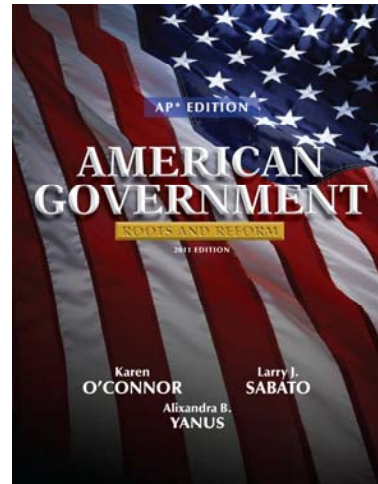


A Correlation of

American Government: Roots and Reform Eleventh Edition, AP* Edition

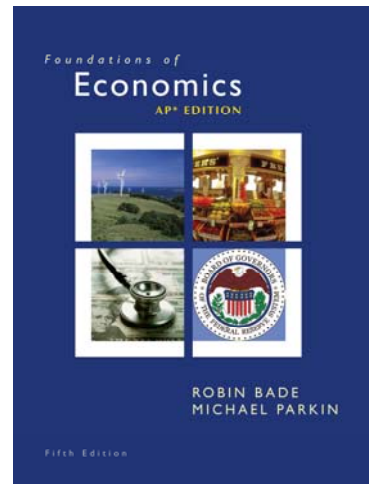


To the

**Publisher Questionnaire and Florida Course
Standards for Advanced Placement
Government: United States and Politics – 2106420**

A Correlation of

Foundations of Economics Fifth Edition, AP* Edition

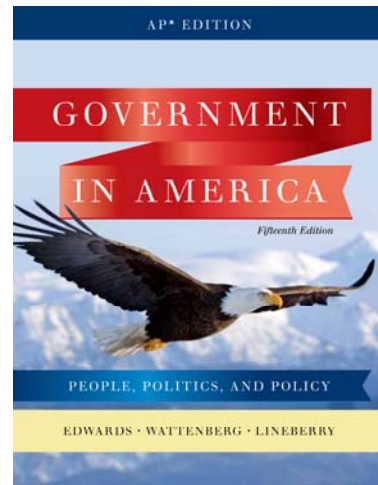


To the

Publisher Questionnaire and Florida Course Standards for Advanced Placement Macroeconomics – 2102370

A Correlation of

Government in America: People, Politics, and Policy 15th Edition, AP* Edition

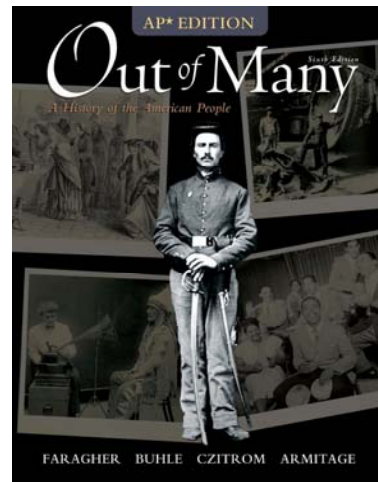


To the

Publisher Questionnaire and Florida Course Standards for Advanced Placement Government: United States and Politics – 2106420

A Correlation of

Out of Many: A History of the American People Sixth Edition, AP* Edition



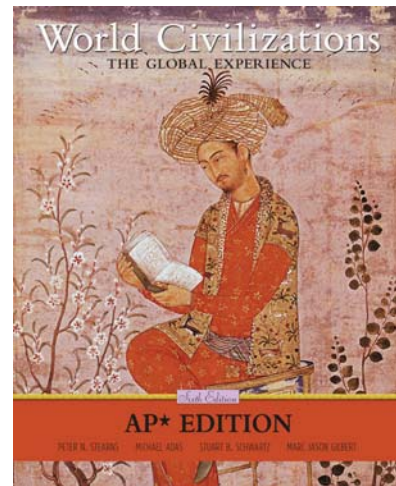
To the

**Publisher Questionnaire and Florida Course
Standards for Advanced Placement
United States History – 2100330**

A Correlation of

World Civilizations: The Global Experience

Sixth Edition, AP* Edition



To the

Publisher Questionnaire and Florida Course Standards for Advanced Placement World History – 2109420

A Correlation of

**Pearson
myFlorida Civics**



To the

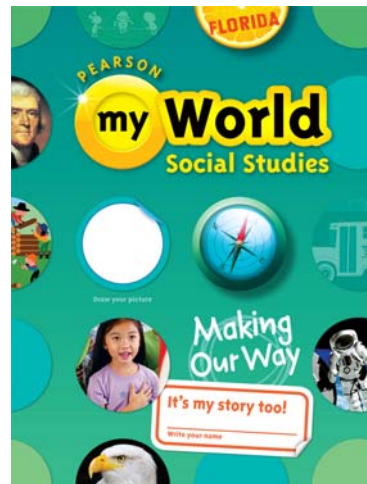
**Florida Course Standards and Access Points
for M/J Civics – 2106010**

A Correlation of

Pearson

myWorld Social Studies

Florida Edition, Grade One: Making Our Way



To the

**Florida Course Standards and Access Points
for Social Studies - Grade 1 - 5021030**

A Correlation of

Pearson

myWorld Social Studies

Florida Edition, Grade Two: We Do Our Part



To the

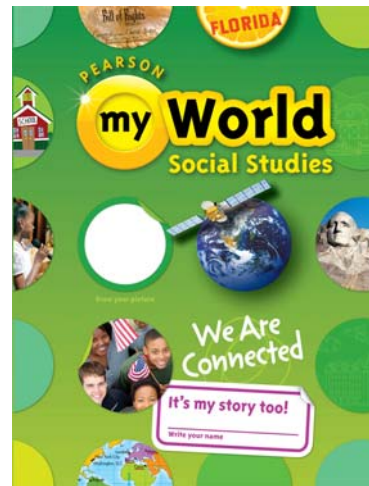
**Florida Course Standards and Access Points
for Social Studies - Grade 2 - 5021040**

A Correlation of

Pearson

myWorld Social Studies

Florida Edition, Grade Three: We Are Connected



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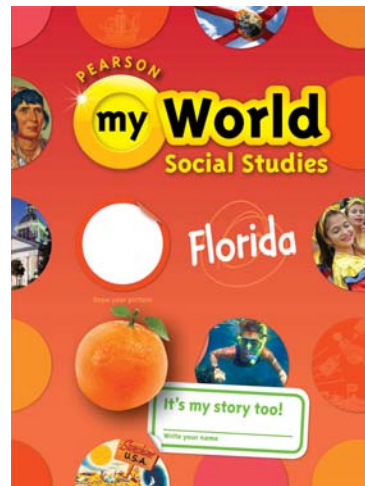
**Florida Course Standards and Access Points
for Social Studies – Grade 3 - 5021050**

A Correlation of

Pearson

myWorld Social Studies

Florida Edition, Grade Four: Florida



To the

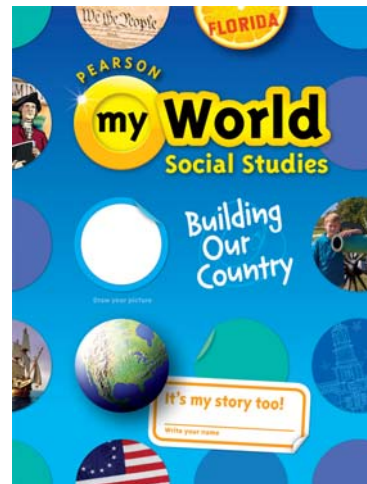
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for Social Studies - Grade 4 - 5021060**

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myWorld Social Studies

Florida Edition, Grade Five: Building Our Country



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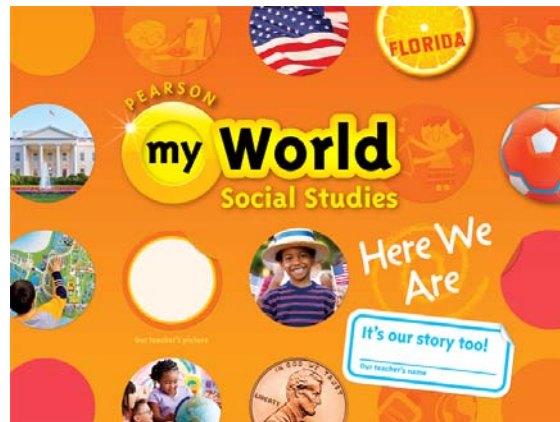
**Florida Course Standards and Access Points
for Social Studies - Grade 5 - 5021070**

A Correlation of

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myWorld Social Studies

Florida Edition, Grade K: Here We Are

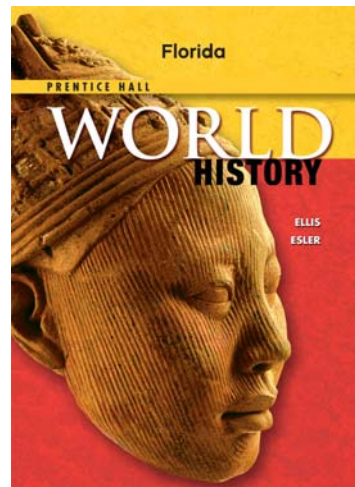


To the

**Florida Course Standards and Access Points
for Social Studies – Kindergarten – 5021020**

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World History
Florida Edition**

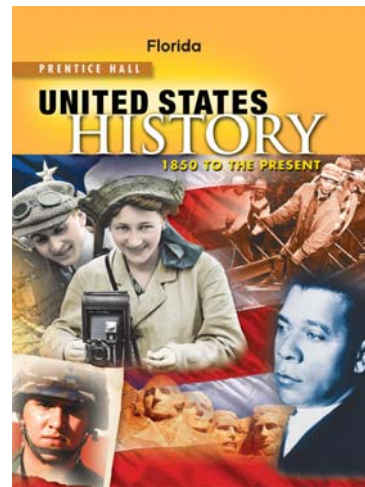


To the

**Florida Course Standards and Access Points
for World History - 2109310**

A Correlation of

**Prentice Hall
United States History
Florida Edition**



To the

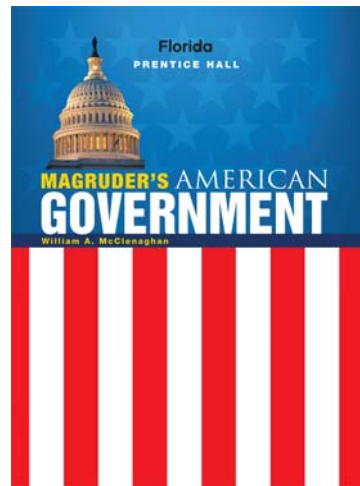
**Florida Course Standards and Access Points
for United States History - 2100310**

A Correlation of

Prentice Hall

Magruder's American Government

Florida Edition

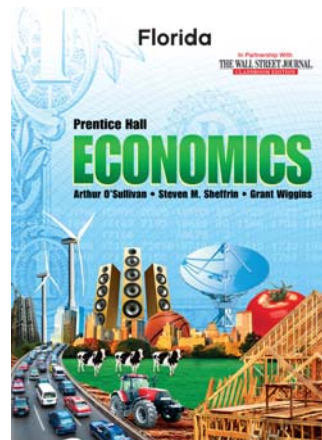


To the

**Florida Course Standards and Access Points
for United States Government – 2106310**

A Correlation of

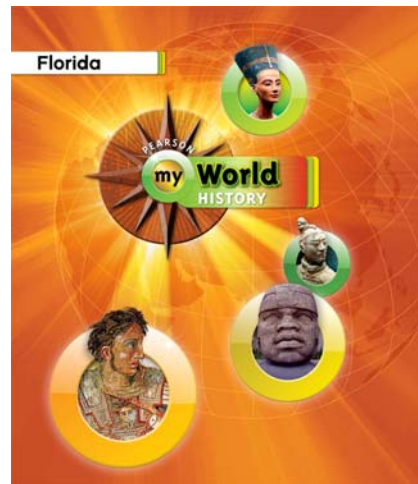
**Prentice Hall
Economics
Florida Edition**



To the

**Florida Course Standards and Access Points
for Economics - 2102310**

A Correlation of
**Pearson
myWorld History
Florida Edition**



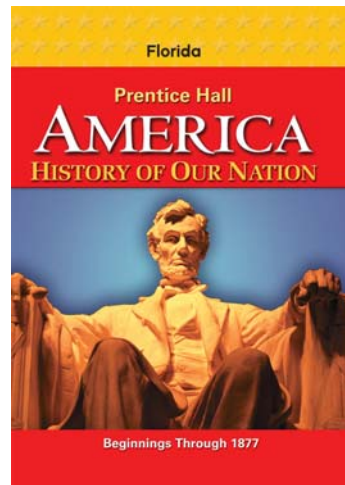
To the
**Florida Course Standards and Access Points
for M/J World History – 2109010**

A Correlation of

Prentice Hall

America: History of Our Nation

Florida Edition



To the

Florida Course Standards and Access Points

for M/J United States History - 2100010

A Correlation of

Idea of America Florida Edition



To the

Florida Course Standards and Access Points for United States History - 2100310

**CORRELATION
FLORIDA DEPARTMENT OF EDUCATION
INSTRUCTIONAL MATERIALS CORRELATION
COURSE STANDARDS**

SUBJECT: Social Studies

GRADE LEVEL: Grade One

COURSE TITLE: Social Studies - Grade 1

COURSE CODE: 5021030

SUBMISSION TITLE: myWorld Social Studies, Florida; Grade One: Making Our Way

TITLE ID: 1876

PUBLISHER: Pearson Education, Inc., publishing as Scott Foresman

PUBLISHER ID: 22-1603684-02

				Committee Member Evaluation (Committee Member Use Only)				
BENCHMARK CODE	BENCHMARK	DEPTH OF KNOWLEDGE (Cognitive Complexity as identified by the state)	LESSONS WHERE BENCHMARK IS DIRECTLY ADDRESSED IN-DEPTH IN MAJOR TOOL (Include page numbers of lesson, a link to lesson, or other identifier for easy lookup for committee member.)	Thoroughly	Highly	Adequately	Minimally	Not At All
SS.1.A.1.1	Develop an understanding of a primary source	N/A	Use Graphic Sources, 148–149, How We Learn About History, 170–173, Review and Assessment, 187					
SS.1.A.1.2	Understand how to use the media center/other sources to find answers to questions about a historical topic.	N/A	Use Graphic Sources, 148–149, How We Learn About History, 170–173					
SS.1.A.2.1	Understand history tells the story of people and events of other times and places.	N/A	Talking About Time, 164–167, How We Learn About History, 170–173, American Heroes, 174–177, People to Know, FL15					
SS.1.A.2.2	Compare life now with life in the past.	N/A	Talking About Time, 164–167, Life Then and Now, 178–181, Technology Then and Now, 182–185, Review and Assessment, 188, My Story Book, 189					
SS.1.A.2.3	Identify celebrations and national holidays as a way of remembering and honoring the heroism and achievements of the people, events, and our nation's ethnic heritage.	N/A	What Are Our Celebrations? 130–133, We Celebrate Our Nation, 136–139, Review and Assessment, 151, Veteran's Day, FL14					
SS.1.A.2.4	Identify people from the past who have shown character ideals and principles including honesty, courage, and responsibility.	N/A	We Celebrate Our Nation, 136–139, Stories From the Past, 140–143, American Heroes, 174–177, Review and Assessment, 187, Veterans Day, FL 14, People to Know, FL15					
SS.1.A.2.5	Distinguish between historical fact and fiction using various materials.	N/A	Stories From the Past, 140–143, Review and Assessment, 152					

SS.1.A.3.1	Use terms related to time to sequentially order events that have occurred in school, home, or community.	N/A	Measuring Time, 158–161, Sequence, 162–163, Talking About Time, 164–167, Timelines, 168–169, Review and Assessment, 186					
SS.1.A.3.2	Create a timeline based on the student's life or school events, using primary sources.	N/A	Timelines, 168–169					
SS.1.C.1.1	Explain the purpose of rules and laws in the school and community.	N/A	I Follow Rules, 24–27, Review and Assessment, 43, Be a Good Citizen, FL13					
SS.1.C.1.2	Give examples of people who have the power and authority to make and enforce rules and laws in the school and community.	N/A	My Leaders, 28–31, My Government, 32–35, Review and Assessment, 43					
SS.1.C.1.3	Give examples of the use of power without authority in the school and community.	N/A	My Rights and Responsibilities, 18–21, bullying, 21, Follow Rules, 24–27, Be a Good Citizen, FL13					
SS.1.C.2.1	Explain the rights and responsibilities students have in the school community.	N/A	My Rights and Responsibilities, 18–21, Review and Assessment, 42					
SS.1.C.2.2	Describe the characteristics of responsible citizenship in the school community.	N/A	I am a Good Citizen, 14–17, My Story Book, 45, Be a Good Citizen, FL13					
SS.1.C.2.3	Identify ways students can participate in the betterment of their school and community.	N/A	I am a Good Citizen, 14–17, Leaders at School, 30, Review and Assessment, 42, My Story Book, 45, Be a Good Citizen, FL13					
SS.1.C.2.4	Show respect and kindness to people and animals.	N/A	My Responsibilities, 20–21, Conflict and Cooperation, 22–23, The Golden Rule, 24, Rules at Home and School, 25, What Is Culture? 122–125, Families Are Alike and Different, 126–129, Sharing Our Cultures, 144–147, Be a Good Citizen, FL13					
SS.1.C.3.1	Explain how decisions can be made or how conflicts might be resolved in fair and just ways.	N/A	Conflict and Cooperation, 22–23, Be a Good Citizen, FL13					
SS.1.C.3.2	Recognize symbols and individuals that represent American constitutional democracy.	N/A	My Government, 32–35, Symbols of My Country, 38–41, Review and Assessment, 44, Presidents Day, 137, The American Flag, FL12					
SS.1.E.1.1	Recognize that money is a method of exchanging goods and services.	N/A	Meeting Needs and Wants, 52–53, We Choose What to Buy, 55, Buying and Selling, 64–67, Spending and Saving, 68–71, Charts and Graphs, 72–73, Jobs People Do, 74, 75					
SS.1.E.1.2	Define opportunity costs as giving up one thing for another.	N/A	We Make Trade-Offs, 56–57					
SS.1.E.1.3	Distinguish between examples of goods and services.	N/A	Goods and Services, 58–61, Review and Assessment, 79					
SS.1.E.1.4	Distinguish people as buyers, sellers, and producers of goods and services.	N/A	What We Need, What We Want, 50–53, Goods and Services, 58–61, Buying and Selling, 64–67, Jobs People Do, 74–77, Review and Assessment, 79, 80, myStory Book, 81, Getting from Here to There, 110–111					
SS.1.E.1.5	Recognize the importance of saving money for future purchases.	N/A	Saving Money, 70–71, Review and Assessment, 80					
SS.1.E.1.6	Identify that people need to make choices because of scarce resources.	N/A	Why We Make Choices, 54–57, Review and Assessment, 78					
SS.1.G.1.1	Use physical and political/cultural maps to locate places in Florida.	N/A	Finding Places on a Map, 92, Welcome to Florida, FL16–FL17					
SS.1.G.1.2	Identify key elements (compass rose, cardinal directions, title, key/legend with symbols) of maps and globes.	N/A	Directions on a Map, 88, Maps and Globes, 90–93, Parts of a Map, 94–95, Review and Assessment, 114, Welcome to Florida, FL16–FL17					

SS.1.G.1.3	Construct a basic map using key elements including cardinal directions and map symbols.	N/A	Parts of a Map, 94–95, My Story Book, 117					
SS.1.G.1.4	Identify a variety of physical features using a map and globe.	N/A	Maps and Globes, 90–93, Land and Water, 96–99, Continents and Oceans, 100–103, Welcome to Florida, FL 16–FL17					
SS.1.G.1.5	Locate on maps and globes the student's local community, Florida, the Atlantic Ocean, and the Gulf of Mexico.	N/A	Finding Places on a Map, 92, Continents and Oceans, 100–103, Review and Assessment, 115, Welcome to Florida, FL16–FL17					
SS.1.G.1.6	Describe how location, weather, and physical environment affect the way people live in our community.	N/A	Our Environment, 104–107, Review and Assessment, 116, What Is Culture? 122–125, Compare and Contrast, 134–135, Use Graphic Sources, 148–149					

		Committee Member Evaluation (Committee Member Use Only)			
OVERALL INSTRUCTIONAL QUALITY	IDENTIFY AN EXAMPLE (WITH PAGE NUMBERS OR LOCATION) DEEMED TYPICAL OF THE APPROACH TAKEN IN THE MAJOR TOOL.	Strongly Agree	Agree	Disagree	Strongly Disagree
	The Examples can be from Student or Teacher Instructional Material.				
<p>The major tool introduces and builds social studies concepts as a coherent whole. It provides opportunities to students to explore why an idea is important and in which contexts that idea can be useful. In other words, the major tool helps students learn the social studies concepts in depth. Additionally, students are given opportunities to connect conceptual knowledge with procedural knowledge and factual knowledge. Overall, there is an appropriate balance of skill development and conceptual understanding.</p> <p>Description: <i>myWorld Social Studies incorporates the Understanding by Design model, co-created by program author Grant Wiggins. This instruction encourages students to Connect to the content, build knowledge and skills through Experience, and demonstrate real Understanding. Chapter-level Big Questions provide a larger framework to guide students and help them see the big idea of each chapter. Woven throughout each lesson, activity, and assessment, the Big Questions help students to connect to content by activating prior knowledge and engaging them in each lesson. Through myWorld Social Studies, students will be able to explore concepts, build knowledge, and transfer what they have learned beyond the classroom. "Understanding by Design" is registered as a trademark with the Patent and Trademark Office by the Association for Supervision of Curriculum Development (ASCD). ASCD has not authorized, approved or sponsored this work and is in no way affiliated with Pearson or its products.</i></p>	<p>Chapter 3 The Big Question: Big Question: What is the world like? 82 myStory Spark: Think of a place where you like to play outdoors. Draw what you see there. 82 myStory Video: What is the world like? 82 Got it?: Lesson 1: Think of a place where you like to play. Use direction words. Write where it is. 89. Lesson 2: Think about a map of your neighborhood. What is one thing you would put in the key? 93. Lesson 3: What kind of land or water is near your community? 99. Lesson 4: On what continent is your community located? 103. Lesson 5: What natural resources are located near your community? 107. Lesson 6: What types of transportation do you use in your community? 113. 21st Century Skills: 21st Century Skills: Map Skills: Parts of a Map, 94–95 myStory Book: myStory Book: Draw a map of a place you know well, such as your neighborhood. 117</p>				
<p>Tasks are engaging and interesting enough that students want to pursue them. Real world problems are realistic and relevant to students' lives.</p> <p>Description: <i>At the beginning of each chapter, students are introduced to the Big Question and explore it through discussion, drawing, and writing activities in the myStory Spark. The myStory Video extends this exploration through interviews with children, who share their ideas on aspects of the Big Question. These activities help students establish personal meaning and connect to the content in the chapter. In addition, each chapter presents a song—in print and digitally—that ties into chapter content. Finally, the Vocabulary Preview engages students' interest and exposes them to some of the chapter vocabulary. As children work through the chapter, the first activity in each lesson is an Envision It! activity that taps into children's prior knowledge and sets the stage for the lesson.</i></p>	<p>Chapter 5 myStory Spark: Draw a picture of what you would see if you could travel to the past. 154 myStory Video: How does life change throughout history? 154 Song: All Across the Country. 155 Vocabulary Preview: 157–158 Envision It! 170–171, 174–175</p>				
<p>Evaluating differing points of view is encouraged by the tasks presented to students. Tasks require students to make decisions, determine strategies, and justify solutions.</p> <p>Description: <i>The worktext enables students to practice important 21st Century Skills, including Target Reading Skills, Collaboration and Creativity Skills, Graph Skills, Map Skills, Critical Thinking Skills, and Media and Technology Skills. These lifelong learning skills help students develop their ability to make decisions, determine strategies, and justify solutions.</i></p>	<p>21st Century Learning Online Checklist, 9 Target Reading Skill: Fact and Opinion 2, 3; Chapter 1: 14, 21, 25, 29, 33, 36–37, 38, 41</p> <p>Collaboration and Creativity Skills: Conflict and Cooperation, 22–23</p>				

<p>Tasks engage students in communicating social studies by writing, explaining, drawing, talking, listening, and reading for information. Tasks encourage collaboration, discussion, individual accountability, and positive interdependence.</p> <p>Description: <i>Active learning activities in myWorld Social Studies inspire students to obtain an enduring understanding of the content they're studying and to develop confidence and self-direction as they move through both team-based and independent work. Hands-on activities are embedded in the student materials and extended through the Teacher's Guide, myWorld Activities, Digital Presentations, and Online Lesson Plans.</i></p>	<p>myStory Spark: Draw a picture of yourself doing a job at school or at home. 46. Envision it! 54–55, 64–65 Got it? 57, 63 myStory Book: 45, 81, 117</p>					
<p>Students are given opportunities to create and use representations to organize, record, and communicate their thinking. Tasks promote the use of multiple representations. Students use a variety of tools, including both primary and secondary sources, to understand a single concept.</p> <p>Description: <i>Throughout the myWorld Social Studies program, students actively engage in acquiring new knowledge and skills. This new knowledge helps them develop a deeper understanding of the Big Question, which they revisit at each lesson through writing, drawing, circling, and underlining content in their own worktext. The worktext format encourages greater interaction with text and more active reading, including a focus on primary and secondary sources.</i></p>	<p>myStory Spark: How does life change throughout history? 154, 161, 167, 173, 177, 181, 185, 189 Song: All Across the Country, 155 Basal Text: Schools Then and Now, 165; Communities Then and Now, 166; Life Then and Now, 178–181; Technology Then and Now, 182–185 Primary Sources: 165, 166, 171, 178, 179, 180, 182, 187 Graphs and Charts: Timelines, 168–169; Graphic organizers, 173, 181</p>					
<p>The social studies connects to other disciplines such as reading, art, mathematics, and science. Tasks represent ideas as interconnected and building upon each other.</p>	<p>Reading Skills: Fact and Opinion 21, 36–37, 41, 43 Visual Arts: 174 Math: Graph Skills, 72–73 Science: Inventions, 178</p>					
<p>Content provided that is NOT directly associated with NGSSS benchmarks for the course/grade level is less than approximately ten percent (10%). (Publishers must list ALL content here, not just examples.)</p> <p>Description: <i>myWorld Social Studies provides less than 10% extraneous content for this course. Any additional content is included to help create an engaging narrative and provide greater context for students.</i></p>	<p>Reading Skills 2–7 Keys to Good Writing 8</p>					

**CORRELATION
FLORIDA DEPARTMENT OF EDUCATION
INSTRUCTIONAL MATERIALS CORRELATION
ACCESS POINTS**

SUBJECT: Social Studies
GRADE LEVEL: Grade One
COURSE TITLE: Social Studies - Grade 1
COURSE CODE: 5021030
SUBMISSION TITLE: myWorld Social Studies, Florida; Grade One: Making Our Way
TITLE ID: 1876
PUBLISHER: Pearson Education, Inc., publishing as Scott Foresman
PUBLISHER ID: 22-1603684-02

ACCESS POINT CODE	ACCESS POINT DESCRIPTION	LESSONS WHERE ACCESS POINT IS DIRECTLY ADDRESSED IN-DEPTH IN MAJOR TOOL (Include page numbers of lesson, a link to lesson, or other identifier for easy lookup for committee member.)	Committee Member Evaluation (Committee Member Use Only)				
			Thoroughly	Highly	Adequately	Minimally	Not At All
SS.1.A.1.In.a	Identify a primary source, such as pictures or artifacts.	How We Learn About History, 170–173, Review and Assessment, 187-188					
SS.1.A.1.In.b	Locate information in pictures or print about a historical topic.	Primary Sources, 171, Using Sources, 172, Compare and Contrast, 173, Review and Assessment, 187-188					
SS.1.A.1.Pa.a	Recognize an object or photograph related to a person or event.	Media and Technology: Using Graphic Sources, 148-149, Review and Assessment, 151, Primary Sources, 171, Using Sources, 172, Compare and Contrast, 173, Review and Assessment, 187-188					
SS.1.A.1.Pa.b	Recognize a person as a source of information.	Listen to people tell stories about the past, 170, also see: Draw a picture of people in your community who are being good citizens, 45, Draw a family custom, 153					
SS.1.A.1.Su.a	Recognize a primary source, such as pictures or artifacts.	Primary Sources, 171, Compare and Contrast, 173, Review and Assessment, 187-188, also see: Media and Technology: Using Graphic Sources, 148-149					
SS.1.A.1.Su.b	Use pictures to answer a question about a historical topic.	Media and Technology: Using Graphic Sources, 148-149, Review and Assessment, 151-152, also see: Draw (images, maps), 10, 19, 23, 42, 45, 46, 65, 75, 81, 82, 87, 95, 117, 118, 127, 141, 145, 150, 153, 171, 175, 189, FL12, FL13, FL14					
SS.1.A.2.In.a	Recognize examples of people and events from other times in stories.	Talking About Time, 164–167, How We Learn About History, 170–173, People to Know, FL15					
SS.1.A.2.In.b	Recognize examples of daily life that are different from long ago.	Schools Then and Now, 165, Communities Then and Now, 166, Life Then and Now, 178–181, Technology Then and Now, 182–185, Review and Assessment, 188, My Story Book, 189					
SS.1.A.2.In.c	Identify national holidays as a way of remembering and honoring people and events, such as Thanksgiving, Independence Day, and Memorial Day.	What Are Our Celebrations? 130–133, We Celebrate Our Nation, 136–139, Review and Assessment, 151, Veteran's Day, FL14					

SS.1.A.2.In.d	Identify a person from the past who showed bravery, honesty, or responsibility.	Stories From the Past, 140–143, American Heroes, 174–177, Review and Assessment, 184, People to Know, FL15					
SS.1.A.2.In.e	Identify events or characters in a story that are not real (fiction), such as Pecos Bill riding a tornado.	Paul Bunyan, 142, John Henry, 142–143					
SS.1.A.2.Pa.a	Recognize a past event.	Stories From the Past, 140–143					
SS.1.A.2.Pa.b	Recognize family members of older generations.	Families Then and Now, 180, also see: Family Customs, 126-127, Families Share Culture, 128, Families Celebrate, 130, Photographs, 170					
SS.1.A.2.Pa.c	Recognize an activity associated with a national celebration, such as a family dinner on Thanksgiving.	What Are Our Celebrations? 130–133, We Celebrate Our Nation, 136–139, Review and Assessment, 151, Veteran's Day, FL14					
SS.1.A.2.Pa.d	Recognize a school leader, such as the principal.	Leaders at School, 28, 30, Review and Assessment, 44					
SS.1.A.2.Pa.e	Recognize a character in a story that is not real.	Paul Bunyan, 142, John Henry, 142–143					
SS.1.A.2.Su.a	Recognize a story about someone living in a different time.	Talking About Time, 164–167, How We Learn About History, 170–173, People to Know, FL15					
SS.1.A.2.Su.b	Recognize items that did not exist long ago.	Life Then and Now, 178–181, Technology Then and Now, 182–185, Review and Assessment, 188, My Story Book, 189					
SS.1.A.2.Su.c	Recognize a national holiday as a way of remembering and honoring people and events, such as Thanksgiving or Independence Day.	What Are Our Celebrations? 130–133, We Celebrate Our Nation, 136–139, Review and Assessment, 151, Veteran's Day, FL14					
SS.1.A.2.Su.d	Recognize a person who showed honesty, bravery, or responsibility.	Stories From the Past, 140–143, American Heroes, 174–177, Review and Assessment, 184, People to Know, FL15					
SS.1.A.2.Su.e	Recognize a character in a story that is not real (fiction), such as Babe the Blue Ox.	Paul Bunyan, 142, John Henry, 142–143					
SS.1.A.3.In.a	Identify concepts of time, including yesterday, today, and tomorrow.	Measuring Time, 158–161, Sequence, 162–163, Talking About Time, 164–167, Timelines, 168–169, Review and Assessment, 186					
SS.1.A.3.In.b	Sequence three events in a student's life using photographs or pictures on a timeline.	Create your own timeline, 169					
SS.1.A.3.Pa.a	Associate morning with a common school activity, such as circle time.	Measuring Time (school), 158					
SS.1.A.3.Pa.b	Recognize one activity that comes next on a classroom daily schedule.	Reading Skills: Sequence, 162-163					
SS.1.A.3.Su.a	Recognize concepts of time, including morning and afternoon, related to school activities.	Measuring Time (school), 158, Reading Skills: Sequence, 162-163					
SS.1.A.3.Su.b	Sequence two events in a student's life using photographs or pictures.	Reading Skills: Sequence, 162-163, Graph Skills: Timelines, 168-169					
SS.1.C.1.In.a	Identify reasons for rules that keep students safe in the classroom and school, such as keeping order.	I Follow Rules, 24–27, Be a Good Citizen, FL13					
SS.1.C.1.In.b	Identify authority figures in the school, such as the teacher, principal, and cafeteria manager.	Leaders at School, 28, 30, Review and Assessment, 44					
SS.1.C.1.In.c	Identify an example of the use of power without authority in the classroom or school, such as bullying and stealing.	My Responsibilities, 20–21, Conflict and Cooperation, 22–23, Be a Good Citizen, FL13					
SS.1.C.1.Pa.a	Associate a classroom rule with a consequence.	I Follow Rules, 24–27, Be a Good Citizen, FL13					

SS.1.C.1.Pa.b	Recognize the teacher as the classroom leader.	Leaders at School, 28, 30, Review and Assessment, 44					
SS.1.C.1.Pa.c	Recognize ownership of personal belongings.	My Responsibilities, 20, Rules at Home and School, 25					
SS.1.C.1.Su.a	Recognize reasons for rules that keep students safe in the classroom and school, such as keeping order.	I Follow Rules, 24–27, Be a Good Citizen, FL13					
SS.1.C.1.Su.b	Recognize an authority figure in the school, such as the teacher or principal.	Leaders at School, 28, 30, Review and Assessment, 44					
SS.1.C.1.Su.c	Recognize an example of the use of power without authority in the classroom or school, such as bullying or stealing.	My Responsibilities, 20–21, Conflict and Cooperation, 22–23, Be a Good Citizen, FL13					
SS.1.C.2.In.a	Identify student responsibilities in the classroom and school, such as completing tasks and following rules.	Citizens at School, 15, My Rights and Responsibilities, 18–21, Rules at Home and School, 25, Review and Assessment, 42					
SS.1.C.2.In.b	Identify ways to be good citizens in the school, such as by taking care of school property and following school rules.	I am a Good Citizen, 14–17, My Responsibilities, 20, Rules at Home and School, 25, My Story Book, 45, Be a Good Citizen, FL13					
SS.1.C.2.In.c	Identify ways to be good citizens in the school, such as by taking care of school property and following school rules.	I am a Good Citizen, 14–17, My Story Book, 45, Be a Good Citizen, FL13					
SS.1.C.2.Pa.a	Associate completing a task with a classroom responsibility.	Citizens at School, 15, My Rights and Responsibilities, 18–21, Rules at Home and School, 25, Review and Assessment, 42					
SS.1.C.2.Pa.b	Associate completing a task with responsible citizenship in the classroom.	Citizens at School, 15, My Rights and Responsibilities, 18–21, Rules at Home and School, 25, Review and Assessment, 42					
SS.1.C.2.Pa.c	Associate completing a task with responsible citizenship in the classroom.	Citizens at School, 15, My Responsibilities, 20–21, Rules at Home and School, 25, Review and Assessment, 42					
SS.1.C.2.Su.a	Recognize ways to be responsible in the classroom, such as completing tasks.	Citizens at School, 15, My Responsibilities, 20–21, Rules at Home and School, 25, Review and Assessment, 42					
SS.1.C.2.Su.b	Recognize a way to be a good citizen in the school, such as by taking care of school property.	I am a Good Citizen, 14–17, My Story Book, 45, Be a Good Citizen, FL13					
SS.1.C.2.Su.c	Recognize a way to be a good citizen in the school, such as by taking care of school property.	I am a Good Citizen, 14–17, My Story Book, 45, Be a Good Citizen, FL13					
SS.1.C.3.In.a	Identify ways to make a decision or resolve a conflict, such as talking about problems or listening to each other.	Cooperate, 21, Conflict and Cooperation, 22–23, Be a Good Citizen, FL13					
SS.1.C.3.In.b	Recognize symbols and individuals that represent America, such as the American flag, Pledge of Allegiance, bald eagle, and current president.	My Government, 32–35, White House, 36, Symbols of My Country, 38–41, Review and Assessment, 44, The American Flag, FL12					
SS.1.C.3.Pa.a	Recognize a way to make a decision or resolve a conflict, such as making a choice or taking turns.	Cooperate, 21, Conflict and Cooperation, 22–23, Be a Good Citizen, FL13					
SS.1.C.3.Pa.b	Recognize the American flag.	The American Flag, FL12					
SS.1.C.3.Su.a	Recognize ways to make a decision or resolve a conflict, such as talking about problems or listening to each other.	Cooperate, 21, Conflict and Cooperation, 22–23, Be a Good Citizen, FL13					

SS.1.C.3.Su.b	Recognize symbols that represent America, such as the American flag or Pledge of Allegiance.	Citizens at School, 15, My Government, 32–35, White House, 36, Symbols of My Country, 38–41, Review and Assessment, 44, The American Flag, FL12					
SS.1.E.1.In.a	Identify coins and bills as forms of money that can be used to buy things.	Money, 52, 68, 69					
SS.1.E.1.In.b	Recognize an example of opportunity costs, such as giving up watching television to play with a friend.	We Make Trade-Offs, 56–57					
SS.1.E.1.In.c	Recognize examples of goods and services.	Goods and Services, 58–61, Review and Assessment, 79					
SS.1.E.1.In.d	Identify the difference between a buyer and seller.	Buying and Selling, 64–67					
SS.1.E.1.In.e	Recognize ways that people save money, such as in a bank or other safe place.	Saving Money, 70–71					
SS.1.E.1.In.f	Recognize that when there is not enough of something (scarce resource), people need to make choices, such as sharing, saving, or doing without.	Why We Make Choices, 54–57					
SS.1.E.1.Pa.a	Recognize an item that can be traded for something else in the classroom.	Trade, 64					
SS.1.E.1.Pa.b	Recognize an item that can be traded for something else in the classroom.	Trade, 64					
SS.1.E.1.Pa.c	Recognize an example of goods.	Goods and Services, 58–61, Review and Assessment, 79					
SS.1.E.1.Pa.d	Recognize an item that can be traded for something else in the classroom.	Trade, 64					
SS.1.E.1.Pa.e	Recognize that an item can be saved for later.	Spending and Saving, 68–71					
SS.1.E.1.Pa.f	Associate not enough with no more.	We Choose What to Buy, 55					
SS.1.E.1.Su.a	Identify coins as money that can be used to buy things.	Money, 52, 68, 69					
SS.1.E.1.Su.b	Recognize a situation that involves making a choice, such as watching a video or playing a game.	Why We Make Choices, 54–57					
SS.1.E.1.Su.c	Recognize examples of goods.	Goods and Services, 58–61, Review and Assessment, 79					
SS.1.E.1.Su.d	Recognize that people buy goods in a store.	Buying and Selling, 64–67					
SS.1.E.1.Su.e	Recognize a way to save money, such as putting it in a bank.	Saving Money, 70–71					
SS.1.E.1.Su.f	Recognize when there is not enough of something (scarce resource).	We Choose What to Buy, 55					
SS.1.G.1.In.a	Identify a map of the local community or Florida.	Welcome to Florida, FL16–FL17					
SS.1.G.1.In.b	Recognize elements in a key/legend on a simple map or drawing of a location, such as pictures and symbols.	Maps and Globes, 90–93, Parts of a Map, 94–95					
SS.1.G.1.In.c	Construct a simple map using map symbols.	Parts of a Map, 94–95, My Story Book, 117					
SS.1.G.1.In.d	Identify land and water on a map and globe, such as by using the color key—blue is water, and green/brown is land.	Maps and Globes, 90–93, Parts of a Map, 94–95, Continents and Oceans, 100–103, Welcome to Florida, FL16–FL17, Review and Assessment, 115					
SS.1.G.1.In.e	Locate Florida and a major body of water on maps or globes, such as the Atlantic Ocean or the Gulf of Mexico.	Finding Places on a Map, 92, Continents and Oceans, 100–103, Review and Assessment, 115, Welcome to Florida, FL16–FL17					

SS.1.G.1.In.f	Recognize selected ways location, weather, and physical environment affect people in the student's community, such as their food, clothing, shelter, transportation, and recreation.	Our Environment, 104–107, Review and Assessment, 116, What Is Culture? 122–125, Compare and Contrast, 134–135, Use Graphic Sources, 148–149, Welcome to Florida, FL16–FL17					
SS.1.G.1.Pa.a	Recognize a drawing of home or school.	Try It! 95, My Story Book, 117					
SS.1.G.1.Pa.b	Associate an object, picture, or symbol with a location.	Where Things Are Located, 86–89, Maps and Globes, 90–93, Parts of a Map, 94–95, Land and Water, 96–99					
SS.1.G.1.Pa.c	Associate an object, picture, or symbol with a location.	Where Things Are Located, 86–89, Maps and Globes, 90–93, Parts of a Map, 94–95, Land and Water, 96–99					
SS.1.G.1.Pa.d	Recognize a picture of land or water.	Land and Water, 96–99					
SS.1.G.1.Pa.e	Recognize a picture of land or water.	Land and Water, 96–99					
SS.1.G.1.Pa.f	Associate a selected characteristic of the student's environment, such as food, clothing, or shelter, with its personal effect on the student.	Our Environment, 104–107, Review and Assessment, 116, What Is Culture? 122–125, Compare and Contrast, 134–135, Use Graphic Sources, 148–149, Welcome to Florida, FL16–FL17					
SS.1.G.1.Su.a	Recognize a pictorial map of the local community or Florida.	Welcome to Florida, FL16–FL17					
SS.1.G.1.Su.b	Recognize an element in a key/legend on a pictorial map or drawing of a location, such as pictures or symbols.	Directions on a Map, 88, Maps and Globes, 90–93, Parts of a Map, 94–95, Review and Assessment, 114, Welcome to Florida, FL16–FL17					
SS.1.G.1.Su.c	Complete a pictorial map using pictures or symbols for designated areas.	Parts of a Map, 94–95, My Story Book, 117					
SS.1.G.1.Su.d	Recognize land and water on a map and globe, such as by using the color key—blue is water and green/brown is land.	Maps and Globes, 90–93, Parts of a Map, 94–95, Continents and Oceans, 100–103, Welcome to Florida, FL16–FL17, Review and Assessment, 115					
SS.1.G.1.Su.e	Recognize land and water on a map and globe, such as by using the color key—blue is water and green/brown is land.	Maps and Globes, 90–93, Parts of a Map, 94–95, Continents and Oceans, 100–103, Welcome to Florida, FL16–FL17, Review and Assessment, 115					
SS.1.G.1.Su.f	Recognize a way location, weather, or physical environment affects people in the student's community, such as their food, clothing, shelter, transportation, or recreation.	Our Environment, 104–107, Review and Assessment, 116, What Is Culture? 122–125, Compare and Contrast, 134–135, Use Graphic Sources, 148–149, Welcome to Florida, FL16–FL17					