

FLORIDA Next Generation Sunshine State Standards – Social Studies 2021

In the Footsteps of History

Grade 6

Strand: GEOGRAPHY

Standard 1: Understand how to use maps and other geographic representations, tools and technology to report information.

SS.6.G.1.6 Use a map to identify major bodies of water of the world, and explain ways they have impacted the development of civilizations.

SS.6.G.1.7 Use maps to identify characteristics and boundaries of ancient civilizations that have shaped the world today.

Marco Polo, Isabella Bird, Ibn Battuta units

Standard 2: Understand physical and cultural characteristics of places.

SS.6.G.2.1 Explain how major physical characteristics, natural resources, climate, and absolute and relative locations have influenced settlement, interactions, and the economies of ancient civilizations of the world.

SS.6.G.2.2 Differentiate between continents, regions, countries, and cities in order to understand the complexities of regions created by civilizations.

SS.6.G.2.3 Analyze the relationship of physical geography to the development of ancient river valley civilizations.

SS.6.G.2.4 Explain how the geographical location of ancient civilizations contributed to the culture and politics of those societies. SS.6.G.2.5 Interpret how geographic boundaries invite or limit interaction with other regions and cultures.

SS.6.G.2.6 Explain the concept of cultural diffusion, and identify the influences of different ancient cultures on one another.

Marco Polo, Ibn Battuta units

Standard 4: Understand the characteristics, distribution, and migration of human populations.

SS.6.G.4.4 Map and analyze the impact of the spread of various belief systems in the ancient world.

Marco Polo, Isabella Bird (Buddhism), Ibn Battuta (Islam) units

Standard 5: Understand how human actions can impact the environment.

SS.6.G.5.1 Identify the methods used to compensate for the scarcity of resources in the ancient world.

SS.6.G.5.2 Use geographic terms and tools to explain why ancient civilizations developed networks of highways, waterways, and other transportation linkages.

Marco Polo, Ibn Battuta units

Standard 6: Understand how to apply geography to interpret the past and present and plan for the future.

SS.6.G.6.2 Compare maps of the world in ancient times with current political maps.

Marco Polo, Isabella Bird, Ibn Battuta units

Strand: ECONOMICS

Standard 1: Understand the fundamental concepts relevant to the development of a market economy.

SS.6.E.1.1 Identify the factors (new resources, increased productivity, education, technology, slave economy, territorial expansion) that increase economic growth.

SS.6.E.1.2 Describe and identify traditional and command economies as they appear in different civilizations.

SS.6.E.1.3 Describe the following economic concepts as they relate to early civilization: scarcity, opportunity cost, supply and demand, barter, trade, productive resources (land, labor, capital, entrepreneurship).

Marco Polo, Ibn Battuta units

Standard 2: Understand the fundamental concepts relevant to the institutions, structure, and functions of a national economy.

SS.6.E.2.1 Evaluate how civilizations through clans, leaders, and family groups make economic decisions for that civilization providing a framework for future city-state or nation development.

Marco Polo, Ibn Battuta units

Standard 3: Understand the fundamental concepts and interrelationships of the United States economy in the international marketplace.

SS.6.E.3.1 Identify examples of mediums of exchange (currencies) used for trade (barter) for each civilization, and explain why international trade requires a system for a medium of exchange between trading both inside and among various regions.

SS.6.E.3.2 Categorize products that were traded among civilizations, and give examples of barriers to trade of those products.

SS.6.E.3.4 Describe the relationship among civilizations that engage in trade, including the benefits and drawbacks of voluntary trade.

Marco Polo, Isabella Bird, Ibn Battuta units

Strand: WORLD HISTORY

Standard 1: Utilize historical inquiry skills and analytical processes.

SS.6.W.1.3 Interpret primary and secondary sources.

SS.6.W.1.5 Describe the roles of historians and recognize varying historical interpretations (historiography).

SS.6.W.1.6 Describe how history transmits culture and heritage and provides models of human character.

Marco Polo, Ibn Battuta units

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

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.

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.

Marco Polo unit

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.

Isabella Bird unit

Grade 7

Strand: GEOGRAPHY

Standard 1: Understand how to use maps and other geographic representations, tools, and technology to report information.

SS.7.G.2.3 Explain how major physical characteristics, natural resources, climate, and absolute and relative location have influenced settlement, economies, and inter-governmental relations in North America.

SS.7.G.2.4 Describe current major cultural regions of North America.

Inuit and Henson units

Standard 3: Understand the relationships between the Earth's ecosystems and the populations that dwell within them.

SS.7.G.3.1 Use maps to describe the location, abundance, and variety of natural resources in North America.

Inuit and Henson units

Standard 4: Understand the characteristics, distribution, and migration of human populations.

SS.7.G.4.1 Use geographic terms and tools to explain cultural diffusion throughout North America.

Inuit and Henson units

Strand: ECONOMICS

Standard 3: Understand the fundamental concepts and interrelationships of the United States economy in the international marketplace.

SS.7.E.3.1 Explain how international trade requires a system for exchanging currency between and among nations.

SS.7.E.3.2 Assess how the changing value of currency affects trade of goods and services between nations.

SS.7.E.3.3 Compare and contrast a single resource economy with a diversified economy

Marco Polo Extension in Lesson 5

Grade 8

Strand: ECONOMICS

Standard 3: Understand the fundamental concepts and interrelationships of the United States economy in the international marketplace.

SS.8.E.3.1 Evaluate domestic and international interdependence

Marco Polo Extension in Lesson 5

Grades 9-12

Strand: GEOGRAPHY

Standard 2: Understand physical and cultural characteristics of places.

SS.912.G.2.1 Identify the physical characteristics and the human characteristics that define and differentiate regions.

SS.912.G.2.2 Describe the factors and processes that contribute to the differences between developing and developed regions of the world.

SS.912.G.2.3 Use geographic terms and tools to analyze case studies of regional issues in different parts of the world that have critical economic, physical, or political ramifications.

SS.912.G.2.4 Use geographic terms and tools to analyze case studies of how selected regions change over time.

Marco Polo, Isabella Bird, Inuit, Ibn Battuta units

Standard 4: Understand the characteristics, distribution, and migration of human populations.

SS.912.G.4.4 Use geographic terms and tools to analyze case studies of issues in globalization.

SS.912.G.4.5 Use geographic terms and tools to analyze case studies of the development, growth, and changing nature of cities and urban centers.

SS.912.G.4.6 Use geographic terms and tools to predict the effect of a change in a specific characteristic of a place on the human population of that place.

SS.912.G.4.7 Use geographic terms and tools to explain cultural diffusion throughout places, regions, and the world.

SS.912.G.4.8 Use geographic concepts to analyze spatial phenomena and to discuss economic, political, and social factors that define and interpret space.

SS.912.G.4.9 Use political maps to describe the change in boundaries and governments within continents over time.

Marco Polo, Inuit, Ibn Battuta (nomads) units

Standard 5: Understand how human actions can impact the environment.

SS.912.G.5.3 Analyze case studies of the effects of human use of technology on the environment of places.

SS.912.G.5.4 Analyze case studies of how humans impact the diversity and productivity of ecosystems.

SS.912.G.5.5 Use geographic terms and tools to analyze case studies of policies and programs for resource use and management.

SS.912.G.5.6 Analyze case studies to predict how a change to an environmental factor can affect an ecosystem.

Marco Polo, Ibn Battuta, Inuit unit

Standard 6: Understand how to apply geography to interpret the past and present and plan for the future.

SS.912.G.6.1 Use appropriate maps and other graphic representations to analyze geographic problems and changes over time.

SS.912.G.6.2 Develop databases about specific places and provide a simple analysis about their importance.

SS.912.G.6.3 Formulate hypotheses and test geographic models that demonstrate complex relationships between physical and cultural phenomena.

SS.912.G.6.4 Translate narratives about places and events into graphic representations.

SS.912.G.6.5 Develop criteria for assessing issues relating to human spatial organization and environmental stability to identify solutions.

Marco Polo, Ibn Battuta, Inuit unit

Strand: ECONOMICS

Standard 1: Understand the fundamental concepts relevant to the development of a market economy.

SS.912.E.1.1 Identify the factors of production and why they are necessary for the production of goods and services.

SS.912.E.1.2 Analyze production possibilities curves to explain choice, scarcity, and opportunity costs.

SS.912.E.1.3 Compare how the various economic systems (traditional, market, command, mixed) answer the questions: *(1) What to produce?; (2) How to produce?; and (3) For whom to produce?*

SS.912.E.1.4 Define supply, demand, quantity supplied, and quantity demanded; graphically illustrate situations that would cause changes in each, and demonstrate how the equilibrium price of a product is determined by the interaction of supply and demand in the marketplace.

Marco Polo unit

Standard 3: Understand the fundamental concepts and interrelationships of the United States economy in the international marketplace.

SS.912.E.3.1 Demonstrate the impact of inflation on world economies.

SS.912.E.3.2 Examine absolute and comparative advantage, and explain why most trade occurs because of comparative advantage.

SS.912.E.3.3 Discuss the effect of barriers to trade and why nations sometimes erect barriers to trade or establish free trade zones.

SS.912.E.3.4 Assess the economic impact of negative and positive externalities on the international environment.

SS.912.E.3.5 Compare the current United States economy with other developed and developing nations.

Marco Polo Extension in Lesson 5

Strand: WORLD HISTORY

Standard 1: Utilize historical inquiry skills and analytical processes.

SS.912.W.1.1 Use timelines to establish cause and effect relationships of historical events.

SS.912.W.1.3 Interpret and evaluate primary and secondary sources.
Marco Polo, Isabella Bird, Henson, Inuit, Ibn Battuta units

Standard 2: Recognize significant events, figures, and contributions of medieval civilizations (Byzantine Empire, Western Europe, Japan).

SS.912.W.2.15 Determine the factors that contributed to the growth of a modern economy.

Marco Polo, Isabella Bird units

Standard 3: Recognize significant events, figures, and contributions of Islamic, Meso and South American, and Sub-Saharan African civilizations.

SS.912.W.3.1 Discuss significant people and beliefs associated with Islam.

SS.912.W.3.11 Identify key figures and significant economic, political, and social characteristics associated with Mali.

SS.912.W.3.9 Trace the growth of major sub-Saharan African kingdoms and empires.

Ibn Battuta unit

Standard 4: Analyze the causes, events, and effects of the Renaissance, Reformation, Scientific Revolution, and Age of Exploration.

SS.912.W.4.15 Explain the origins, developments, and impact of the trans-Atlantic slave trade between West Africa and the Americas.

Ibn Battuta unit (West Africa w/Europe)

SS.912.W.4.2 Recognize major influences on the architectural, artistic, and literary developments of Renaissance Italy (Classical, Byzantine, Islamic, Western European).

Marco Polo, Ibn Battuta units

Standard 9: Identify major economic, political, social, and technological trends beginning in the 20th century.

SS.912.W.9.6 Analyze the rise of regional trade blocs such as the European Union and NAFTA, and predict the impact of increased globalization in the 20th and 21st centuries

Marco Polo Extension in Lesson 5

Strand: HUMANITIES

Standard 1: Identify and analyze the historical, social, and cultural contexts of the arts.

SS.912.H.1.1 Relate works in the arts (architecture, dance, music, theatre, and visual arts) of varying styles and genre according to the periods in which they were created.

SS.912.H.1.2 Describe how historical events, social context, and culture impact forms, techniques, and purposes of works in the arts, including the relationship between a government and its citizens.

SS.912.H.1.3 Relate works in the arts to various cultures.

SS.912.H.1.4 Explain philosophical beliefs as they relate to works in the arts.

Marco Polo, Isabella Bird (Buddhism), Ibn Battuta (Islam and Benin bronzes) units

Standard 3: Understand how transportation, trade, communication, science, and technology influence the progression and regression of cultures.

SS.912.H.3.1 Analyze the effects of transportation, trade, communication, science, and technology on the preservation and diffusion of culture.

SS.912.H.3.2 Identify social, moral, ethical, religious, and legal issues arising from technological and scientific developments, and examine their influence on works of arts within a culture.

SS.912.H.3.3 Identify contributions made by various world cultures through trade and communication, and form a hypothesis on future contributions and changes.

Marco Polo, Isabella Bird (Buddhism), Ibn Battuta (Islam and Benin bronzes) units

Strand: SOCIOLOGY

Standard 2: Culture/Examine the influence on the individual and the way cultural transmission is accomplished.

SS.912.S.2.1 Define the key components of a culture, such as knowledge, language and communication, customs, values, norms, and physical objects.

SS.912.S.2.9 Prepare original written and oral reports and presentations on specific events, people or historical eras.

Marco Polo, Inuit, Isabella Bird, Ibn Battuta units

Standard 3: Social Status/Identify how social status influences individual and group behaviors and how that status relates to the position a person occupies within a social group.

SS.912.S.3.1 Describe how social status affects social order.

SS.912.S.3.3 Examine and analyze various points of view relating to historical and current events.

Marco Polo, Inuit, Isabella Bird, Ibn Battuta units

Standard 6: Social Change/Examine the changing nature of society.

SS.912.S.6.1 Describe how and why societies change over time.

SS.912.S.6.12 Evaluate a current issue that has resulted from scientific discoveries and/or technological innovations.

SS.912.S.6.2 Examine various social influences that can lead to immediate and long-term changes.

SS.912.S.6.4 Examine how technological innovations and scientific discoveries have influenced major social institutions.

SS.912.S.6.5 Discuss how social interactions and culture could be affected in the future due to innovations in science and technological change.

SS.912.S.6.7 Distinguish major differences between social movements and collective behavior with examples from history and the contemporary world.

SS.912.S.6.8 Investigate the consequences in society as a result of changes.

SS.912.S.6.9 Trace the development of the use of a specific type of technology in the community.

Marco Polo, Isabella Bird, Inuit units