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A Correlation Between

The Seminole County, Florida, Public Schools / Sunshine State Standards (Social Studies)

and

*Amsco’s Preparing for FCAT Reading / Grade 8:  
Social Studies Content*

### Correlations Percentages:

**Seminole County Social Studies Standards:** The readings correlated to 73 of 104 Academic Outcomes, or 73 percent.

**State Standards:** The readings correlated to 52 of 63 Benchmarks, or 83 percent.

<b>FCAT Reading (Selection/Page)</b>	<b>Seminole County Standards (Academic Outcomes)</b>	<b>State Standards (Benchmarks)</b>
Paragraph about Frederick Douglass (p. xii)	1.10.3 Identifies Abolitionists—The student will identify important abolitionists, their methods and accomplishments.	SS.A.4.3.3 The student understands the impact of significant people and ideas. . . in the United States prior to 1880.
Perspective: The Civil Warrior on the U.S. Frontier, Young Abe Lincoln was a Great Wrestler—and Sportsman (pp. 1–2)		SS.A.3.3.4 The student knows significant historical leaders who have influenced the course of events in Eastern and Western civilizations since the Renaissance.
An Immigrant Discovers America (pp. 6–9)	1.12.1 Physical/Cultural Geography—The student will explain 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 The student understands the role of physical and cultural geography in shaping events in the U.S. since 1880.
Miami: One Hundred	1.1.1 Identifies Regions of Native	SS.A.1.3.3 The student knows how to impose temporal structure on

<p>Years of History (pp. 12–14)</p>	<p>Americans—The student will identify the region of the United States inhabited by a given group of Native Americans.</p> <p>1.3.3 Analyzes Life in Colonies—The student will analyze an aspect of colonial life . . . that was specific to a given region.</p> <p>1.3.4 Interprets Impact on Native Americans and Slaves—The student will interpret a result of or a fact related to the settlement of the United States on Native Americans and African slaves.</p> <p>1.6.4 Evaluates Importance of Transportation—The student will evaluate the significance of the growth of canals and railroads to American industry.</p> <p>5.1.3 Temporal Structure—The student will impose temporal structure on historical narratives.</p>	<p>historical narratives.</p> <p>SS.A.2.3.4 The student understands the impact of geographical factors on the historical development of civilizations.</p> <p>SS.A.4.3.4 The student understands ways state and federal policy influenced various Native American tribes.</p> <p>SS.B.1.3.2 The student uses mental maps to organize information about people, places, and environment.</p> <p>SS.B.1.3.3 The student knows the social, political, and economic divisions on Earth’s surface.</p> <p>SS.A.4.3.3 The student understands the impact of significant people . . . in the United States prior to 1880.</p> <p>SS.A.4.3.1 The student knows the factors involved in the development of cities and industries . . .</p> <p>SS.A.4.3.2 The student knows the role of physical and cultural geography in shaping events in the United States . . .</p> <p>SS.A.6.3.1 The student understands how immigration and settlement patterns have shaped the history of Florida.</p> <p>SS.A.6.3.2 The student knows the unique geographic and demographic characteristics that define Florida as a region.</p> <p>SS.A.6.3.3 The student knows how the environment of Florida has been</p>
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		<p>modified by the values, traditions, and actions of various groups who have inhabited the state.</p> <p>SS.A.6.3.4 The student understands how the interactions of societies and cultures have influenced Florida’s history.</p> <p>SS.A.6.3.5 The student understands how Florida has allocated and used resources and the consequences of those economic decisions.</p> <p>SS.B.1.3.6 The student understands ways in which regional systems are interconnected.</p> <p>SS.B.1.3.7 The student understands the spatial aspects of communication and transportation systems.</p> <p>SS.B.2.3.7 The student knows how various human systems throughout the world have developed in response to conditions in the physical environment.</p>
<p>They Went West (pp. 18–20)</p>	<p>1.3.4 Interprets Impact on Native Americans and Slaves—The student will interpret a result of or a fact related to the settlement of the United States on Native Americans and African slaves.</p> <p>1.8.2 Analyzes Reasons for Westward Expansion—The student will analyze the reasons</p>	<p>SS.A.1.3.3 The student knows how to impose temporal structure on historical narratives.</p> <p>SS.A.4.3.2 The student knows the role of physical and cultural geography in shaping events in the United States . . .</p> <p>SS.A.4.3.3 The student understands the impact of significant people . . . in the United States prior to 1880.</p> <p>SS.A.5.3.1 The student understands the role of physical and cultural</p>

	<p>for American westward expansion in the mid-1880's.</p> <p>1.8.3 Identifies Routes to the West—The student will identify the routes and destinations of major westward trails.</p> <p>1.9.1 Analyzes Causes of Sectional Divisions—The student will analyze the causes of sectional divisions that began to develop between free and slave areas of the nation.</p> <p>1.10.3 Examines Abolitionist Movement—The student will understand how the abolitionist movement led to increased sectional controversy.</p> <p>1.10.3 Identifies Abolitionists—The student will identify important abolitionists, their methods and accomplishments.</p> <p>1.11.2 Locates Geographical Feature—The student will locate or identify a Confederate, union or border state or a free or slave</p>	<p>geography in shaping events in the U.S. since 1880.</p> <p>SS.B.1.3.2 The student uses mental maps to organize information about people, places, and environment.</p> <p>SS.B.1.3.5 The student knows ways in which the spatial organization of a society changes over time.</p> <p>SS.B.2.3.2 The student knows the human and physical characteristics of different places in the world and how these characteristics change over time.</p> <p>SS.B.2.3.5 The student understands the geographical factors that affect the cohesiveness and integration of countries.</p> <p>SS.B.2.3.7 The student knows how various human systems throughout the world have developed in response to conditions in the physical environment.</p>
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	<p>territory.</p> <p>1.12.1 Physical/Cultural Geography—The student will explain the role of physical and cultural geography in shaping events in the United States since 1880 (e.g., western settlement, immigration patterns, and urbanization).</p> <p>2.2.3 Five Fundamental Themes—The student will apply the five fundamental themes of geography to understand events and issues in American history (i.e., colonial settlement, expansion, westward movement)</p> <p>5.1.3 Temporal Structure—The student will impose temporal structure on historical narratives.</p> <p>5.6.1 Understands Problems/Needs/Aspirations—The student will understand the problems, needs, and aspirations of others.</p>	
The Electrical	1.12.2 Individuals and Events—	SS.A.5.3.2 The student understands ways that significant individuals

<p>Wizard/Horatio Alger (pp. 24–27)</p>	<p>The student will describe ways in which significant individuals and events influenced economic, social, and political systems in the United States after 1880.</p> <p>2.1.3 Communication—The student will compare and contrast communication methods used in the United States during various historical periods to methods used today.</p>	<p>and events influenced economic, social, and political systems in the United States after 1880.</p>
<p>Paragraph on the Legislative Branch (p. 44)</p>	<p>3.1.5 Defines Key Terms—The student will define key terms relating to the United States Constitution.</p> <p>3.1.7 Identifies Branches/Lists Powers—The student will identify a branch of the federal government and identify a power belonging to that specific branch.</p> <p>3.1.8 Recognizes Checks and Balances—The student will recognize examples of checks and balances as built into the federal system by the United States Constitution.</p>	<p>SS.C.1.3.3 The student 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).</p>

<p>The Alien and Sedition Acts (p. 46)</p>	<p>1.5.1 Examines Policies/Accomplishments—The student will examine the policies, tributes, and accomplishments of the leaders of the Federalist period: Washington, Jefferson, Madison, and others.</p> <p>3.1.6 Examines Principle of Federalism—The student will examine the principle of federalism as set forth in the United States Constitution.</p> <p>3.2.1 History of Rights—The student will understand the history of the rights, liberties, and obligations of citizenship in the United States.</p> <p>3.2.2 Defines Citizenship—The student will analyze how citizenship is legally recognized full membership in a self-governing community that confers equal rights under the law . . .</p>	<p>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.</p> <p>SS.C.1.3.4 The student knows the major parts of the federal system including the national government, state governments, and other government units (e.g., District of Columbia, American tribal governments, and the Virgin Islands).</p> <p>SS.C.2.3.1 The student understands the history of the rights, liberties, and obligations of citizenship in the United States.</p> <p>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 . . .</p>
<p>The Prairie Schooner</p>	<p>1.5.6 Describes Daily Lives of</p>	<p>SS.A.4.3.2 The student knows the role of physical and cultural</p>

<p>(pp. 48–49)</p>	<p>Ordinary People—The student will describe the daily life of men and women such as farmers, merchants, traders, pioneers, slaves, and Native Americans during the first five decades of the nation.</p> <p>1.8.3 Identifies Routes to the West—The student will identify the routes and destinations of major westward trails.</p> <p>1.12.1 Physical/Cultural Geography—The student will explain the role of physical and cultural geography in shaping events in the United States since 1880 (e.g., western settlement, immigration patterns, and urbanization).</p> <p>2.1.1 Geographic Regions—The student will identify the physical characteristics of geographic regions in the United States . . .</p> <p>2.1.4 Transportation—The student will compare and contrast transportation methods used in</p>	<p>geography in shaping events in the United States . . .</p> <p>SS.A.5.3.1 The student understands the role of physical and cultural geography in shaping events in the U.S. since 1880.</p> <p>SS.B.1.3.2 The student uses mental maps to organize information about people, places, and environment.</p> <p>SS.B.1.3.5 The student knows ways in which the spatial organization of a society changes over time.</p> <p>SS.B.1.3.7 The student understands the spatial aspects of communication and transportation systems.</p> <p>SS.B.2.3.1 The student understands the patterns and processes of migration and diffusion throughout the world.</p> <p>SS.B.2.3.2 The student knows the human and physical characteristics of different places in the world and how these characteristics change over time.</p> <p>SS.B.2.3.5 The student understands the geographical factors that affect the cohesiveness and integration of countries.</p> <p>SS.B.2.3.7 The student knows how various human systems throughout the world have developed in response to conditions in the physical environment.</p>
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the United States during various historical periods to methods used today . . .

2.2.1 Physical Environment/People—The student will analyze the interaction of people with the physical environment in American history . . .

2.2.2 Physical Environment/Events—The student will analyze the relationship between the physical environment and events in American history . . .

2.2.3 Five Fundamental Themes—The student will apply the five fundamental themes of geography to understand events and issues in American history (i.e., colonial settlement, expansion, westward movement)

5.6.1 Understands Problems/Needs/Aspirations—The student will understand the problems, needs, and aspirations

	of others.	
Democracy in America (pp. 52–53)	<p>1.3.4 Interprets Impact on Native Americans and Slaves—The student will interpret a result of or a fact related to the settlement of the United States on Native Americans and African slaves.</p> <p>5.7.1 Reads Literary Works—The student will deepen his/her understanding of the growth and conflict from the colonial period to World War I by reading and analyzing a variety of literary materials including original documents, speeches, diaries, travel accounts, novels and historical fiction.</p>	<p>SS.A.1.3.3 The student know how to impose temporal structure on historical narratives.</p> <p>SS.A.3.3.2 The student understands the historical events that have shaped the development of cultures throughout the world.</p> <p>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 Sates prior to 1880.</p>
The Year of the Locusts (pp. 57–58)	<p>1.5.6 Describes Daily Lives of Ordinary People—The student will describe the daily life of men and women such as farmers, merchants, traders, pioneers, slaves, and Native Americans during the first five decades of the nation.</p> <p>2.2.1 Physical</p>	<p>SS.B.2.3.7 The student knows how various human systems throughout the world have developed in response to conditions in the physical environment.</p>

	<p>Environment/People—The student will analyze the interaction of people with the physical environment in American history . . .</p> <p>2.2.2 Physical Environment/Events—The student will analyze the relationship between the physical environment and events in American history . . .</p> <p>5.6.1 Understands Problems/Needs/Aspirations—The student will understand the problems, needs, and aspirations of others.</p>	
<p>Paragraphs on suffragist Lorna Walker (pp. 65–66)</p>	<p>1.10.6 Determines Important Events and Issues—The student will determine major events and issues in the feminist movement.</p> <p>1.10.7 Identifies Feminists/Methods—The student will identify important feminists, their methods and accomplishments.</p>	<p>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.</p>

	<p>1.12.2 Individuals and Events— The student will describe ways in which significant individuals and events influenced economic, social, and political systems in the United States after 1880.</p>	
<p>Chart on Business Organizations (p. 68)</p>	<p>4.2.3 Specialized Institutions— The student understands the various kinds of specialized institutions that exist in market economies.</p>	<p>SS.D.2.3.3 The student knows the various kinds of specialized institutions that exist in market economies.</p>
<p>The Oregon Territory (pp. 70–71)</p>	<p>1.12.1 Physical/Cultural Geography—The student will explain the role of physical and cultural geography in shaping events in the United States since 1880 (e.g., western settlement, immigration patterns, and urbanization).</p> <p>2.1.1 Geographic Regions—The student will identify the physical characteristics of geographic regions in the United States.</p> <p>2.1.2 Interdependence—The student will demonstrate an understanding of interdependence</p>	<p>SS.A.1.3.3 The student knows how to impose temporal structure on historical narratives.</p> <p>SS.A.5.3.1 The student understands the role of physical and cultural geography in shaping events in the U.S. since 1880.</p> <p>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.</p> <p>SS.B.1.3.2 The student uses mental maps to organize information about people, places, and environment.</p> <p>SS.B.1.3.3 The student knows the social, political, and economic divisions on Earth’s surface.</p>

	<p>as applied to regions at various historical periods.</p> <p>2.2.2 Physical Environment/Events—The student will analyze the relationship between the physical environment and events in American history . . .</p> <p>2.2.3 Five Fundamental Themes—The student will apply the five fundamental themes of geography to understand events and issues in American history (i.e., colonial settlement, expansion, westward movement)</p> <p>5.1.3 Temporal Structure—The student will impose temporal structure on historical narratives.</p> <p>5.2.1 Uses Map Reading Skills—The student will use map reading skills including legend, key, compass rose and lines of longitude and latitude to locate information on a map.</p> <p>5.2.2 Locates Geographic</p>	<p>SS.B.1.3.5 The student knows ways in which the spatial organization of a society changes over time.</p> <p>SS.B.2.3.1 The student understands the patterns and processes of migration and diffusion throughout the world.</p> <p>SS.B.2.3.2 The student knows the human and physical characteristics of different places in the world and how these characteristics change over time.</p> <p>SS.B.2.3.5 The student understands the geographical factors that affect the cohesiveness and integration of countries.</p> <p>SS.B.2.3.7 The student knows how various human systems throughout the world have developed in response to conditions in the physical environment.</p>
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	Regions—The student will use maps to locate states, rivers, mountain ranges, deserts, oceans and political borders.	
The Diggings at Parting Ways (pp. 75–76)	<p>1.3.4 Interprets Impact on Native Americans and Slaves—The student will interpret a result of or a fact related to the settlement of the United States on Native Americans and African slaves.</p> <p>1.5.6 Describes Daily Lives of Ordinary People—The student will describe the daily life of men and women such as farmers, merchants, traders, pioneers, slaves, and Native Americans during the first five decades of the nation.</p>	<p>SS.A.3.3.1 The student understands ways in which cultural characteristics have been transmitted from one society to another.</p> <p>SS.A.4.3.3 The student understands the impact of significant people and ideas. . . in the United States prior to 1880.</p> <p>SS.B.2.3.1 The student understands the patterns and processes of migration and diffusion throughout the world.</p>
The Civil War (pp. 79–80)	<p>1.11.2 Locates Geographical Feature—The student will locate or identify a Confederate, union or border state or a free or slave territory.</p> <p>1.11.3 Compares/Contrasts Advantages/Disadvantages—The student will compare or contrast</p>	<p>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.</p> <p>SS.A.1.3.3 The student knows how to impose temporal structure on historical narratives.</p> <p>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</p>

	<p>the advantages or disadvantages of the North and the South prior to the start of the Civil War.</p> <p>1.11.4 Determines Battles—The student will determine which Civil War battles had the greatest significance on the war.</p> <p>1.11.6 Understands Reasons for Northern Victory—The student will understand how and why the North won the Civil War.</p> <p>2.1.2 Interdependence—The student will demonstrate an understanding of interdependence as applied to regions at various historical periods.</p>	<p>and climatic influences on settlement of the colonies, the American Revolution, and the Civil War).</p> <p>SS.A.4.3.3 The student understands the impact of significant people . . . in the United States prior to 1880.</p> <p>SS.B.2.3.5 The student understands the geographical factors that affect the cohesiveness and integration of countries.</p> <p>SS.B.1.3.2 The student uses mental maps to organize information about people, places, and environment.</p> <p>SS.B.1.3.3 The student knows the social, political, and economic divisions on Earth’s surface.</p>
<p>Stop Child Labor (p. 84)</p>	<p>1.6.1 Analyzes Impact of Industrial Revolution—The student will analyze the impact of the rise of industry in the United States and how it affected the lives of workers.</p> <p>1.12.3 Urbanization—The student will list the consequences of urbanization that occurred in the</p>	<p>SS.A.4.3.1 The student knows the factors involved in the development of cities and industries . . .</p> <p>SS.A.5.3.3 The student knows the causes and consequences of urbanization that occurred in the United States after 1880.</p>

	<p>United States after 1880.</p> <p>5.6.1 Understands Problems/Needs/Aspirations—The student will understand the problems, needs, and aspirations of others.</p>	
<p>Paragraph on Pueblo Indians (p. 87)</p>	<p>1.1.1 Identifies Regions of Native Americans—The student will identify the region of the United States inhabited by a given group of Native Americans.</p> <p>1.1.2 Understands Relationship/Native Americans—The student will understand the relationship between the Native American inhabitants and their surrounding features and climate.</p> <p>1.1.3 Determines Facts About Native Americans—The student will determine facts pertaining to the customs, religions, economy, government, art, music, or dance of the Native Americans.</p> <p>2.1.1 Geographic Regions—The student will identify the physical</p>	<p>SS.A.2.3.4 The student understands the impact of geographical factors on the historical development of civilizations.</p> <p>SS.B.1.3.3 The student knows the social, political, and economic divisions on Earth’s surface.</p> <p>SS.B.2.3.2 The student knows the human and physical characteristics of different places in the world and how these characteristics change over time.</p> <p>SS.B.2.3.3 The student understands ways cultures differ in their use of similar environments and resources.</p> <p>SS.B.2.3.7 The student knows how various human systems throughout the world have developed in response to conditions in the physical environment.</p>

	<p>characteristics of geographic regions in the United States . . .</p> <p>2.1.2 Interdependence—The student will demonstrate an understanding of interdependence as applied to regions at various historical periods.</p> <p>2.2.1 Physical Environment/People—The student will analyze the interaction of people with the physical environment in American history.</p>	
Paragraph on colonial Americans (p. 89)	1.3.3 Analyzes Life in Colonies—The student will analyze an aspect of colonial life . . . that was specific to a given region.	SS.A.3.3.1 The student understands ways in which cultural characteristics have been transmitted from one society to another.
Paragraph on Boston Tea Party (p. 91)	<p>1.4.1 Determines Events/Causes of Revolutionary War—The student will determine a cause for or a major event leading to the Revolutionary War.</p> <p>5.1.3 Temporal Structure—The student will impose temporal structure on historical narratives.</p>	<p>SS.A.1.3.3 The student knows how to impose temporal structure on historical narratives.</p> <p>SS.A.4.3.2 The student knows the role of physical and cultural geography in shaping events in the United States.</p>

<p>Paragraph on New England and Middle colonies (p. 91)</p>	<p>1.3.2 Relates Colonies to Regions—The student will relate a specific colony to its region.</p> <p>1.3.3 Analyzes Life in Colonies—The student will analyze an aspect of colonial life . . . that was specific to a given region.</p> <p>2.1.1 Geographic Regions—The student will identify the physical characteristics of geographic regions in the United States . . .</p> <p>2.2.1 Physical Environment/People—The student will analyze the interaction of people with the physical environment in American history.</p> <p>2.2.3 Five Fundamental Themes—The student will apply the five fundamental themes of geography to understand events and issues in American history (i.e., colonial settlement, expansion, westward movement).</p>	<p>SS.A.2.3.4 The student understands the impact of geographical factors on the historical development of civilizations.</p> <p>SS.A.4.3.2 The student knows the role of physical and cultural geography in shaping events in the United States . . .</p> <p>SS.B.1.3.2 The student uses mental maps to organize information about people, places, and environment.</p> <p>SS.B.1.3.3 The student knows the social, political, and economic divisions on Earth’s surface.</p> <p>SS.B.2.3.2 The student knows the human and physical characteristics of different places in the world and how these characteristics change over time.</p> <p>SS.B.2.3.7 The student knows how various human systems throughout the world have developed in response to conditions in the physical environment.</p>
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<p>Paragraph on an American Indian village (p. 92)</p>	<p>1.1.3 Determines Facts About Native Americans—The student will determine facts pertaining to the customs, religions, economy, government, art, music, or dance of the Native Americans.</p>	<p>SS.B.1.3.2 The student uses mental maps to organize information about people, places, and environment.</p> <p>SS.B.2.3.3 The student understands ways cultures differ in their use of similar environments and resources.</p> <p>SS.B.2.3.7 The student knows how various human systems throughout the world have developed in response to conditions in the physical environment.</p>
<p>Paragraph on Britain’s difficulties during the Revolutionary War (p. 92)</p>	<p>1.4.2 Determines Events/Results of Revolutionary War—The student will determine a major event or result of the Revolutionary War.</p> <p>5.1.1 Frames of Reference—The student will describe how patterns, chronology, sequencing (including cause and effect), and the identification of historical periods are influenced by frames of reference.</p> <p>5.1.3 Temporal Structure—The student will impose temporal structure on historical narratives.</p> <p>5.6.1 Understands Problems/Needs/Aspirations—</p>	<p>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.</p> <p>SS.A.1.3.3 The student knows how to impose temporal structure on historical narratives.</p> <p>SS.A.4.3.2 The student knows the role of physical and cultural geography in shaping events in the United States . . .</p>

	<p>The student will understand the problems, needs, and aspirations of others.</p>	
<p>Patee House Museum (pp. 95–96)</p>	<p>1.8.3 Identifies Routes to the West—The student will identify the routes and destinations of major westward trails.</p> <p>1.12.1 Physical/Cultural Geography—The student will explain the role of physical and cultural geography in shaping events in the United States since 1880 (e.g., western settlement, immigration patterns, and urbanization).</p> <p>2.1.4 Transportation—The student will compare and contrast transportation methods used in the United States during various historical periods to methods used today . . .</p> <p>2.2.3 Five Fundamental Themes—The student will apply the five fundamental themes of geography to understand events and issues in American history</p>	<p>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.</p> <p>SS.A.1.3.3 The student knows how to impose temporal structure on historical narratives.</p> <p>SS.A.3.3.1 The student understands ways in which cultural characteristics have been transmitted from one society to another.</p> <p>SS.A.4.3.1 The student knows the factors involved in the development of cities and industries . . .</p> <p>SS.A.4.3.3 The student understands the impact of significant people . . . in the United States prior to 1880.</p> <p>SS.A.5.3.1 The student understands the role of physical and cultural geography in shaping events in the U.S. since 1880.</p>

	<p>(i.e., colonial settlement, expansion, westward movement)</p> <p>5.1.1 Frames of Reference—The student will describe how patterns, chronology, sequencing (including cause and effect), and the identification of historical periods are influenced by frames of reference.</p> <p>5.1.3 Temporal Structure—The student will impose temporal structure on historical narratives.</p>	
<p>George Washington’s Legacy (pp. 99–101)</p>	<p>1.3.4 Interprets Impact on Native Americans and Slaves—The student will interpret a result of or a fact related to the settlement of the United States on Native Americans and African slaves.</p> <p>1.4.2 Determines Events/Results of Revolutionary War—The student will determine a major event or result of the Revolutionary War.</p> <p>1.5.1 Examines Policies/Accomplishments—The</p>	<p>SS.A.3.3.4 The student knows significant historical leaders who have influenced the course of events in Eastern and Western civilizations since the Renaissance.</p> <p>SS.A.4.3.3 The student understands the impact of significant people . . . in the United States prior to 1880.</p>

	<p>student will examine the policies, tributes, and accomplishments of the leaders of the Federalist period: Washington, Jefferson, Madison and others.</p>	
<p>General Bernardo de Gálvez (pp. 104-105)</p>	<p>1.3.5 Interprets Facts/Settling French territory—The student will interpret facts about or results of the settling of French territories.</p> <p>1.4.2 Determines Events/Results of Revolutionary War—The student will determine a major event or result of the Revolutionary War.</p> <p>2.1.2 Interdependence—The student will demonstrate an understanding of interdependence as applied to regions at various historical periods.</p> <p>5.1.3 Temporal Structure—The student will impose temporal structure on historical narratives.</p>	<p>SS.A.4.3.3 The student understands the impact of significant people . . . in the United States prior to 1880.</p> <p>SS.A.1.3.3 The student knows how to impose temporal structure on historical narratives.</p> <p>SS.A.6.3.4 The student understands how the interactions of societies and cultures have influenced Florida’s history.</p>
<p>Letter to the editor on women’s suffrage (p.</p>	<p>1.10.6 Determines Important Events and Issues—The student</p>	<p>SS.A.4.3.3 The student understands the impact of significant people and ideas. . . in the United States prior to 1880.</p>

114)	will determine major events and issues in the feminist movement.	
Life in the British Colonies: Education (p. 116)	1.3.3 Analyzes Life in Colonies—The student will analyze an aspect of colonial life . . . that was specific to a given region.	SS.A.4.3.3 The student understands the impact of significant people and ideas. . . in the United States prior to 1880.
Persuasive paragraph on education in the British colonies (p. 117)	1.3.3 Analyzes Life in Colonies—The student will analyze an aspect of colonial life . . . that was specific to a given region.	SS.A.4.3.3 The student understands the impact of significant people and ideas. . . in the United States prior to 1880.
Playing Hooky (p. 117)	5.7.1 Reads Literary Works—The student will deepen his/her understanding of the growth and conflict from the colonial period to World War I by reading and analyzing a variety of literary materials including original documents, speeches, diaries, travel accounts, novels and historical fiction.	
Letter to a friend who migrated to the West (p. 118)	1.5.6 Describes Daily Lives of Ordinary People—The student will describe the daily life of men and women such as farmers, merchants, traders, pioneers, slaves, and Native Americans	SS.B.2.3.1 The student understands the patterns and processes of migration and diffusion throughout the world.

	<p>during the first five decades of the nation.</p> <p>5.7.1 Reads Literary Works—The student will deepen his/her understanding of the growth and conflict from the colonial period to World War I by reading and analyzing a variety of literary materials including original documents, speeches, diaries, travel accounts, novels and historical fiction.</p>	
Good Citizens of Williamsburg (p. 120)	1.3.3 Analyzes Life in Colonies—The student will analyze an aspect of colonial life . . . that was specific to a given region.	
King Lincoln? (p. 123)		SS.A.4.3.3 The student understands the impact of significant people . . . in the United States prior to 1880.
Red Eagle: A Native American Viewpoint (pp. 125–126)	<p>1.1.1 Identifies Regions of Native Americans—The student will identify the region of the United States inhabited by a given group of Native Americans.</p> <p>1.1.3 Determines Facts About Native Americans—The student</p>	<p>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.</p> <p>SS.A.3.3.4 The student knows significant historical leaders who have influenced the course of events in Eastern and Western civilizations since the Renaissance.</p>

	<p>will determine facts pertaining to the customs, religions, economy, government, art, music, or dance of the Native Americans.</p> <p>1.3.4 Interprets Impact on Native Americans and Slaves—The student will interpret a result of or a fact related to the settlement of the United States on Native Americans and African slaves.</p>	<p>SS.A.4.3.3 The student understands the impact of significant people . . . in the United States prior to 1880.</p> <p>SS.A.4.3.4 The student understands ways state and federal policy influenced various Native American tribes.</p> <p>SS.B.1.3.2 The student uses mental maps to organize information about people, places, and environment.</p> <p>SS.B.1.3.3 The student knows the social, political, and economic divisions on Earth’s surface.</p>
<p>The Constitution of the United States (pp. 130–132)</p>	<p>3.1.3 Evaluates Weaknesses of the Articles of Confederation—The student will evaluate the weaknesses of the Articles of Confederation and the effect of those weaknesses on the writing of the United States Constitution.</p> <p>3.1.4 Judges Importance of Compromise—The student will judge the importance of compromise in the creation of the United States Constitution.</p> <p>3.1.5 Defines Key Terms—The student will define key terms</p>	<p>SS.A.2.3.2 The student knows how major historical developments have had an impact on the development of civilizations.</p> <p>SS.A.4.3.3 The student understands the impact of significant people . . . in the United States prior to 1880.</p> <p>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.</p> <p>SS.C.1.3.2 The student understands major ideas about why government is necessary and the purposes government should serve.</p> <p>SS.C.1.3.3 The student understands ways the legislative, executive, and judicial branches share power and responsibilities (e.g., each branch has</p>

	<p>relating to the United States Constitution.</p> <p>3.1.7 Identifies Branches/Lists Powers—The student will identify a branch of the federal government and identify a power belonging to that specific branch.</p> <p>3.1.8 Recognizes Checks and Balances—The student will recognize examples of checks and balances as built into the federal system by the United States Constitution.</p> <p>5.1.5 Explains Significance—The student will explain the significance of a basic document, institution or cultural tradition of the United States.</p>	<p>varying degrees of legislative, executive, and judicial powers and responsibilities).</p> <p>SS.C.1.3.4 The student knows the major parts of the federal system including the national government, state governments, and other government units (e.g., District of Columbia, American tribal governments, and the Virgin Islands).</p> <p>SS.C.2.3.4 The student understands what constitutes personal, political, and economic rights and the major documentary sources of these rights.</p>
<p>The Great Lakes (pp. 135–136)</p>	<p>1.6.4 Evaluates Importance of Transportation—The student will evaluate the significance of the growth of canals and railroads to American industry.</p> <p>1.8.3 Identifies Routes to the West—The student will identify</p>	<p>SS.A.4.3.1 The student knows the factors involved in the development of cities and industries . . .</p> <p>SS.A.5.3.1 The student understands the role of physical and cultural geography in shaping events in the U.S. since 1880.</p> <p>SS.B.1.3.2 The student uses mental maps to organize information about people, places, and environment.</p>

	<p>the routes and destinations of major westward trails.</p> <p>1.12.1 Physical/Cultural Geography—The student will explain the role of physical and cultural geography in shaping events in the United States since 1880 (e.g., western settlement, immigration patterns, and urbanization).</p> <p>2.1.1 Geographic Regions—The student will identify the physical characteristics of geographic regions in the United States . . .</p> <p>2.1.4 Transportation—The student will compare and contrast transportation methods used in the United States during various historical periods to methods used today . . .</p> <p>2.2.1 Physical Environment/People—The student will analyze the interaction of people with the physical environment in American history.</p>	<p>SS.B.1.3.6 The student understands ways in which regional systems are interconnected.</p> <p>SS.B.1.3.7 The student understands the spatial aspects of communication and transportation systems.</p> <p>SS.B.2.3.2 The student knows the human and physical characteristics of different places in the world and how these characteristics change over time.</p> <p>SS.B.2.3.7 The student knows how various human systems throughout the world have developed in response to conditions in the physical environment.</p> <p>SS.B.2.3.8 The student knows world patterns of resource distribution and utilization.</p>
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	<p>2.2.2 Physical Environment/Events—The student will analyze the relationship between the physical environment and events in American history . . .</p> <p>2.2.3 Five Fundamental Themes—The student will apply the five fundamental themes of geography to understand events and issues in American history (i.e., colonial settlement, expansion, westward movement)</p>	
<p>Paragraph about a pioneer family and a supporting chart (p. 149–150)</p>	<p>1.5.6 Describes Daily Lives of Ordinary People—The student will describe the daily life of men and women such as farmers, merchants, traders, pioneers, slaves, and Native Americans during the first five decades of the nation.</p> <p>5.1.2 Primary/Secondary Sources—The student will explain the relative value of primary and secondary sources and use this information to draw</p>	<p>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.</p> <p>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.</p> <p>SS.B.2.3.1 The student understands the patterns and processes of migration and diffusion throughout the world.</p>

conclusions from historical sources such as data in charts, tables and graphs.

5.3.2 Interprets Graphic Information—The student will interpret the information presented on a graph, chart, table or timeline.

5.3.5 Gathers/Analyzes Information—The student will gather and analyze information from written material or electronic material.

5.6.1 Understands Problems/Needs/Aspirations—The student will understand the problems, needs, and aspirations of others.

5.7.1 Reads Literary Works—The student will deepen his/her understanding of the growth and conflict from the colonial period to World War I by reading and analyzing a variety of literary materials including original documents, speeches, diaries,

	travel accounts, novels and historical fiction.	
Northwest Ordinance, 1787 (p. 151)	<p>1.3.4 Interprets Impact on Native Americans and Slaves—The student will interpret a result of or a fact related to the settlement of the United States on Native Americans and African slaves.</p> <p>1.8.4 Examines Events: Canadian/American Border—The student will examine events leading to the present location of the Canadian-American border.</p> <p>1.11.2 Locates Geographical Feature—The student will locate or identify a Confederate, union or border state or a free or slave territory.</p> <p>2.1.1 Geographic Regions—The student will identify the physical characteristics of geographic regions in the United States . . .</p> <p>2.2.2 Physical Environment/Events—The student will analyze the</p>	<p>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.</p> <p>SS.B.1.3.5 The student knows ways in which the spatial organization of a society changes over time.</p> <p>SS.B.2.3.1 The student understands the patterns and processes of migration and diffusion throughout the world.</p> <p>SS.B.2.3.2 The student knows the human and physical characteristics of different places in the world and how these characteristics change over time.</p> <p>SS.B.2.3.5 The student understands the geographical factors that affect the cohesiveness and integration of countries.</p>

	<p>relationship between the physical environment and events in American history . . .</p> <p>2.2.3 Five Fundamental Themes—The student will apply the five fundamental themes of geography to understand events and issues in American history (i.e., colonial settlement, expansion, westward movement)</p>	
<p>How a Bill Becomes a Law (pp. 154–155)</p>	<p>3.1.5 Defines Key Terms—The student will define key terms relating to the United States Constitution.</p> <p>5.3.2 Interprets Graphic Information—The student will interpret the information presented on a graph, chart, table or timeline.</p> <p>3.1.7 Identifies Branches/Lists Powers—The student will identify a branch of the federal government and identify a power belonging to that specific branch.</p>	<p>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.</p> <p>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.</p> <p>SS.C.1.3.3 The student 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).</p>
<p>Rediscovering</p>	<p>1.3.1 Describes</p>	<p>SS.A.2.3.6: The student knows the major events that shaped the</p>

<p>Jamestown (pp. 158–159)</p>	<p>Growth/Development of Colonies—The student will describe an aspect of the growth or development of early colonies (e.g., Jamestown and Plymouth).</p> <p>1.3.3 Analyzes Life in Colonies—The student will analyze an aspect of colonial life . . . that was specific to a given region.</p> <p>2.2.1 Physical Environment/People—The student will analyze the interaction of people with the physical environment in American history.</p> <p>2.2.2 Physical Environment/Events—The student will analyze the relationship between the physical environment and events in American history . . .</p> <p>2.2.3 Five Fundamental Themes—The student will apply the five fundamental themes of geography to understand events and issues in American history</p>	<p>development of various cultures (e.g., the spread of agrarian societies, population movements, technological and cultural innovation, and the emergence of new population centers).</p> <p>SS.A.4.3.1 The student knows the factors involved in the development of cities and industries . . .</p> <p>SS.A.4.3.2 The student knows the role of physical and cultural geography in shaping events in the United States . . .</p> <p>SS.B.2.3.7 The student knows how various human systems throughout the world have developed in response to conditions in the physical environment.</p>
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	<p>(i.e., colonial settlement, expansion, westward movement)</p> <p>5.3.5 Gathers/Analyzes Information—The student will gather and analyze information from written material or electronic material.</p>	
<p>A Promising Officer (pp. 163–164)</p>	<p>2.1.1 Geographic Regions—The student will identify the physical characteristics of geographic regions in the United States . . .</p> <p>5.2.2 Locates Geographic Regions—The student will use maps to locate states, rivers, mountain ranges, deserts, oceans and political borders.</p>	<p>SS.A.4.3.3 The student understands the impact of significant people and ideas. . . in the United States prior to 1880.</p> <p>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.</p> <p>SS.B.1.3.2 The student uses mental maps to organize information about people, places, and environment.</p> <p>SS.B.1.3.3 The student knows the social, political, and economic divisions on Earth’s surface.</p>
<p>Colonial Times (p. 167)</p>	<p>1.4.1 Determines Events/Causes of Revolutionary War—The student will determine a cause for or a major event leading to the Revolutionary War.</p>	<p>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.</p> <p>SS.A.4.3.2 The student knows the role of physical and cultural geography in shaping events in the United States . . .</p>

<p>Two paragraphs expressing different opinions on child labor (pp. 170–171)</p>	<p>1.6.1 Analyzes Impact of Industrial Revolution—The student will analyze the impact of the rise of industry in the United States and how it affected the lives of workers.</p> <p>1.12.3 Urbanization—The student will list the consequences of urbanization that occurred in the United States after 1880.</p> <p>5.4.2 Evaluates Information/Situation—The student will evaluate information related to problem solving (e.g., distinguish fact and opinion . . .).</p> <p>5.6.1 Understands Problems/Needs/Aspirations—The student will understand the problems, needs, and aspirations of others.</p>	<p>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.</p> <p>SS.A.4.3.1 The student knows the factors involved in the development of cities and industries . . .</p> <p>SS.A.5.3.3 The student knows the causes and consequences of urbanization that occurred in the United States after 1880.</p>
<p>Two paragraphs expressing different opinions on the Sioux Indians (pp. 172–173)</p>	<p>1.1.1 Identifies Regions of Native Americans—The student will identify the region of the United States inhabited by a given group of Native Americans.</p>	<p>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.</p> <p>SS.A.2.3.4 The student understands the impact of geographical factors</p>

	<p>1.3.4 Interprets Impact on Native Americans and Slaves—The student will interpret a result of or a fact related to the settlement of the United States on Native Americans and African slaves.</p> <p>5.4.2 Evaluates Information/Situation—The student will evaluate information related to problem solving (e.g., distinguish fact and opinion . . .).</p>	<p>on the historical development of civilizations.</p> <p>SS.B.1.3.2 The student uses mental maps to organize information about people, places, and environment.</p> <p>SS.B.1.3.3 The student knows the social, political, and economic divisions on Earth’s surface.</p> <p>SS.A.4.3.3 The student understands the impact of significant people . . . in the United States prior to 1880.</p>
<p>Should the President be a Natural-Born Citizen? (p. 175)</p>	<p>3.2.2 Defines Citizenship—The student will analyze how citizenship is legally recognized full membership in a self-governing community that confers equal rights under the law . . .</p> <p>5.4.2 Evaluates Information/Situation—The student will evaluate information related to problem solving (e.g., distinguish fact and opinion . . .).</p>	<p>SS.C.2.3.1 The student understands the history of the rights, liberties, and obligations of citizenship in the United States.</p> <p>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 . . .</p>
<p>Women Left at Home Forced to Fend for</p>	<p>1.10.1 Examines Abolitionist Movement—The student will</p>	<p>SS.A.2.3.2 The student knows how major historical developments have had an impact on the development of civilizations.</p>

<p>Themselves (p. 177–178)</p>	<p>understand how the abolitionists movement led to increased sectional controversy.</p> <p>4.2.2 Relative Price—The student explains how relative price and how it affects people’s decisions are the means by which a market system answers the three economic questions.</p>	<p>SS.A.4.3.3 The student understands the impact of significant people and ideas . . . in the United States prior to 1880.</p> <p>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?</p>
<p>A Slave Ship Speaks: The Wreck of the Henrietta Marie (pp. 181–182)</p>	<p>1.3.4 Interprets Impact on Native Americans and Slaves—The student will interpret a result of or a fact related to the settlement of the United States on Native Americans and African slaves.</p>	<p>SS.A.2.3.8 The student knows the political, social, and economic institutions that characterized the significant aspects of Eastern and Western civilizations.</p> <p>SS.A.3.3.2 The student understands the historical events that have shaped the development of cultures throughout the world.</p>
<p>Sacagawea (pp. 185–186)</p>	<p>1.1.1 Identifies Regions of Native Americans—The student will identify the region of the United States inhabited by a given group of Native Americans.</p> <p>1.1.2 Understands Relationship/Native Americans—The student will understand the relationship between the Native American inhabitants and their</p>	<p>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.</p> <p>SS.A.2.3.4 The student understands the impact of geographical factors on the historical development of civilizations.</p> <p>SS.A.4.3.2 The student knows the role of physical and cultural geography in shaping events in the United States . . .</p> <p>SS.A.4.3.3 The student understands the impact of significant people and</p>

	<p>surrounding features and climate.</p> <p>1.1.3 Determines Facts About Native Americans—The student will determine facts pertaining to the customs, religions, economy, government, art, music, or dance of the Native Americans.</p> <p>1.3.4 Interprets Impact on Native Americans and Slaves—The student will interpret a result of or a fact related to the settlement of the United States on Native Americans and African slaves.</p> <p>1.5.3 Identifies Louisiana Territory—The student will identify the events leading to the purchase of the Louisiana Territory and the significance of the Lewis and Clark Expedition that followed.</p>	<p>ideas . . . in the United States prior to 1880.</p> <p>SS.B.1.3.2 The student uses mental maps to organize information about people, places, and environment.</p> <p>SS.B.1.3.3 The student knows the social, political, and economic divisions on Earth’s surface.</p> <p>SS.B.1.3.5 The student knows ways in which the spatial organization of a society changes over time.</p> <p>SS.B.2.3.2 The student knows the human and physical characteristics of different places in the world and how these characteristics change over time.</p> <p>SS.B.2.3.3 The student understands ways cultures differ in their use of similar environments and resources.</p> <p>SS.B.2.3.7 The student knows how various human systems throughout the world have developed in response to conditions in the physical environment.</p>
<p>Paragraph on the Europeans’ travel to the Holy Land during the Crusades (p. 192)</p>	<p>1.6.5 Defines Economic Concepts—The student will describe and define basic economic concepts.</p>	<p>SS.A.2.3.1 The student understands how language, ideas, and institutions of one culture can influence others (e.g., through trade, exploration, and immigration).</p> <p>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</p>

		and services will be produced? How will they be produced? Who will buy them?
<p>Paragraph on the Jamestown settlers (p. 195)</p>	<p>1.3.1 Describes Growth/Development of Colonies—The student will describe an aspect of the growth or development of early colonies (e.g., Jamestown and Plymouth).</p> <p>1.3.3 Analyzes Life in Colonies—The student will analyze an aspect of colonial life . . . that was specific to a given region.</p> <p>2.2.1 Physical Environment/People—The student will analyze the interaction of people with the physical environment in American history . . .</p> <p>2.2.3 Five Fundamental Themes—The student will apply the five fundamental themes of geography to understand events and issues in American history (i.e., colonial settlement, expansion, westward movement)</p>	<p>SS.A.3.3.3 The student knows how physical and human geographic factors have influenced major historical events and movements.</p> <p>SS.A.4.3.1 The student knows the factors involved in the development of cities and industries . . .</p> <p>SS.A.4.3.2 The student knows the role of physical and cultural geography in shaping events in the United States . . .</p> <p>SS.B.2.3.7 The student knows how various human systems throughout the world have developed in response to conditions in the physical environment.</p>

<p>Florida’s Fountain of Youth (pp. 197–198)</p>	<p>1.2.1 Examines Reasons for Voyages/Explorations—The student will examine the reasons for or result of a major voyage or discovery in the New World.</p> <p>2.2.2 Physical Environment/Events—The student will analyze the relationship between the physical environment and events in American history . . .</p> <p>2.2.3 Five Fundamental Themes—The student will apply the five fundamental themes of geography to understand events and issues in American history (i.e., colonial settlement, expansion, westward movement)</p>	<p>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.</p> <p>SS.A.2.3.8 the student knows the political, social, and economic institutions that characterized the significant aspects of Eastern and Western civilizations.</p> <p>SS.A.3.3.3 The student knows how physical and human geographic factors have influenced major historical events and movements.</p> <p>SS.A.2.3.4 The student understands the impact of geographical factors on the historical development of civilizations.</p> <p>SS.A.2.3.5 The student knows significant historical leaders who shaped the development of early cultures.</p> <p>SS.A.4.3.2 The student knows the role of physical and cultural geography in shaping events in the United States . . .</p> <p>SS.A.4.3.3 The student understands the impact of significant people and ideas . . . in the United States prior to 1880.</p> <p>SS.B.1.3.2 The student uses mental maps to organize information about people, places, and environment.</p> <p>SS.B.1.3.3 The student knows the social, political, and economic divisions on Earth’s surface.</p> <p>SS.B.1.3.5 The student knows ways in which the spatial organization of</p>
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		<p>a society changes over time.</p> <p>SS.B.2.3.2 The student knows the human and physical characteristics of different places in the world and how these characteristics change over time.</p>
<p>Colonial American Newspapers (pp. 201–202)</p>	<p>1.3.3 Analyzes Life in Colonies—The student will analyze an aspect of colonial life . . . that was specific to a given region.</p> <p>2.1.3 Communication—The student will compare and contrast communication methods used in the United States during various historical periods to methods used today.</p> <p>2.1.4 Transportation—The student will compare and contrast transportation methods used in the United States during various historical periods to methods used today . . .</p>	<p>SS.A.4.3.1 The student knows the factors involved in the development of cities and industries.</p> <p>SS.A.4.3.2 The student knows the role of physical and cultural geography in shaping events in the United States . . .</p> <p>SS.B.1.3.6 The student understands ways in which regional systems are interconnected.</p> <p>SS.B.1.3.7 The student understands the spatial aspects of communication and transportation systems.</p>
<p>What Really Won the West (pp. 206–207)</p>	<p>1.5.6 Describes Daily Lives of Ordinary People—The student will describe the daily life of men and women such as farmers, merchants, traders, pioneers,</p>	<p>SS.A.2.3.3 The student understands important technological developments and how they influenced human society.</p> <p>SS.A.2.3.6: The student knows the major events that shaped the development of various cultures (e.g., the spread of agrarian societies,</p>

	<p>slaves, and Native Americans during the first five decades of the nation.</p> <p>1.12.1 Physical/Cultural Geography—The student will explain the role of physical and cultural geography in shaping events in the United States since 1880 (e.g., western settlement, immigration patterns, and urbanization).</p> <p>2.1.1 Geographic Regions—The student will identify the physical characteristics of geographic regions in the United States . . .</p> <p>2.2.1 Physical Environment/People—The student will analyze the interaction of people with the physical environment in American history . . .</p> <p>2.2.2 Physical Environment/Events—The student will analyze the relationship between the physical</p>	<p>population movements, technological and cultural innovation, and the emergence of new population centers).</p> <p>SS.A.5.3.1 The student understands the role of physical and cultural geography in shaping events in the U.S. since 1880.</p> <p>SS.B.1.3.2 The student uses mental maps to organize information about people, places, and environment.</p> <p>SS.B.1.3.4 The student understands ways factors such as culture and technology influence the perception of places and regions.</p> <p>SS.B.1.3.5 The student knows ways in which the spatial organization of a society changes over time.</p> <p>SS.B.2.3.2 The student knows the human and physical characteristics of different places in the world and how these characteristics change over time.</p> <p>SS.A.2.3.4 The student understands the impact of geographical factors on the historical development of civilizations</p> <p>SS.B.2.3.7 The student knows how various human systems throughout the world have developed in response to conditions in the physical environment.</p>
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	<p>environment and events in American history . . .</p> <p>2.2.3 Five Fundamental Themes—The student will apply the five fundamental themes of geography to understand events and issues in American history (i.e., colonial settlement, expansion, westward movement)</p> <p>5.6.1 Understands Problems/Needs/Aspirations—The student will understand the problems, needs, and aspirations of others.</p>	
<p>Excerpts from a story about a girl who wants to go to college at a time when few women attended college (pp. 215–216)</p>	<p>5.7.1 Reads Literary Works—The student will deepen his/her understanding of the growth and conflict from the colonial period to World War I by reading and analyzing a variety of literary materials including original documents, speeches, diaries, travel accounts, novels and historical fiction.</p> <p>5.6.1 Understands Problems/Needs/Aspirations—</p>	<p>SS.A.1.3.3 The student knows how to impose temporal structure on historical narratives.</p>

	<p>The student will understand the problems, needs, and aspirations of others.</p>	
<p>Excerpts from a story about a white boy who helps black children who had become separated from their group of slaves escaping North (pp. 217–221)</p>	<p>1.3.4 Interprets Impact on Native Americans and Slaves—The student will interpret a result of or a fact related to the settlement of the United States on Native Americans and African slaves.</p> <p>1.10.1 Examines Abolitionist Movement—The student will understand how the abolitionists movement led to increased sectional controversy.</p> <p>5.6.1 Understands Problems/Needs/Aspirations—The student will understand the problems, needs, and aspirations of others.</p> <p>5.7.1 Reads Literary Works—The student will deepen his/her understanding of the growth and conflict from the colonial period to World War I by reading and analyzing a variety of literary materials including original</p>	<p>SS.A.1.3.3 The student knows how to impose temporal structure on historical narratives.</p> <p>SS.A.4.3.3 The student understands the impact of significant people in the United States prior to 1880.</p>

	documents, speeches, diaries, travel accounts, novels and historical fiction.	
Angelina (pp. 224–225)	<p>1.5.6 Describes Daily Lives of Ordinary People—The student will describe the daily life of men and women such as farmers, merchants, traders, pioneers, slaves, and Native Americans during the first five decades of the nation.</p> <p>1.8.3 Identifies Routes to the West—The student will identify the routes and destinations of major westward trails.</p> <p>2.1.1 Geographic Regions—The student will identify the physical characteristics of geographic regions in the United States . . .</p> <p>5.6.1 Understands Problems/Needs/Aspirations—The student will understand the problems, needs, and aspirations of others.</p> <p>5.7.1 Reads Literary Works—The</p>	SS.B.1.3.2 The student uses mental maps to organize information about people, places, and environment.

	<p>student will deepen his/her understanding of the growth and conflict from the colonial period to World War I by reading and analyzing a variety of literary materials including original documents, speeches, diaries, travel accounts, novels and historical fiction.</p>	
<p>Blacks Come to the Colonies (pp. 227–231)</p>	<p>1.3.3 Analyzes Life in Colonies—The student will analyze an aspect of colonial life . . . that was specific to a given region.</p> <p>1.3.4 Interprets Impact on Native Americans and Slaves—The student will interpret a result of or a fact related to the settlement of the United States on Native Americans and African slaves.</p> <p>5.6.1 Understands Problems/Needs/Aspirations—The student will understand the problems, needs, and aspirations of others.</p> <p>5.7.1 Reads Literary Works—The student will deepen his/her</p>	<p>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.</p> <p>SS.A.1.3.3 The student knows how to impose temporal structure on historical narratives.</p>

	<p>understanding of the growth and conflict from the colonial period to World War I by reading and analyzing a variety of literary materials including original documents, speeches, diaries, travel accounts, novels and historical fiction.</p>	
<p>Tecumseh (pp. 235–236)</p>	<p>1.3.4 Interprets Impact on Native Americans and Slaves—The student will interpret a result of or a fact related to the settlement of the United States on Native Americans and African slaves.</p> <p>5.6.1 Understands Problems/Needs/Aspirations—The student will understand the problems, needs, and aspirations of others.</p> <p>5.7.1 Reads Literary Works—The student will deepen his/her understanding of the growth and conflict from the colonial period to World War I by reading and analyzing a variety of literary materials including original documents, speeches, diaries,</p>	<p>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.</p> <p>SS.A.4.3.3 The student understands the impact of significant people . . . in the United States prior to 1880.</p> <p>SS.B.2.3.6 The student understands the environmental consequences of people changing the physical environment in various world locations.</p>

	travel accounts, novels and historical fiction.	
The Would-Be Emigrant (pp. 239–240)	<p>.5.6 Describes Daily Lives of Ordinary People—The student will describe the daily life of men and women such as farmers, merchants, traders, pioneers, slaves, and Native Americans during the first five decades of the nation.</p> <p>1.8.3 Identifies Routes to the West—The student will identify the routes and destinations of major westward trails.</p> <p>1.12.1 Physical/Cultural Geography—The student will explain the role of physical and cultural geography in shaping events in the United States since 1880 (e.g., western settlement, immigration patterns, and urbanization).</p> <p>5.6.1 Understands Problems/Needs/Aspirations—The student will understand the problems, needs, and aspirations</p>	<p>SS.A.4.3.2 The student knows the role of physical and cultural geography in shaping events in the United States . . .</p> <p>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.</p> <p>SS.B.1.3.2 The student uses mental maps to organize information about people, places, and environment.</p> <p>SS.B.2.3.1 The student understands the patterns and processes of migration and diffusion throughout the world.</p>

	<p>of others.</p> <p>5.7.1 Reads Literary Works—The student will deepen his/her understanding of the growth and conflict from the colonial period to World War I by reading and analyzing a variety of literary materials including original documents, speeches, diaries, travel accounts, novels and historical fiction.</p>	
<p>Most Americans Were Farmers in the Early Days (pp. 247–249)</p>	<p>1.3.3 Analyzes Life in Colonies—The student will analyze an aspect of colonial life . . . that was specific to a given region.</p> <p>1.5.6 Describes Daily Lives of Ordinary People—The student will describe the daily life of men and women such as farmers, merchants, traders, pioneers, slaves, and Native Americans during the first five decades of the nation.</p> <p>1.12.1 Physical/Cultural Geography—The student will explain the role of physical and</p>	<p>SS.A.2.3.3 The student understands important technological developments and how they influenced human society.</p> <p>SS.A.2.3.6: The student knows the major events that shaped the development of various cultures (e.g., the spread of agrarian societies, population movements, technological and cultural innovation, and the emergence of new population centers).</p> <p>SS.A.2.3.4 The student understands the impact of geographical factors on the historical development of civilizations.</p> <p>SS.A.4.3.2 The student knows the role of physical and cultural geography in shaping events in the United States . . .</p> <p>SS.A.4.3.3 The student understands the impact of significant people . . . in the United States prior to 1880.</p>

	<p>cultural geography in shaping events in the United States since 1880 (e.g., western settlement, immigration patterns, and urbanization).</p> <p>2.1.2 Interdependence—The student will demonstrate an understanding of interdependence as applied to regions at various historical periods.</p> <p>2.2.1 Physical Environment/People—The student will analyze the interaction of people with the physical environment in American history .</p> <p>2.2.2 Physical Environment/Events—The student will analyze the relationship between the physical environment and events in American history . .</p> <p>5.6.1 Understands Problems/Needs/Aspirations—The student will understand the problems, needs, and aspirations</p>	<p>SS.B.1.3.2 The student uses mental maps to organize information about people, places, and environment.</p> <p>SS.B.1.3.4 The student understands ways factors such as culture and technology influence the perception of places and regions.</p> <p>SS.B.2.3.1 The student understands the patterns and processes of migration and diffusion throughout the world.</p>
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	of others.	
The Life and Times of Jonathan Dickinson (pp. 253–255)	<p>1.3.3 Analyzes Life in Colonies—The student will analyze an aspect of colonial life . . . that was specific to a given region.</p> <p>2.1.2 Interdependence—The student will demonstrate an understanding of interdependence as applied to regions at various historical periods.</p>	SS.A.4.3.3 The student understands the impact of significant people . . . in the United States prior to 1880.
The Runaway Slave (pp. 260–262)	<p>1.6.2 Describes Economic Role of Cotton—The student will describe the role of cotton as the key to the expanding economy of the South.</p> <p>1.6.3 Evaluates Effect of the Cotton Gin—The student will evaluate the effects of the invention of the cotton gin on life in the South.</p> <p>5.1.2 Primary/Secondary Sources—The student will explain the relative value of primary and secondary sources and use this information to draw</p>	<p>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.</p> <p>SS.A.2.3.3 The student understands important technological developments and how they influenced human society.</p> <p>SS.A.4.3.1 The student knows the factors involved in the development of cities and industries . . .</p>

	<p>conclusions from historical sources such as data in charts, tables and graphs.</p> <p>5.3.2 Interprets Graphic Information—The student will interpret the information presented on a graph, chart, table or timeline.</p> <p>5.6.1 Understands Problems/Needs/Aspirations—The student will understand the problems, needs, and aspirations of others.</p> <p>5.7.1 Reads Literary Works—The student will deepen his/her understanding of the growth and conflict from the colonial period to World War I by reading and analyzing a variety of literary materials including original documents, speeches, diaries, travel accounts, novels and historical fiction.</p>	
<p>Life in the Everglades (pp. 266–267)</p>	<p>1.1.1 Identifies Regions of Native Americans—The student will identify the region of the United</p>	<p>SS.A.6.3.1 The student understands how immigration and settlement patterns have shaped the history of Florida.</p>

	<p>States inhabited by a given group of Native Americans.</p> <p>1.1.2 Understands Relationship/Native Americans—The student will understand the relationship between the Native American inhabitants and their surrounding features and climate.</p> <p>1.1.3 Determines Facts About Native Americans—The student will determine facts pertaining to the customs, religions, economy, government, art, music, or dance of the Native Americans.</p> <p>2.2.1 Physical Environment/People—The student will analyze the interaction of people with the physical environment in American history.</p>	<p>SS.A.6.3.2 The student knows the unique geographic and demographic characteristics that define Florida as a region.</p> <p>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.</p> <p>SS.A.6.3.4 The student understands how the interactions of societies and cultures have influenced Florida’s history.</p> <p>SS.B.2.3.3 The student understands ways cultures differ in their use of similar environments and resources.</p> <p>SS.B.2.3.7 The student knows how various human systems throughout the world have developed in response to conditions in the physical environment.</p>
<p>Women Demand Rights and The Courage That My Mother Had (pp. 271–273)</p>	<p>1.10.6 Determines Important Events and Issues—The student will determine major events and issues in the feminist movement.</p> <p>1.10.7 Identifies</p>	<p>SS.A.4.3.3 The student understands the impact of significant people and ideas. . . in the United States prior to 1880.</p> <p>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.</p>

	<p>Feminists/Methods—The student will identify important feminists, their methods and accomplishments.</p> <p>1.12.2 Individuals and Events—The student will describe ways in which significant individuals and events influenced economic, social, and political systems in the United States after 1880.</p> <p>5.4.1 Defines Problem/Situation—The student will define a central issue, distinguish verifiable information and determine an essential component of a given problem or situation.</p> <p>5.6.1 Understands Problems/Needs/Aspirations—The student will understand the problems, needs, and aspirations of others.</p> <p>5.7.1 Reads Literary Works—The student will deepen his/her understanding of the growth and conflict from the colonial period</p>	
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	<p>to World War I by reading and analyzing a variety of literary materials including original documents, speeches, diaries, travel accounts, novels and historical fiction.</p>	
<p>A Quarrel Breaks Out Over Slavery (pp. 279–281)</p>	<p>1.10.1 Examines Abolitionist Movement—The student will understand how the abolitionists movement led to increased sectional controversy.</p> <p>1.10.2 Identifies Antislavery Events—The student will identify major events of the abolitionist movement.</p> <p>1.10.3 Identifies Abolitionists—The student will identify important abolitionists, their methods and accomplishments.</p> <p>1.10.4 Defines Propaganda—The student will define propaganda and identify how “Uncle Tom’s Cabin: was a form of propaganda.</p> <p>1.11.2 Locates Geographical Feature—The student will locate</p>	<p>SS.A.4.3.3 The student understands the impact of significant people and ideas. . . in the United States prior to 1880.</p> <p>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.</p> <p>SS.B.1.3.3 The student knows the social, political, and economic divisions on Earth’s surface.</p> <p>SS.B.1.3.5 The student knows ways in which the spatial organization of a society changes over time.</p>

	<p>or identify a Confederate, union or border state or a free or slave territory.</p> <p>5.2.1 Uses Map Reading Skills—The student will use map reading skills including legend, key, compass rose and lines of longitude and latitude to locate information on a map.</p> <p>5.2.2 Locates Geographic Regions—The student will use maps to locate states, rivers, mountain ranges, deserts, oceans and political borders.</p> <p>5.4.1 Defines Problem/Situation—The student will define a central issue, distinguish verifiable information and determine an essential component of a given problem or situation.</p>	
<p>A Busy Retirement: Benjamin Franklin: The Scientist (pp. 285–286)</p>		<p>SS.A.2.3.3 The student understands important technological developments and how they influenced human society.</p> <p>SS.A.2.3.6: The student knows the major events that shaped the development of various cultures (e.g., the spread of agrarian societies,</p>

		<p>population movements, technological and cultural innovation, and the emergence of new population centers).</p> <p>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.</p>
<p>Early Schools in America (pp. 290–292)</p>	<p>1.3.3 Analyzes Life in Colonies—The student will analyze an aspect of colonial life . . . that was specific to a given region.</p> <p>5.5.1 Explains Significance—The student will explain the significance of a basic document, institution or cultural tradition of the United States.</p>	<p>SS.A.4.3.3 The student understands the impact of significant people and ideas. . . in the United States prior to 1880.</p>
<p>Hamilton and Jefferson Start Political Parties (pp. 296–299)</p>	<p>1.5.1 Examines Policies/Accomplishments—The student will examine the policies, tributes, and accomplishments of the leaders of the Federalist period: Washington, Jefferson, Madison, and others.</p> <p>1.5.2 Compares/Contrasts Party Differences—The student will compare or contrast the differences between Jefferson and</p>	<p>SS.A.3.3.4 The student knows significant historical leaders who have influenced the course of events in Eastern and Western civilizations since the Renaissance.</p> <p>SS.A.4.3.3 The student understands the impact of significant people . . . in the United States prior to 1880.</p> <p>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.</p>

	<p>Hamilton that led to the formation of political parties in America.</p>	<p>SS.C.1.3.2 The student understands major ideas about why government is necessary and the purposes government should serve.</p> <p>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.</p>
<p>None of My Blood and Wild West (pp. 303–304)</p>	<p>1.1.1 Identifies Regions of Native Americans—The student will identify the region of the United States inhabited by a given group of Native Americans.</p> <p>1.1.3 Determines Facts About Native Americans—The student will determine facts pertaining to the customs, religions, economy, government, art, music, or dance of the Native Americans.</p> <p>1.3.4 Interprets Impact on Native Americans and Slaves—The student will interpret a result of or a fact related to the settlement of the United States on Native Americans and African slaves.</p> <p>5.7.1 Reads Literary Works—The student will deepen his/her understanding of the growth and</p>	<p>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.</p> <p>SS.A.3.3.4 The student knows significant historical leaders who have influenced the course of events in Eastern and Western civilizations since the Renaissance.</p> <p>SS.A.4.3.3 The student understands the impact of significant people . . . in the United States prior to 1880.</p> <p>SS.A.4.3.4 The student understands ways state and federal policy influenced various Native American tribes.</p> <p>SS.B.1.3.2 The student uses mental maps to organize information about people, places, and environment.</p> <p>SS.B.1.3.3 The student knows the social, political, and economic divisions on Earth’s surface.</p>

	<p>conflict from the colonial period to World War I by reading and analyzing a variety of literary materials including original documents, speeches, diaries, travel accounts, novels and historical fiction.</p>	
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