.3.1 knows ways the environment of Florida has been modified by the values, traditions, and actions of various groups who have inhabited the state (for example, degradation of the Everglades).	18 State Web Quest

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	SS.A.6.3.4 The student understands how the interactions of societies and cultures have influenced Florida's history.	SS.A.6.3.4.1 understands ways the interactions of societies and cultures have influenced Florida's history (for example, early Spanish missions converting Native Americans to Christianity).	Midterm project 18 State Web Quest
	SS.A.6.3.5 The student understands how Florida has allocated and used resources and the consequences of those economic decisions.	SS.A.6.3.5.1 understands ways Florida has allocated and used resources and the consequences of those economic decisions (for example, the development of transportation systems such as state and county highways. Preference for tourism over heavy industry leading to a service economy).	18 State Web Quest
SS.B People, Places, and Environments [Geography]	SS.B.1.3.1 The student uses various map forms (including thematic maps) and other geographic representations, tools, and technologies to acquire, process, and report geographic information including patterns of land use, connections between places, and patterns and processes of migration and diffusion.	SS.B.1.3.1.1 extends and refines use of various map forms and other geographic representations, tools, and technologies to acquire, process, and report geographic information about the United States (for example, tracing the Oregon Trail).	
	SS.B.1.3.2 The student uses mental maps to organize information about people, places, and environments.	SS.B.1.3.2.1 extends and refines ability to use mental maps of the United States and Florida (for example, from memory identifies the three largest population centers and their general location).	
	SS.B.1.3.3 The student knows the social, political, and economic divisions on Earth's surface.	SS.B.1.3.3.1 knows ways the social, political, and economic divisions of the United States have changed over time (for example, the growth in the number of states).	19. From Sea to Shining Sea 24. Moving West 25. Real Life in the West 26. The Industrial Revolution Continues 27. The Growth of Industry
	SS.B.2.3.1 The student understands the patterns and processes of migration and diffusion throughout the world.	SS.B.2.3.1.1 knows examples of migration and cultural diffusion in United States history.	The Contributions of individuals and groups to the US and world history

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SS.C Government and the Citizen [Civics and Government]	SS.C.1.3.1 The student knows the essential ideas of American constitutional government that are expressed in the Declaration of Independence, the Constitution, the Federalist Papers, and other writings.	SS.C.1.3.1.1 knows the essential ideas of American constitutional government that are expressed in the Declaration of Independence, the Constitution, the Federalist Papers, and other writings.	The road to war How the government works The Constitution and The Bill of Rights 9. We Are the United States of America 10. Your Government, Your Rights, Your Turn 11. You Have Rights
	SS.C.1.3.2 The student understands major ideas about why government is necessary and the purposes government should serve.	SS.C.1.3.2.1 understands major ideas about why government is necessary and the purposes government should serve.	How the government works 9. We Are the United States of America 10. Your Government, Your Rights, Your Turn 11. You Have Rights
	SS.C.1.3.3 The students understands ways the legislative, executive, and judicial branches share power and responsibilities (e.g., each branch has varying degrees of legislative, executive, and judicial powers and responsibilities).	SS.C.1.3.3.1 understands ways the legislative, executive, and judicial branches share power and responsibilities (for example, each branch has varying degrees of legislative, executive, and judicial powers and responsibilities).	How the government works 9. We Are the United States of America 10. Your Government, Your Rights, Your Turn 11. You Have Rights
	SS.C.1.3.4 The student knows the major parts of the federal system including the national government, state governments, and other governmental units (e.g., District of Columbia, American tribal governments, and the Virgin Islands).	SS.C.1.3.4.1 knows the major parts of the federal system including the national government, state governments, and other governmental units (for example, District of Columbia, American tribal governments, the Virgin Islands).	9. We Are the United States of America 10. Your Government, Your Rights, Your Turn 11. You Have Rights
	SS.C.1.3.5 The student knows the major responsibilities of his or her state and local governments and understands the organization of his or her state and local governments.	SS.C.1.3.5.1 knows the major responsibilities and understands the organization of Florida's state and local governments.	18. State Web Quest
	SS.C.1.3.6 The student understands the importance of the rule of law in establishing limits on both those who govern and the governed, protecting individual rights, and promoting the common good.	SS.C.1.3.6.1 understands the importance of the rule of law in establishing limits on both those who govern and the governed, protecting individual rights, and promoting the common good (for example, government in the sunshine law, limits on campaign contributions).	How the government works 9. We Are the United States of America 10. Your Government, Your Rights, Your Turn 11. You Have Rights

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	SS.C.2.3.1 The student understands the history of the rights, liberties, and obligations of citizenship in the United States.	SS.C.2.3.1.1 understands the history of the rights, liberties, and obligations of citizenship in the United States (for example, rights and liberties outlined in the Bill of Rights, serving on jury duty).	How the government works 9. We Are the United States of America 10. Your Government, Your Rights, Your Turn 11. You Have Rights
	SS.C.2.3.2 The student understands that citizenship is legally recognized full membership in a self-governing community that confers equal rights under the law; is not dependent on inherited, involuntary groupings; and confers certain rights and privileges (e.g., the right to vote, to hold public office, and to serve on juries).	SS.C.2.3.2.1 understands that citizenship is legally recognized full membership in a self-governing community that confers equal rights under the law; is not dependent on inherited, involuntary groupings; and confers certain rights and privileges (for example, the right to vote, to hold public office, to serve on juries).	12. Citizenship
	SS.C.2.3.3 The student understands the argument that all rights have limits and knows the criteria commonly used in determining when and why limits should be placed on rights (e.g., whether a clear and present danger exists and whether national security is at risk).	SS.C.2.3.3.1 understands the argument that all rights have limits and knows the criteria commonly used in determining when and why limits should be placed on rights (for example, whether a clear and present danger exists and whether national security is at risk).	
	SS.C.2.3.5 The student understands ways he or she can contact his or her representatives and why it is important to do so and knows which level of government he or she should contact to express his or her opinions or to get help on a specific problem.	SS.C.2.3.5.1 understands ways to contact government representatives and why it is important to do so (for example, knows which level of government to contact to express opinions or to get help on a specific problem).	
	SS.C.2.3.6 The student understands the importance of participation in community service, civic improvement, and political activities.	SS.C.2.3.6.1 understands the importance of participation in community service, civic improvement, and political activities (for example, becoming informed about qualifications of candidates).	

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	SS.C.2.3.7 The student understands current issues involving rights that affect local, national, or international political, social, and economic systems.	SS.C.2.3.7.1 understands ways current issues affect political, social, and economic systems in the United States.	
SS.D Production, Distribution, and Consumption [Economics]	SS.D.1.3.1 The student knows the options and resources that are available for consumer protection.	SS.D.1.3.1.1 knows options and resources available for consumer protection (for example, consumer protection agencies, newspaper consumer hotlines).	
	SS.D.1.3.2 The student understands the advantages and disadvantages of various kinds of credit (e.g., credit cards, bank loans, or financing with no payment for 6 months).	SS.D.1.3.2.1 understands advantages and disadvantages of various kinds of credit (for example, credit cards, bank loans, financing with no payment for 6 months).	
	SS.D.1.3.3 The student understands the variety of factors necessary to consider when making wise consumer decisions.	SS.D.1.3.3.1 understands a variety of factors to consider when making wise consumer decisions (for example, cost, performance, reliability).	
	SS.D.2.3.2 The student understands that relative prices and how they affect people's decisions are the means by which a market system provides answers to the three basic economic questions: What goods and services will be produced? How will they be produced? Who will buy them?	SS.D.2.3.2.1 analyzes the impact of economic decisions in the United States (What goods and services will be produced? How will they be produced? Who will buy them?).	
	SS.D.2.3.3 The student knows the various kinds of specialized institutions that exist in market economies (e.g., corporations, labor unions, banks, and the stock market).	SS.D.2.3.3.1 knows the various kinds of specialized institutions that exist in market economies (for example, corporations, labor unions, banks, stock markets).	