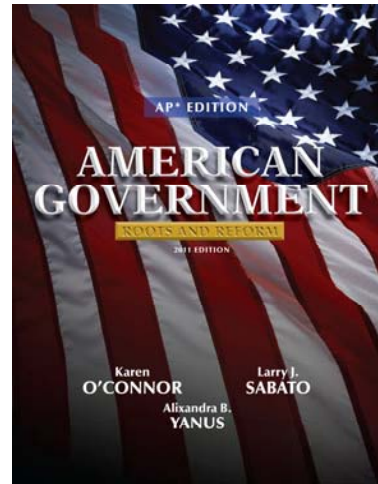


A Correlation of

American Government: Roots and Reform

Eleventh Edition, AP* Edition

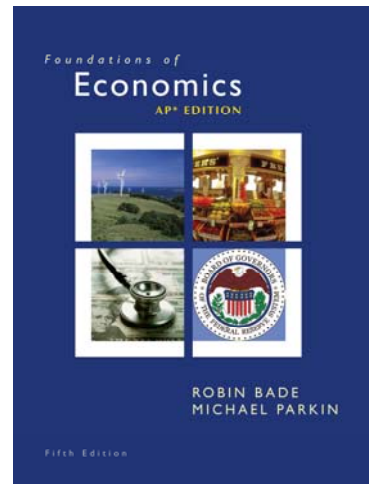


To the

**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

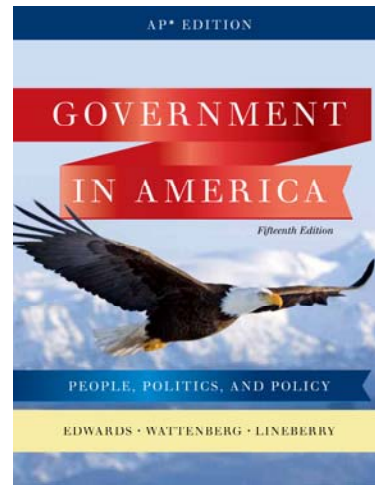


To the

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

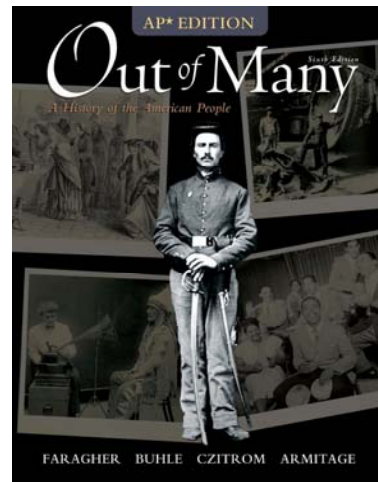


To the

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



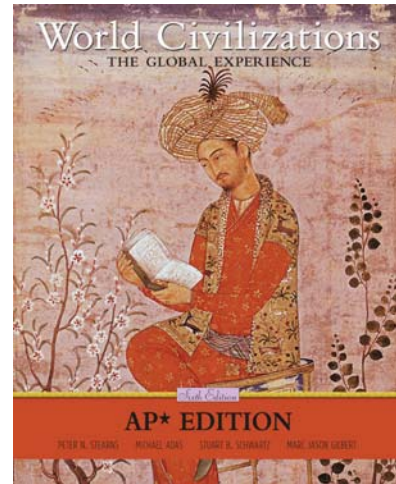
To the

**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

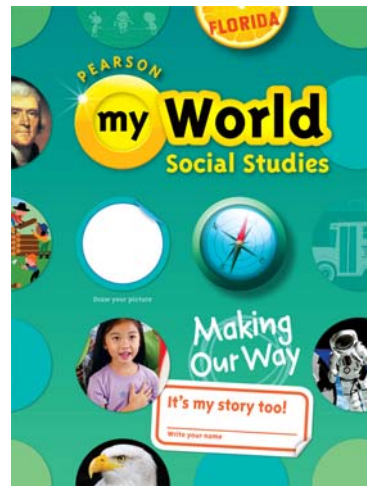
**Florida Course Standards and Access Points
for M/J Civics – 2106010**

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

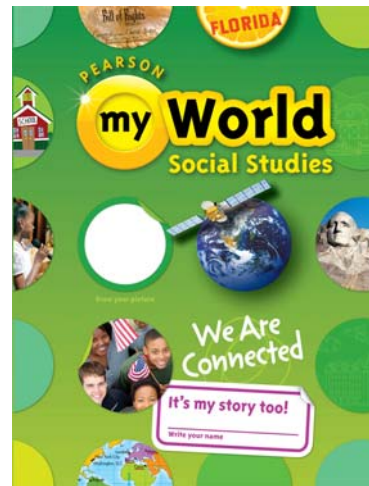
**Florida Course Standards and Access Points
for Social Studies - Grade 2 - 5021040**

A Correlation of

Pearson

myWorld Social Studies

Florida Edition, Grade Three: We Are Connected



To the

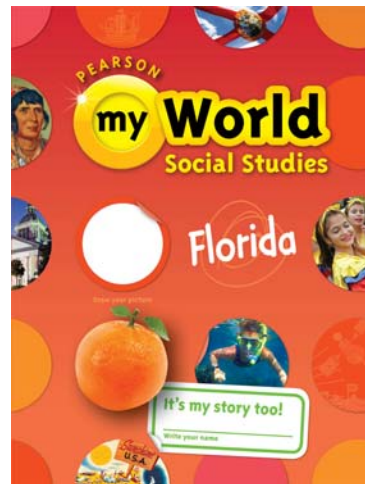
**Florida Course Standards and Access Points
for Social Studies – Grade 3 - 5021050**

A Correlation of

Pearson

myWorld Social Studies

Florida Edition, Grade Four: Florida



To the

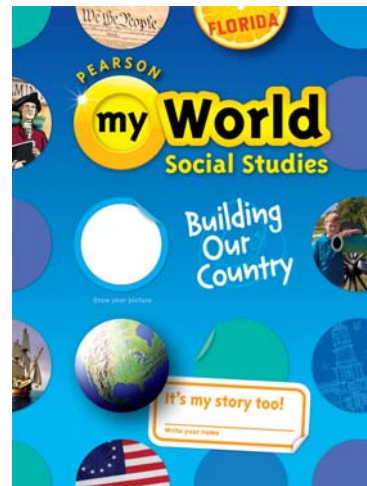
**Florida Course Standards and Access Points
for Social Studies - Grade 4 - 5021060**

A Correlation of

Pearson

myWorld Social Studies

Florida Edition, Grade Five: Building Our Country



To the

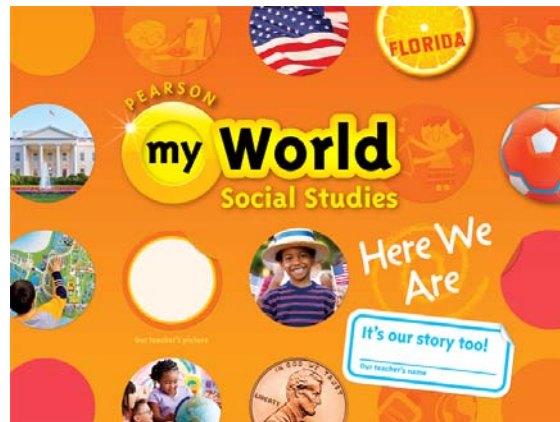
**Florida Course Standards and Access Points
for Social Studies - Grade 5 - 5021070**

A Correlation of

Pearson

myWorld Social Studies

Florida Edition, Grade K: Here We Are

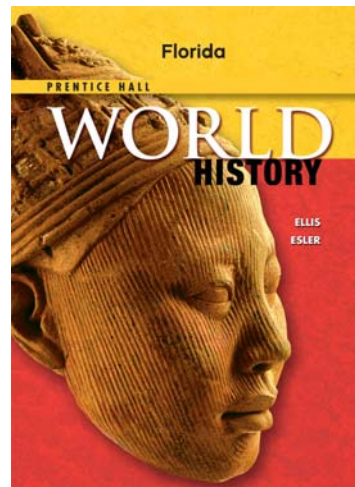


To the

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

A Correlation of

**Prentice Hall
World History
Florida Edition**

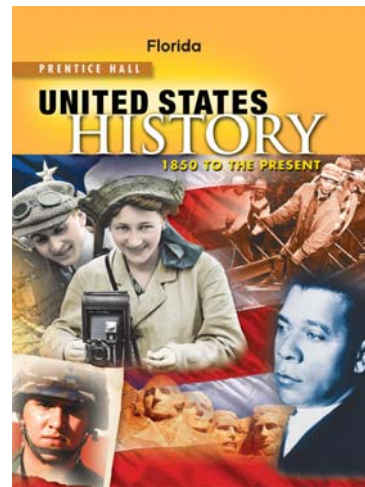


To the

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

A Correlation of

**Prentice Hall
United States History
Florida Edition**



To the

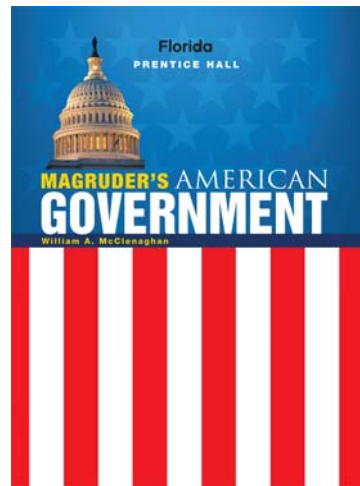
**Florida Course Standards and Access Points
for United States History - 2100310**

A Correlation of

Prentice Hall

Magruder's American Government

Florida Edition

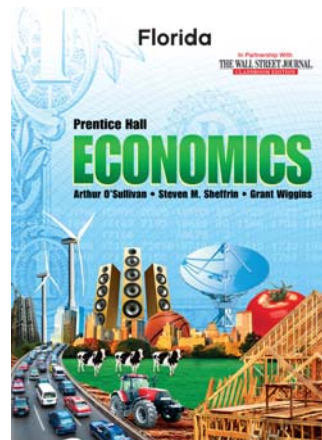


To the

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

A Correlation of

**Prentice Hall
Economics
Florida Edition**

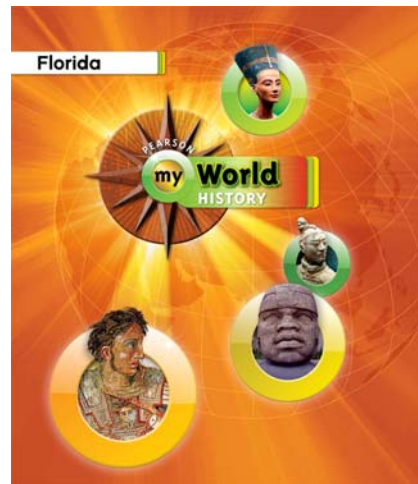


To the

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

A Correlation of

**Pearson
myWorld History
Florida Edition**



To the

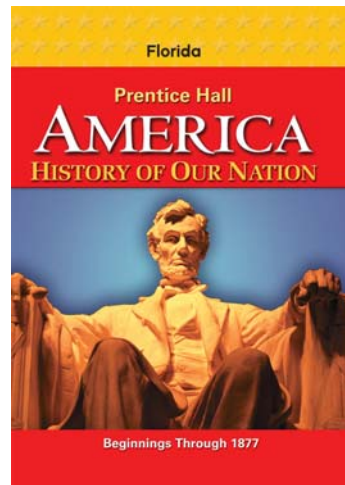
**Florida Course Standards and Access Points
for M/J World History – 2109010**

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 Two

COURSE TITLE: Social Studies - Grade 2

COURSE CODE: 5021040

SUBMISSION TITLE: myWorld Social Studies, Florida; Grade Two: We Do Our Part

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.2.A.1.1 | Examine primary and secondary sources. | N/A | Artifacts, 132, Two Cultures, 148–151, Review and Assessment, 154, 156, Learning About the Past, 168–171, Review and Assessment, 194 | | | | | |
| SS.2.A.1.2 | Utilize the media center, technology, or other informational sources to locate information that provides answers to questions about a historical topic. | N/A | Reading a Timeline, 166–167, Learning About the Past, 168–171 | | | | | |
| SS.2.A.2.1 | Recognize that Native Americans were the first inhabitants of North America. | N/A | The First Americans, 172–175, Review and Assessment, 195 | | | | | |
| SS.2.A.2.2 | Compare the cultures of Native American tribes from various geographic regions of the United States. | N/A | Passing Down Traditions, 132–133, The First Americans, 172–175, Review and Assessment, 195 | | | | | |
| SS.2.A.2.3 | Describe the impact of immigrants on the Native Americans. | N/A | Cherokee History, 174–175, Europeans in America, 176–177 | | | | | |
| SS.2.A.2.4 | Explore ways the daily life of people living in Colonial America changed over time. | N/A | Thirteen Colonies, One Country, 178–179, Technology Then and Now, 184–187 | | | | | |
| SS.2.A.2.5 | Identify reasons people came to the United States throughout history. | N/A | America's Early Settlers, 176–177, A Growing Nation, 180–183 | | | | | |
| SS.2.A.2.6 | Discuss the importance of Ellis Island and the Statue of Liberty to immigration from 1892-1954. | N/A | A Nation of Immigrants, 182–183 | | | | | |
| SS.2.A.2.7 | Discuss why immigration continues today. | N/A | A Nation of Immigrants, 182–183 | | | | | |
| SS.2.A.2.8 | Explain the cultural influences and contributions of immigrants today. | N/A | Cultures in Our Country, 134–137, People to Know, FL15 | | | | | |

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|------------|---|-----|---|--|--|--|--|--|
| SS.2.A.3.1 | Identify terms and designations of time sequence. | N/A | Steps for Making Choices, 55, Reading a Flow Chart, 62–63, Life Then and Now, 162–165, Reading a Timeline, 166–167, Technology Then and Now, 184–187 | | | | | |
| SS.2.C.1.1 | Explain why people form governments. | N/A | Our Government, 20, 30–33, Our Leaders, 34, Review and Assessment, 43 | | | | | |
| SS.2.C.1.2 | Explain the consequences of an absence of rules and laws. | N/A | We Follow Rules and Laws, 24, Why Laws Are Important, 26–27, Draw Conclusions 29, Review and Assessment, 43 | | | | | |
| SS.2.C.2.1 | Identify what it means to be a United States citizen either by birth or by naturalization. | N/A | Be a Good Citizen, FL13, Our Rights as Citizens, 20–23 | | | | | |
| SS.2.C.2.2 | Define and apply the characteristics of responsible citizenship. | N/A | The American Flag, FL12, Be a Good Citizen, FL13, myStory Spark, 10, Begin With a Song, 11, We Are Good Citizens, 14–17, Review and Assessment, 42, We Conserve Resources, 117 | | | | | |
| SS.2.C.2.3 | Explain why United States citizens have guaranteed rights and identify rights. | N/A | Our Rights as Citizens, 20–23, Review and Assessment, 42 | | | | | |
| SS.2.C.2.4 | Identify ways citizens can make a positive contribution in their community. | N/A | Be a Good Citizen, FL13, Begin With a Song, 11, Citizens in Their Community, 16–17, Taking Action, 18–19, My Story Book, 45, We Conserve Resources, 117 | | | | | |
| SS.2.C.2.5 | Evaluate the contributions of various African Americans, Hispanics, Native Americans, veterans, and women. | N/A | What We Celebrate, 140–143, People to Know, FL15, Cherokee History, 174–175, American Heroes, 190–193, Review and Assessment, 196, Veteran's Day, FL14 | | | | | |
| SS.2.C.3.1 | Identify the Constitution as the document which establishes the structure, function, powers, and limits of American government. | N/A | Our Rights as Citizens, 20–23, Our Government, 30 | | | | | |
| SS.2.C.3.2 | Recognize symbols, individuals, events, and documents that represent the United States. | N/A | The American Flag, FL12, Veteran's Day, FL14, Our Government, 20, 32, The Bill of Rights, 22, Our Leaders, 34–37, Our Country's Symbols, 38–41, Review and Assessment, 44, What We Celebrate, 140–143, American Stories, 144–147, Using Graphic Sources, 152–153, Declaration of Independence, 178, Statue of Liberty, 182, 183 | | | | | |
| SS.2.E.1.1 | Recognize that people make choices because of limited resources. | N/A | Begin With a Song, 47, Needs and Wants, 50–53, Making Good Choices, 54–57, Review and Assessment, 78, Our Environment, 108–111 | | | | | |
| SS.2.E.1.2 | Recognize that people supply goods and services based on consumer demand. | N/A | Our Government, 30–31, Deciding What to Produce, 59, Service Workers and Their Jobs, 64–67, Supply and Demand, 71, Review and Assessment, 79 | | | | | |
| SS.2.E.1.3 | Recognize that the United States trades with other nations to exchange goods and services. | N/A | Trade With Other Countries, 73, Review and Assessment, 80, Moving Things, 120 | | | | | |
| SS.2.E.1.4 | Explain the personal benefits and costs involved in saving and spending. | N/A | Making Good Choices, 54–57, Making Choices About Money, 74–77, Review and Assessment, 80 | | | | | |
| SS.2.G.1.1 | Use different types of maps (political, physical, and thematic) to identify map elements. | N/A | United States Capitals, 36, Florida Fun Facts, FL16–FL17, Maps Show Locations, 88, All About Maps, 90–93, Using a Map Scale, 94–95, The United States (Physical), 102, Political Maps, 103, United States Climate Regions, 106, Three Texas Resources, 116, Tennessee Road Map, 119, Going West, 181 | | | | | |

| | | | | | | | | |
|------------|--|-----|---|--|--|--|--|--|
| SS.2.G.1.2 | Using maps and globes, locate the student's hometown, Florida, and North America, and locate the state capital and the national capital. | N/A | United States Capitals, 36, Florida Fun Facts, FL16–FL17, Using a Map Scale, 94–95, The World, 99 | | | | | |
| SS.2.G.1.3 | Label on a map or globe the continents, oceans, Equator, Prime Meridian, North and South Pole. | N/A | Our Earth, 96–99, Review and Assessment, 122, Online Lesson Plan: Chapter 3, Lesson 3: Active Reading | | | | | |
| SS.2.G.1.4 | Use a map to locate the countries in North American (Canada, United States, Mexico, and the Caribbean Islands). | N/A | Political Maps, 103, Map, 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 of content. 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.</i></p> <p><i>“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: What is the world like? 82 myStory Spark: Draw a picture of the place where you live. 82, myStory Video: What is the world like? 82 Got It?: Lesson 4: Write the name of one landform or body of water located in your community. 103; Lesson 5: What is the weather like in your region today? 107; Lesson 6: Is the environment where you live urban, suburban, or rural? Write one way you know. 111 21st Century Skills: Map Skills: Using a Map Scale 94–95 myStory Book: What kinds of things can you do to help Earth stay healthy? Draw a picture showing what you can do. Add a caption. 125</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 offers an I Spy-like game to engage students’ interest and expose them to some of the chapter vocabulary. s children work through the chapter, the first activity in each lesson is an Envision It! activity that taps into children’s prior knowledge and set the stage for the lesson.</i></p> | <p>Chapter 2 myStory Spark: Draw a picture of you and your family having a meal together. 46 myStory Video: How do people get what they need? 46 Begin With a Song: What We Buy 47 Vocabulary Preview: 48–49 Envision It!: 50–51, 54–55, 58–59, 64–65, 70–71, 74–75</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: Draw Conclusions 2; Chapter 1: 17, 20, 27, 28–29, 33, 37, 39, 43 Collaboration and Creativity: Taking Action 18–19 Graph Skills: Using Graphic Sources 152–153; Reading a Timeline 166–167 Got It?: 23, 77, 147 Envision It!: 144–145 myStory Book: 197</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, Activity Cards, Interactive Whiteboard, and Online Lesson Plan.</i></p> | <p>myStory Spark: 10 myStory Book: 45 Envision It!: 20–21, 34–35, 134–135, 184–185 Got It?: 117, 147 Target Reading Skill: Fact and Opinion 188-189 Interactivities: 23, 53, 93, 173</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 do people best cooperate? 10, 17, 23, 27, 33, 37, 41, 45 myStory Video: How do people best cooperate? 10 Basal Text: Community Government 30; State Government 31; United States Government 32 Primary Sources: 31, 32 Graphic Organizers: Branches of Government 33 Target Reading Skills: Draw Conclusions 17, 27, 28–29, 43 Collaboration and Creativity: Taking Action 18–19</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>Description: <i>The worktext enables students to practice important Target Reading Skills-essential skills they'll need when reading informational texts throughout their lives. Students may also use their mathematical, scientific, and artistic knowledge in different activities, such as measuring scale on maps, explaining the development and impact of technology on society, or creating a visual representation of a place.</i></p> | <p>Target Reading Skill: Compare and Contrast 5, 133, 133, 137, 138–139, 143, 147, 151, 154 Reading: American Stories 144–147, Fact and Opinion 188–189 Art: Our Music 131, New Orleans, Louisiana 135 Mathematics: A Savings Plan 75; Using a Map Scale 94–95; Nonrenewable Resources 115 Science: Weather and Climate 104–107, Technology Then and Now 184–185</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>Target 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 Two
COURSE TITLE: Social Studies - Grade 2
COURSE CODE: 5021040
SUBMISSION TITLE: myWorld Social Studies, Florida; Grade Two: We Do Our Part
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.2.A.1.In.a | Use primary and secondary sources, such as artifacts, photographs, and videos, to obtain information. | Artifacts, 132, Two Cultures, 148–151, Learning About the Past, 168–171, Review and Assessment, 194 | | | | | |
| SS.2.A.1.In.b | Use technology and other informational sources to find answers to questions about a historical topic. | Reading a Timeline, 166–167, Learning About the Past, 168–171 | | | | | |
| SS.2.A.1.Pa.a | Recognize pictures or artifacts that relate to important people or events. | Artifacts, 132, Two Cultures, 148–151, Learning About the Past, 168–171, Review and Assessment, 194 | | | | | |
| SS.2.A.1.Pa.b | Recognize a book or picture as a source of information. | Learning About the Past, 168–171, Review and Assessment, 194 | | | | | |
| SS.2.A.1.Su.a | Use a primary or secondary source, such as an artifact, photograph, or video, to obtain information. | Artifacts, 132, Two Cultures, 148–151, Learning About the Past, 168–171, Review and Assessment, 194 | | | | | |
| SS.2.A.1.Su.b | Use technology and other sources to obtain information about a historical topic. | Learning About the Past, 168–171, Review and Assessment, 194 | | | | | |
| SS.2.A.2.In.a | Identify early Native Americans. | The First Americans, 172–175, Review and Assessment, 195 | | | | | |
| SS.2.A.2.In.b | Identify practices of Native American tribes, such as clothing, housing, and food. | Passing Down Traditions, 132–133, The First Americans, 172–175, Review and Assessment, 195 | | | | | |
| SS.2.A.2.In.c | Recognize the impact of immigrants on the Native Americans, such loss of land and new diseases. | The First Americans, 172–175, America's Early Settlers, 176–179 | | | | | |
| SS.2.A.2.In.d | Identify ways people living in colonial America changed their daily lives, such as food, clothing, and housing. | Europeans in America, 176–177, Home Life Then and Now, 184 | | | | | |
| SS.2.A.2.In.e | Recognize reasons why people came to the United States, such as jobs or freedom. | A Nation of Immigrants, 182–183 | | | | | |
| SS.2.A.2.In.f | Identify that many immigrants saw the Statue of Liberty as they entered America. | Immigrants, 180, 182–183 | | | | | |

| | | | | | | | |
|---------------|--|--|--|--|--|--|--|
| SS.2.A.2.In.g | Recognize reasons why people move to the United States, such as jobs or freedom. | A Nation of Immigrants, 182–183 | | | | | |
| SS.2.A.2.In.h | Identify the influences of immigrants today, such as music, art, and foods from various cultures. | Cultures in Our Country, 134–137, Using Graphic Sources, 152–153, People to Know, FL15 | | | | | |
| SS.2.A.2.Pa.a | Recognize a characteristic of early Native Americans. | The First Americans, 172–175, Review and Assessment, 195 | | | | | |
| SS.2.A.2.Pa.b | Recognize a characteristic of early Native Americans. | The First Americans, 172–175, Review and Assessment, 195 | | | | | |
| SS.2.A.2.Pa.c | Recognize that people move to live in a new place. | America's Early Settlers, 176–179, Moving West, 180–181, Immigrants, 180, 182–183 | | | | | |
| SS.2.A.2.Pa.d | Recognize that people move to live in a new place. | America's Early Settlers, 176–179, Moving West, 180–181, Immigrants, 180, 182–183 | | | | | |
| SS.2.A.2.Pa.e | Recognize that people move to live in a new place. | America's Early Settlers, 176–179, Moving West, 180–181, Immigrants, 180, 182–183 | | | | | |
| SS.2.A.2.Pa.f | Recognize the Statue of Liberty. | Statue of Liberty, 182, 183 | | | | | |
| SS.2.A.2.Pa.g | Recognize that people move to live in a new place. | America's Early Settlers, 176–179, Moving West, 180–181, Immigrants, 180, 182–183 | | | | | |
| SS.2.A.2.Pa.h | Recognize differences in food or clothing from other cultures. | Culture Is Our Way of Life, 130–133, Cultures in Our Country, 134–137, Two Cultures, 148–151, Using Graphic Sources, 152–153 | | | | | |
| SS.2.A.2.Su.a | Recognize early Native Americans. | The First Americans, 172–175, Review and Assessment, 195 | | | | | |
| SS.2.A.2.Su.b | Recognize a practice associated with Native American tribes, such as clothing or housing. | Passing Down Traditions, 132–133, The First Americans, 172–175, Review and Assessment, 195 | | | | | |
| SS.2.A.2.Su.c | Recognize that some Native Americans lost their homes to immigrants. | The First Americans, 172–175, America's Early Settlers, 176–179 | | | | | |
| SS.2.A.2.Su.d | Recognize that people living in colonial America built homes. | Europeans in America, 176–177 | | | | | |
| SS.2.A.2.Su.e | Recognize a reason for moving to a different home, such as jobs. | A Nation of Immigrants, 182–183 | | | | | |
| SS.2.A.2.Su.f | Recognize that the Statue of Liberty is in America. | Statue of Liberty, 182, 183 | | | | | |
| SS.2.A.2.Su.g | Recognize a reason for moving to a different home, such as jobs. | A Nation of Immigrants, 182–183 | | | | | |
| SS.2.A.2.Su.h | Recognize food, clothing, and music from another culture. | Culture Is Our Way of Life, 130–133, Cultures in Our Country, 134–137, Two Cultures, 148–151, Using Graphic Sources, 152–153 | | | | | |
| SS.2.A.3.In.a | Identify concepts of time, including days and weeks. | Steps for Making Choices, 55, Reading a Flow Chart, 62–63, Life Then and Now, 162–165, Reading a Timeline, 166–167, Technology Then and Now, 184–187 | | | | | |
| SS.2.A.3.Pa.a | Recognize concepts of time, such as now or later. | Steps for Making Choices, 55, Reading a Flow Chart, 62–63, Life Then and Now, 162–165, Reading a Timeline, 166–167, Technology Then and Now, 184–187 | | | | | |
| SS.2.A.3.Su.a | Recognize concepts of time, including yesterday, today, and tomorrow. | Steps for Making Choices, 55, Reading a Flow Chart, 62–63, Life Then and Now, 162–165, Reading a Timeline, 166–167, Technology Then and Now, 184–187 | | | | | |
| SS.2.C.1.In.a | Recognize the purpose of rules and laws (government) in the home, school, and community, such as to promote safety, order, and good citizenship. | We Follow Rules and Laws, 24–27, Try It! 29, Our Government, 30–33, Review and Assessment, 43 | | | | | |

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| SS.2.C.1.In.b | Identify a consequence of not having rules and laws in the school and community, such as lack of order and people getting hurt. | We Follow Rules and Laws, 24–27, Try It! 29, Review and Assessment, 43 | | | | | |
| SS.2.C.1.Pa.a | Recognize rules in the classroom, such as cooperating and respecting personal space. | School Rules, 24 | | | | | |
| SS.2.C.1.Pa.b | Associate an action with a consequence, such as a push causing an object to break. | Cause and Effect, 112–113 | | | | | |
| SS.2.C.1.Su.a | Recognize the purpose of rules and laws in the home and school, such as to promote safety, order, and good citizenship. | We Follow Rules and Laws, 24–27, Try It! 29, Our Government, 30–33, Review and Assessment, 43 | | | | | |
| SS.2.C.1.Su.b | Recognize a consequence of not having classroom and school rules, such as people getting hurt. | We Follow Rules and Laws, 24–27, Try It! 29, Review and Assessment, 43 | | | | | |
| SS.2.C.2.In.a | Recognize that Americans become citizens by birth or by choice. | Be a Good Citizen, FL13, Our Rights as Citizens, 20 | | | | | |
| SS.2.C.2.In.b | Identify characteristics of responsible citizenship in the community, such as respecting property, helping neighbors, and participating in community activities. | The American Flag, FL12, Be a Good Citizen, FL13, Begin With a Song, 11, We Are Good Citizens, 14–17, Review and Assessment, 42, Earth's Resources, 114–117 | | | | | |
| SS.2.C.2.In.c | Identify a right of United States citizens, such as a right to vote or freedom of speech. | Our Rights as Citizens, 20–23, Review and Assessment, 42 | | | | | |
| SS.2.C.2.In.d | Recognize ways citizens can contribute to the community, such as volunteering and recycling. | Be a Good Citizen, FL13, Begin With a Song, 11, Citizens in Their Community, 16–17, Taking Action, 18–19, Draw Conclusions, 28, My Story Book, 452, Earth's Resources, 114–117 | | | | | |
| SS.2.C.2.In.e | Identify a contribution of African Americans, Hispanics, Native Americans, veterans, or women. | What We Celebrate, 140–143, People to Know, FL15, The First Americans, 172–175, American Heroes, 190–193, Veteran's Day, FL14 | | | | | |
| SS.2.C.2.Pa.a | Recognize membership in a group, such as the classroom, family, or community. | We Are Good Citizens, 14–17, We Follow Rules and Laws, 24–27, Try It! 29, Our Government, 30–33, Review and Assessment, 43 | | | | | |
| SS.2.C.2.Pa.b | Recognize a characteristic of responsible citizenship in the school, such as respecting property, helping others, or participating in school activities. | The American Flag, FL12, Be a Good Citizen, FL13, Begin With a Song, 11, We Are Good Citizens, 14–17, Review and Assessment, 42, Earth's Resources, 114–117 | | | | | |
| SS.2.C.2.Pa.c | Recognize the right of students to make choices, such as selecting activities or materials. | Our Rights as Citizens, 20–23, Review and Assessment, 42 | | | | | |
| SS.2.C.2.Pa.d | Recognize a contribution to the school, such as volunteering. | Be a Good Citizen, FL13, Begin With a Song, 11, Citizens in Their Community, 16–17, Taking Action, 18–19, Draw Conclusions, 28, My Story Book, 452, Earth's Resources, 114–117 | | | | | |
| SS.2.C.2.Pa.e | Recognize that people from diverse backgrounds make contributions. | What We Celebrate, 140–143, People to Know, FL15, The First Americans, 172–175, American Heroes, 190–193, Veteran's Day, FL14 | | | | | |
| SS.2.C.2.Su.a | Recognize an American as a citizen of the United States. | Be a Good Citizen, FL13, Our Rights as Citizens, 20 | | | | | |
| SS.2.C.2.Su.b | Recognize characteristics of responsible citizenship in the community, such as respecting property, helping neighbors, and participating in community activities. | The American Flag, FL12, Be a Good Citizen, FL13, Begin With a Song, 11, We Are Good Citizens, 14–17, Review and Assessment, 42, Earth's Resources, 114–117 | | | | | |
| SS.2.C.2.Su.c | Recognize a right of United States citizens, such as a right to vote or freedom of speech. | Our Rights as Citizens, 20–23, Review and Assessment, 42 | | | | | |

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| SS.2.C.2.Su.d | Recognize a way citizens can contribute to the community, such as volunteering or recycling. | Be a Good Citizen, FL13, Begin With a Song, 11, Citizens in Their Community, 16–17, Taking Action, 18–19, Draw Conclusions, 28, My Story Book, 452, Earth's Resources, 114–117 | | | | | |
| SS.2.C.2.Su.e | Recognize a contribution of an African American, Hispanic, Native American, veteran, or woman. | What We Celebrate, 140–143, People to Know, FL15, The First Americans, 172–175, American Heroes, 190–193, Veteran's Day, FL14 | | | | | |
| SS.2.C.3.In.a | Recognize that the American government has a set of written laws that all people must follow. | We Follow Rules and Laws, 24–27, Try It! 29, Our Government, 30–33, Review and Assessment, 43 | | | | | |
| SS.2.C.3.In.b | Recognize symbols, individuals, and events that represent America, such as the White House, the Statue of Liberty, George Washington, and the Fourth of July. | The American Flag, FL12, Veteran's Day, FL14, Our Government, 20, 32, The Bill of Rights, 22, Our Leaders, 34–37, Our Country's Symbols, 38–41, Review and Assessment, 44, What We Celebrate, 140–143, American Stories, 144–147, Using Graphic Sources, 152–153, Declaration of Independence, 178, Statue of Liberty, 182, 183 | | | | | |
| SS.2.C.3.Pa.a | Recognize a rule in the school. | School Rules, 24 | | | | | |
| SS.2.C.3.Pa.b | Recognize a symbol and event that represent America, such as the Statue of Liberty and the Fourth of July. | The American Flag, FL12, Veteran's Day, FL14, Our Government, 20, 32, The Bill of Rights, 22, Our Leaders, 34–37, Our Country's Symbols, 38–41, Review and Assessment, 44, What We Celebrate, 140–143, American Stories, 144–147, Using Graphic Sources, 152–153, Declaration of Independence, 178, Statue of Liberty, 182, 183 | | | | | |
| SS.2.C.3.Su.a | Recognize a law that all Americans must follow. | We Follow Rules and Laws, 24–27, Try It! 29, Review and Assessment, 43 | | | | | |
| SS.2.C.3.Su.b | Recognize symbols and individuals that represent America, such as the White House, the Statue of Liberty, and George Washington. | The American Flag, FL12, Veteran's Day, FL14, Our Government, 20, 32, The Bill of Rights, 22, Our Leaders, 34–37, Our Country's Symbols, 38–41, Review and Assessment, 44, What We Celebrate, 140–143, American Stories, 144–147, Using Graphic Sources, 152–153, Declaration of Independence, 178, Statue of Liberty, 182, 183 | | | | | |
| SS.2.E.1.In.a | Recognize that people make choices when there is little or none left of a resource. | Begin With a Song, 47, Needs and Wants, 50–53, Making Good Choices, 54–57, Review and Assessment, 78, Our Environment, 108–111 | | | | | |
| SS.2.E.1.In.b | Recognize that goods and services fill a need (demand), such as food with a grocery store and health care with a doctor. | Producing and Consuming Goods, 58–61, Service Workers and Their Jobs, 64–67, Trading for Goods and Services, 70–73, Review and Assessment, 79, My Story Book, 81 | | | | | |
| SS.2.E.1.In.c | Recognize that some goods come from other countries. | Trading for Goods and Services, 70–73, Review and Assessment, 80, Moving Things, 120 | | | | | |
| SS.2.E.1.In.d | Identify a benefit of saving, such as having more money for later; and a benefit of spending, such as getting what you want now. | Making Good Choices, 54–57, Making Choices About Money, 74–77, Review and Assessment, 80 | | | | | |
| SS.2.E.1.Pa.a | Recognize when there is none left of a resource. | Earth's Resources, 114–117 | | | | | |
| SS.2.E.1.Pa.b | Associate a desired item (goods) with a need. | Deciding What to Produce, 59 | | | | | |
| SS.2.E.1.Pa.c | Associate a desired item (goods) with its source. | Producing and Consuming Goods, 58–61, Reading a Flow Chart, 62–63, Service Workers and Their Jobs, 64–67 | | | | | |
| SS.2.E.1.Pa.d | Recognize that a saved item can be used later. | Making Choices About Money, 74–77, Review and Assessment, 80 | | | | | |

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| SS.2.E.1.Su.a | Recognize when there is little or none left of a resource. | Earth's Resources, 114–117 | | | | | |
| SS.2.E.1.Su.b | Recognize that goods fill a need, such as food from a grocery store or clothing from a department store. | Producing and Consuming Goods, 58–61, Service Workers and Their Jobs, 64–6 | | | | | |
| SS.2.E.1.Su.c | Recognize that some goods come from far away. | Trading for Goods and Services, 70–73, Review and Assessment, 80, Moving Things, 120 | | | | | |
| SS.2.E.1.Su.d | Recognize a benefit of saving, such as having more money for later. | Making Choices About Money, 74–77, Review and Assessment, 80 | | | | | |
| SS.2.G.1.In.a | Identify map elements, such as the title, cardinal directions, and key/legend. | All About Maps, 90–93, Using a Map Scale, 94–95, Our Earth, 96–99, Physical Maps, 102, Political Maps, 103, Climate Regions, 106, Resource Map, 116, Road Map, 119 | | | | | |
| SS.2.G.1.In.b | Identify the student's city and state. | United States Capitals, 36, Florida, Political, 94, Florida Fun Facts, FL16–FL17 | | | | | |
| SS.2.G.1.In.c | Recognize continents and oceans on a map or globe. | Florida, Political, 94, Our Earth, 96–99, Review and Assessment, 122, Florida Fun Facts, FL16–FL17 | | | | | |
| SS.2.G.1.In.d | Recognize the United States on a map of North America. | Political Maps, 103 | | | | | |
| SS.2.G.1.Pa.a | Recognize a picture or symbol on a drawing of a location. | Resource Map, 116, Road Map, 119 | | | | | |
| SS.2.G.1.Pa.b | Associate the name of the student's city with home. | Florida Fun Facts, FL16–FL17 | | | | | |
| SS.2.G.1.Pa.c | Recognize land and water in a picture. | Earth from Far Away, 96, Landforms and Bodies of Water, 100–103 | | | | | |
| SS.2.G.1.Pa.d | Recognize land and water in a picture. | Earth from Far Away, 96, Landforms and Bodies of Water, 100–103 | | | | | |
| SS.2.G.1.Su.a | Recognize map elements on a pictorial map, such as pictures and title. | All About Maps, 90–93, Using a Map Scale, 94–95, Our Earth, 96–99, Physical Maps, 102, Political Maps, 103, Climate Regions, 106, Resource Map, 116 | | | | | |
| SS.2.G.1.Su.b | Recognize the student's city and state. | United States Capitals, 36, Florida Fun Facts, FL16–FL17 | | | | | |
| SS.2.G.1.Su.c | Recognize land and water on a map or globe. | Florida, Political, 94, Our Earth, 96–99, Physical Maps, 102, Political Maps, 103, Climate Regions, 106, Review and Assessment, 122, Florida Fun Facts, FL16–FL17 | | | | | |
| SS.2.G.1.Su.d | Recognize a map of the United States. | Maps of United States, 36, 72, 102, 103, 106 | | | | | |