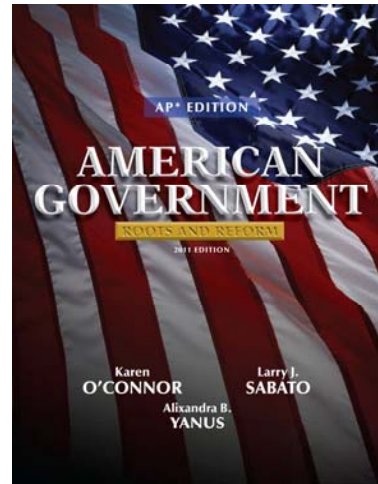




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# American Government: Roots and Reform Eleventh Edition, AP\* Edition

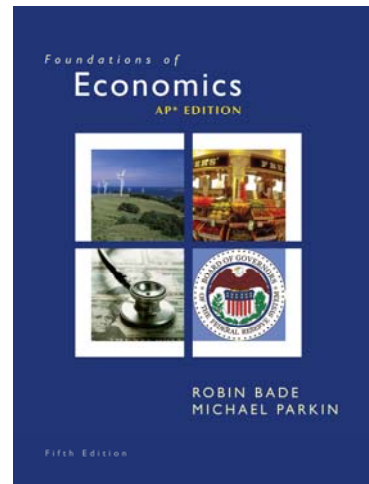


To the

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

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# Foundations of Economics Fifth Edition, AP\* Edition

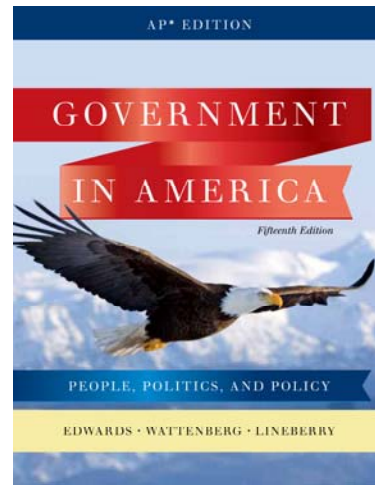


To the

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

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

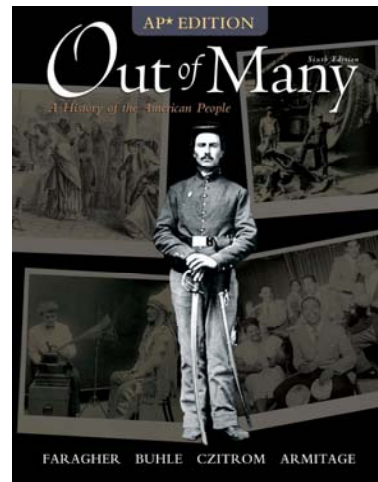


To the

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

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



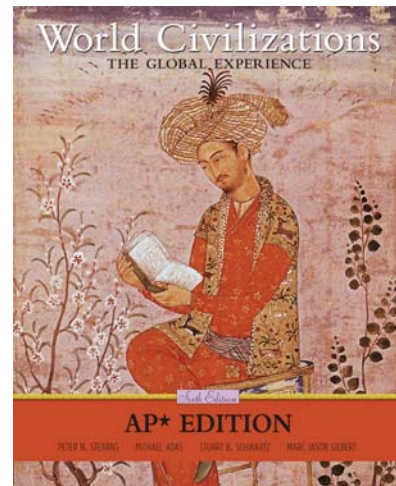
To the

**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

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**Pearson  
myFlorida Civics**



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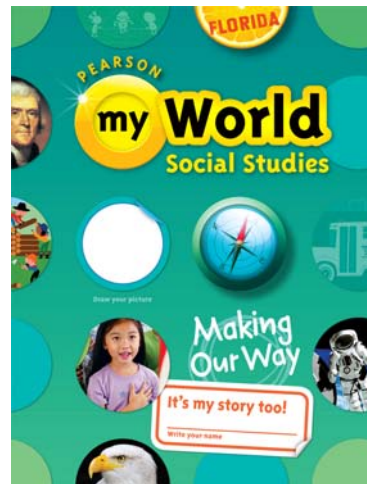
**Florida Course Standards and Access Points  
for M/J Civics – 2106010**

A Correlation of

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**Florida Edition, Grade One: Making Our Way**



To the

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for Social Studies - Grade 1 - 5021030**

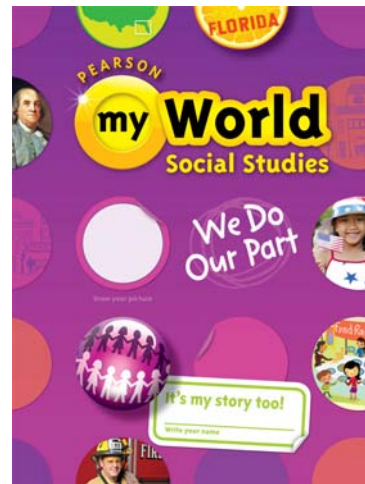


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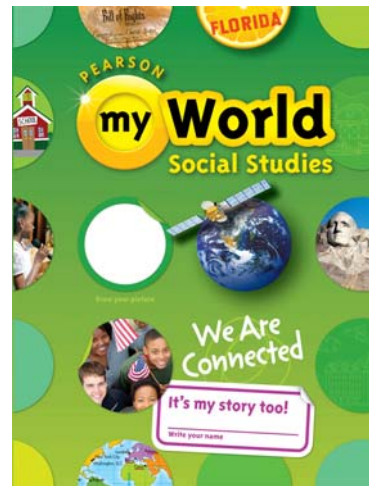
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for Social Studies - Grade 2 - 5021040**

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**Florida Edition, Grade Three: We Are Connected**

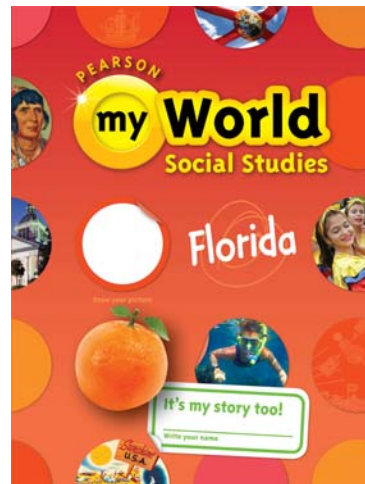


To the

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

A Correlation of

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**myWorld Social Studies**  
**Florida Edition, Grade Four: Florida**



To the

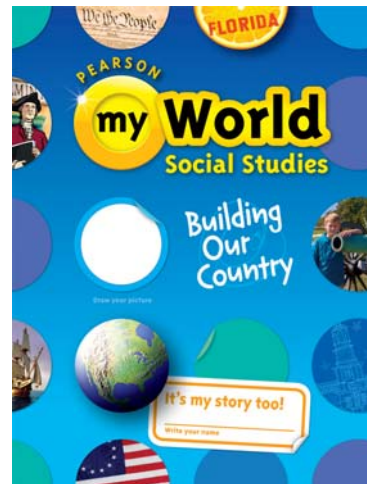
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for Social Studies - Grade 4 - 5021060**

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**myWorld Social Studies**

**Florida Edition, Grade Five: Building Our Country**



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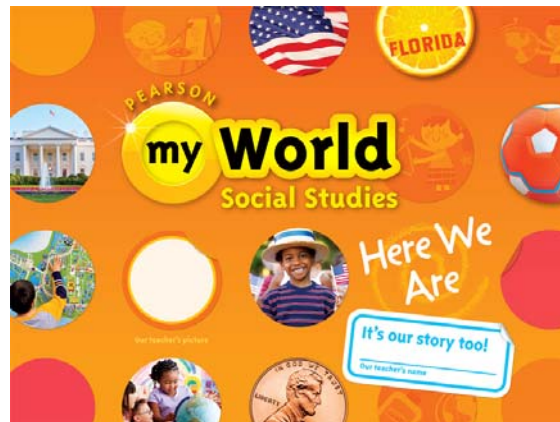
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for Social Studies - Grade 5 - 5021070**

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**myWorld Social Studies**

**Florida Edition, Grade K: Here We Are**

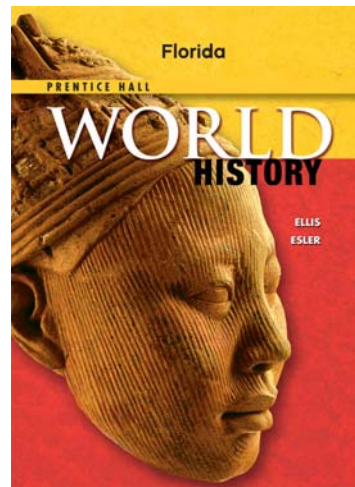


To the

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

A Correlation of

**Prentice Hall  
World History  
Florida Edition**

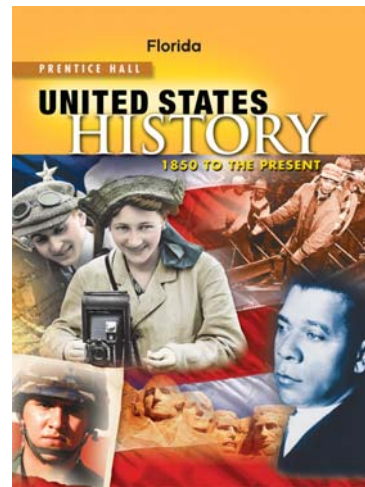


To the

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

A Correlation of

**Prentice Hall  
United States History  
Florida Edition**



To the

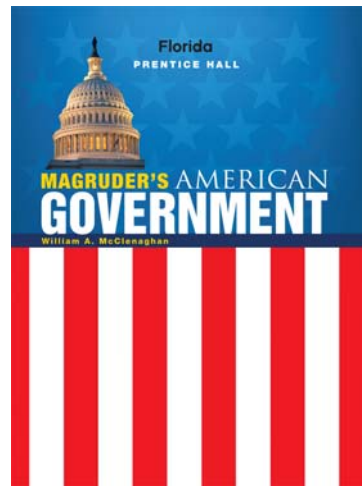
**Florida Course Standards and Access Points  
for United States History - 2100310**

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**Magruder's American Government**

Florida Edition



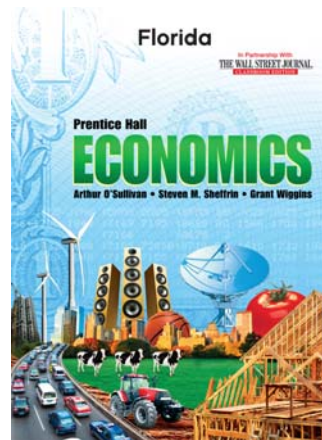
To the

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



A Correlation of

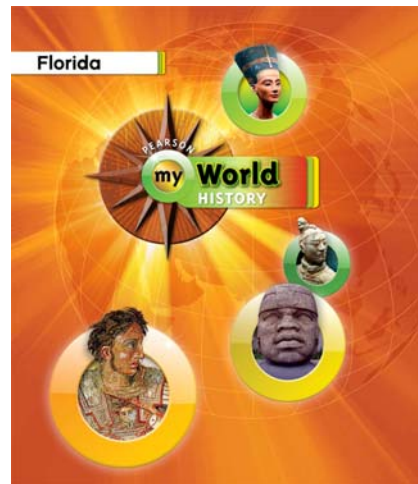
# Prentice Hall Economics Florida Edition



To the

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

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



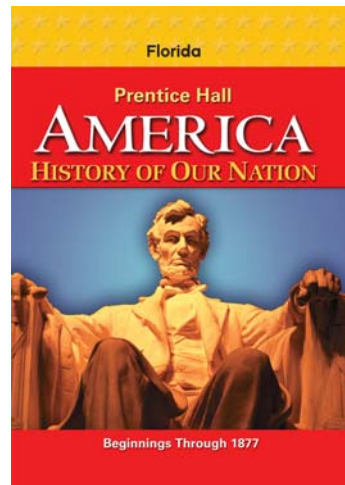
To the  
**Florida Course Standards and Access Points  
for M/J World History – 2109010**

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 Three  
**COURSE TITLE:** Social Studies – Grade 3  
**COURSE CODE:** 5021050  
**SUBMISSION TITLE:** myWorld Social Studies

**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.3.A.1.1	Analyze primary and secondary sources.	N/A	Primary and Secondary Sources 196–197					
SS.3.A.1.2	Utilize technology resources to gather information from primary and secondary sources.	N/A	Use the Internet 197, Research 294–295					
SS.3.A.1.3	Define terms related to the social sciences.	N/A	How to Read a Timeline FL 18, FL 26, Geographic terms, 46–51, Historical terms 82–87, Timelines 96, Comparing Viewpoints 151, Civics terms 163, Economic terms 236, Line graphs 252–253, Research 294–295, Vocabulary 17, 25, 33, 47, 53, 61, 69, 83, 91, 99, 105, 111, 117, 131, 139, 145, 161, 169, 177, 191, 199, 205, 213, 227, 235, 241, 247, 255, 269, 277, 283, 289					
SS.3.C.1.1	Explain the purpose and need for government.	N/A	Why We Need Government 130–131, Governments Work Together 148, Review and Assessment 152, myStory Book: Why do we have government? 155					
SS.3.C.1.2	Describe how government gains its power from the people.	N/A	Trouble in the Colonies 116, Freedom and Government 119, Review and Assessment 124, Democracy 131, Freedom and Happiness 132–133, The States Come Together 134–135, Representative 138–139, Voting 138, 140, Review and Assessment 152, Voting rights 162, 163, 168, 169					
SS.3.C.1.3	Explain how government was established through a written Constitution.	N/A	Constitution 119, Constitutional Convention 129, Constitution of the United States 134–135, 162					

SS.3.C.2.1	Identify group and individual actions of citizens that demonstrate civility, cooperation, volunteerism, and other civic virtues.	N/A	American Flag FL 15, Be a Good Citizen FL 16, Memorial Day FL 17, Volunteering 157–159, 163, Good Citizens, Good Deeds 160–165, Collaboration and Creativity: Conflict and Cooperation 166–167, Taking Action for Our Rights 168–173, Taking Action for a Cause 176–181, Review and Assessment 182–184						
SS.3.C.3.1	Identify the levels of government (local, state, federal).	N/A	Florida's Government FL 21, Branches of Government 138–143, Levels of Government 144–149, Review and Assessment 153, 154						
SS.3.C.3.2	Describe how government is organized at the local level.	N/A	Levels of Government 144–146, 148, 149, Review and Assessment 154						
SS.3.C.3.3	Recognize that every state has a state constitution.	N/A	State constitutions 134, 146						
SS.3.C.3.4	Recognize that the Constitution of the United States is the supreme law of the land.	N/A	United States Constitution 134–135, 138, Review and Assessment 152						
SS.3.E.1.1	Give examples of how scarcity results in trade.	N/A	Scarcity (and trade) 227–228, 230, 242–243, Review and Assessment 261						
SS.3.E.1.2	List the characteristics of money.	N/A	Money: characteristics of 241						
SS.3.E.1.3	Recognize that buyers and sellers interact to exchange goods and services through the use of trade or money.	N/A	Florida's Citrus Industry FL 24, Trade 85, 228, 240–241, 243, 244, 257, Farmers Market 223–225, Scarcity and Choice 228, Value and Choice 229, Producers and Consumers 234–236, 238, Spending and Saving 247, 249–250, Jobs 257, Review and Assessment 260–262						
SS.3.E.1.4	Distinguish between currencies used in the United States, Canada, Mexico, and the Caribbean.	N/A	Money: distinguishing among currencies 246						
SS.3.G.1.1	Use thematic maps, tables, charts, graphs, and photos to analyze geographic information.	N/A	Different Types of Maps 28–29, Map Skills: Latitude and Longitude 30–31, Compare and Contrast 36, Interpret Maps 58–59, Review and Assessment 74, Maps 39, 46–47, 49, 53, 58, 61, 74, 82, 90, 93, 99, 104, 108, 112, 191, 193, 200, 202, 205, 268, Charts 19, 36, 88, 89, 133, 166, 207, 210, 211, 249, 285, 294						
SS.3.G.1.2	Review basic map elements (coordinate grid, cardinal and intermediate directions, title, compass rose, scale, key/legend with symbols).	N/A	Parts of a Map 24, Grid Maps 25, Absolute and Relative Locations 26, Map Scale 27, Different Types of Maps 28–29, Map Skills: Latitude and Longitude 30–31, Review and Assessment 39, Interpret Maps 58–59						
SS.3.G.1.3	Label the continents and oceans on a world map.	N/A	Land and Water 46–47, Label the continents and oceans on the map 74, Circle the name of the ocean 202						
SS.3.G.1.4	Name and identify the purpose of maps (physical, political, elevation, population).	N/A	Parts of a Map 24, Grid Maps 25, Absolute and Relative Location, 26, Map Scale 27, Different Types of Maps 28–29, Review and Assessment 39, Interpret Maps 58–59						
SS.3.G.1.5	Compare maps and globes to develop an understanding of the concept of distortion.	N/A	Different Types of Maps 28						
SS.3.G.1.6	Use maps to identify different types of scale to measure distances between two places.	N/A	Parts of a Map 24, Measuring Distance (scale) 27, 191						
SS.3.G.2.1	Label the countries and commonwealths in North America (Canada, United States, Mexico) and in the Caribbean (Puerto Rico, Cuba, Bahamas, Dominican Republic, Haiti, Jamaica).	N/A	Label the countries of North America and the Caribbean 29, 49						
SS.3.G.2.2	Identify the five regions of the United States.	N/A	Land and Water in the United States 48, United States Regions 49, 50–51						

SS.3.G.2.3	Label the states in each of the five regions of the United States.	N/A	Label the states in each of the five U.S. regions 48, 49					
SS.3.G.2.4	Describe the physical features of the United States, Canada, Mexico, and the Caribbean.	N/A	Landforms and Bodies of Water 46–47, Land and Water in the United States 48–49, Five Regions of the United States 50–51, Climate and Plants 54–55, Interpret Maps (elevation) 58–59, Mississippi River 107					
SS.3.G.2.5	Identify natural and man–made landmarks in the United States, Canada, Mexico, and the Caribbean.	N/A	Great Pyramid of Mexico FL 19, Vacation on the Atlantic Coast FL 25, Landforms and Bodies of Water 47, Land and Water in the United States 48, Grand Canyon 69, Hoover Dam 70, National Parks 73, Mission San Luis 79–81, St. Augustine 98–99, Quebec City 106, Mississippi River 107, White House 138, 141, U.S. Capitol Building 138–139, Mt. Rushmore 140, Supreme Court 142, Statue of Liberty 199, Cumberland Gap 200, Crazy Horse Memorial 279, Statue of Martin Luther King, Jr. 283, Liberty Bell 284					
SS.3.G.2.6	Investigate how people perceive places and regions differently by conducting interviews, mental mapping, and studying news, poems, legends, and songs about a region or area.	N/A	Arizona Communities 13–15, What Makes a Community? 16–21, Read the newspaper article about Maple City, 23 myStory Book (writing activity) & myStory Current Events (news) 41, Write about traditions 87, Compare Viewpoints 150–151, Draw Conclusions: Settling the West 210–211					
SS.3.G.3.1	Describe the climate and vegetation in the United States, Canada, Mexico, and the Caribbean.	N/A	Weather and Climate 52–57, Natural Resources 60, Agriculture and Products 62, Review and Assessment 74					
SS.3.G.3.2	Describe the natural resources in the United States, Canada, Mexico, and the Caribbean.	N/A	Natural Resources 60–61, Agriculture and Products 62, Industry and Products 63, Protecting Resources 64–65, People Modify Environments 70, People and the Land 72–73, Review and Assessment 75					
SS.3.G.4.1	Explain how the environment influences settlement patterns in the United States, Canada, Mexico, and the Caribbean.	N/A	Settling in a Community 16–17, Communities in Regions 18, Rural Communities 33, Suburban Communities 35, Urban Communities 36, Review and Assessment 38, 40, Five Regions of the United States 49, 50–51, The Environment Affects People 68–69, People Modify Environments 70, Effects of Population 71, Review and Assessment 76, Mission San Luis 81, Cultural Groups 82, Cherokee of the Southeast 83, Iroquois of the Northeast 84, Quebec City 106, Early English Communities 110–115, Review and Assessment 122, New Ways to Travel 190–192, Review and Assessment 218, Cultures in Warm and Cold Climates 270–271					

SS.3.G.4.2	Identify the cultures that have settled the United States, Canada, Mexico, and the Caribbean.	N/A	José Martí FL 20, Caribbean Immigrants FL 22, Mission San Luis 79–81, America’s First Peoples 82–87, Explorers Sail From Europe 91, Spanish Explorers 92, Early Spanish Communities 98–103, Early French Communities 104–109, Early English Communities 110–115, Review and Assessment 122, 123, 124, A New Home in America 198–203, Review and Assessment 218, Cultural Regions 268–269, Our Nation’s Diversity 288–293					
SS.3.G.4.3	Compare the cultural characteristics of diverse populations in one of the five regions of the United States with Canada, Mexico, or the Caribbean.	N/A	Joseph Bruchac, Storyteller 265–267, Cultural Regions 268–269, Cultures in Warm and Cold Climates 270–271, Stories and Culture 278, Dance and Culture 280, Celebrating Independence 284–286, Our Nation’s Diversity 288–293, Review and Assessment 296–298					
SS.3.G.4.4	Identify contributions from various ethnic groups to the United States.	N/A	Florida People to Remember FL 18, How Florida Got Its Name FL 23, Cherokee of the Southeast 83, 89, Iroquois of the Northeast 84, Group Cooperation 85, Spanish Exploration in Florida 98–99, Spanish Settlements in California 102–103, French Lose Power in North America 108, Early English Communities 110–115, A New Home in America 199–202, New Ways to Communicate 206–207, New Ideas 214–215, Review and Assessment 218–220, Cultural Regions 268–269, Dance and Culture 280, Harvest Celebrations 286, Review and Assessment 296–298					



		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><b>Description:</b> <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, and build knowledge and skills through Experience, which leads to Understanding. Chapter-level Big Questions provide a 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've 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><b>Chapter 4</b>  <b>The Big Question:</b> Big Question: Why do we have government? 126  <b>my Story Spark:</b> <b>Think</b> about why leaders make rules. Then <b>write</b> about why rules are important. 126  <b>myStory Video:</b> myStory: George Washington: America's First President 127  <b>Got it?:</b> Lesson 1: <b>Explain</b> why American leaders wrote the U.S. Constitution. 135; Lesson 2: <b>Explain</b> why we have three branches of government. 143; Lesson 3: <b>Explain</b> why people elect local, state, and national leaders. 149  <b>21st Century Skills:</b> Critical Thinking: Compare Viewpoints 150  <b>myStory Book:</b> Why do we have government? <b>Think</b> about our government. <b>Explain</b> how your life might be different if our government was not a democracy. Now <b>draw</b> a picture to show something you are free to do because our government makes it possible. 155</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><b>Description:</b> <i>At the beginning of each chapter, students are introduced to the Big Question and myStory (with Video), both of which help them establish personal meaning and connect to the content in the chapter. As students work through the chapter, the first activity in each lesson is an Envision It! activity that taps into students' prior knowledge and sets the stage for the lesson.</i></p>	<p><b>Chapter 1</b>  <b>myStory Spark:</b> <b>Think</b> about your community. Then <b>write</b> about people and places you see around you and what you do on a typical day in your community. 12  <b>myStory (with Video):</b> Arizona Communities: Exploring Nearby Communities 13–15  <b>Envision It!:</b> 16–17, 24–25, 32–33</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><b>Description:</b> <i>The worktext enables students to practice important 21st Century Skills, including Target Reading Skills, Collaboration and Creativity Skills, Graph Skills, Map Skills, and Critical Thinking Skills. These lifelong learning skills help students develop their ability to make decisions, determine strategies, and justify solutions.</i></p>	<p><b>21st Century Learning Online Checklist 11</b>  <b>Target Reading Skill:</b> Sequence FL 23, 3; Chapter 3: 88–89, 91, 95, 101, 102, 107, 109, 114, 121, 124  <b>Collaboration and Creativity Skills:</b> Conflict and Cooperation 166–167  <b>Graph Skills:</b> Timelines FL 18, FL 26, 96–97  <b>Map Skills:</b> Latitude and Longitude 30–31, Interpret Maps 58–59  <b>Critical Thinking Skills:</b> Compare Viewpoints 150, Research 294–295</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><b>Description:</b> <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><b>myStory Spark:</b> Think about your surroundings. Then <b>describe</b> the land and water features and the weather. 42</p> <p><b>Envision It!:</b> 46–47, 52–53, 60–61</p> <p><b>Got it?:</b> 51, 95, 143, 209</p> <p><b>myStory Book:</b> 125, 221</p> <p><b>Interactivities:</b> 49, 55, 85,133,161, 248</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><b>Description:</b> <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><b>Chapter 6</b></p> <p><b>myStory Spark:</b> How does life change throughout history? 186, 195, 203, 209, 217</p> <p><b>myStory (with Video):</b> Benjamin Franklin: A Man Who Changed History 187–189</p> <p><b>Basal Text:</b> Travel by Trails and Rivers 190, Rivers and Canals 192, Wagon Trains 192, Railroads Across the Country 193, Highways Across the Nation 194, Airplanes 194</p> <p><b>Primary and Secondary Sources:</b> 191, 192, 194, 196, 198, 201</p> <p><b>Graphic Organizers:</b> 209, 211, 219</p> <p><b>Target Reading Skill:</b> Draw Conclusions 210–211</p> <p><b>Maps:</b> Lewis and Clark's Journey 191, The Oregon Trail and National Road 193, Immigration from China and Japan, 1848–1900 202</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><b>Description:</b> <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><b>Target Reading Skills:</b> Compare and Contrast 8; Chapter 8: 272 (2), 274–275, 281, 283, 287, 291, 293, 297</p> <p><b>Mathematics:</b> Map scale 27, 191; Personal Finance 250, 253</p> <p><b>Science:</b> 193, 194, 206, 207–209, 215</p> <p><b>Arts:</b> 265–267, 276–281</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><b>Description:</b> <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: 1–8</p> <p>Keys to Good Writing 9–10</p>					

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

**SUBJECT:** Social Studies  
**GRADE LEVEL:** Grade Three  
**COURSE TITLE:** Social Studies - Grade 3  
**COURSE CODE:** 5021050  
**SUBMISSION TITLE:** myWorld Social Studies  
**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.3.A.1.In.a	Identify and use primary sources, such as artifacts and photographs, and secondary sources, such as texts and videos related to important historical figures or events.	Primary and Secondary Sources, 196–197, also see: Photographs, art, and, illustrations, 84, 85, 86, 88, 89, 94, 98, 101, 111, 113, 118, 120, 127, 128, 129, 132, 137, 140, 142, 170, 172, 174, 175, 176, 178, 179, 180, 206, 212, 214, 215, 216, 276					
SS.3.A.1.In.b	Use technology resources to gather information about a historical person or event.	Use the Internet, 197, Research, 294–295					
SS.3.A.1.In.c	Relate the term “history” to events from the past, “geography” to locations, and “economics” to money.	Where Communities Are Located, 24–29, Map Skills: Latitude and Longitude, 30–31, Interpret Maps, 58–59, Land and Water, 46–51, Weather and Climate, 52–57, America’s First Peoples, 82–87, Early Explorers 90–95, Graph Skills: Timelines, 96–97, Early Spanish Communities 98–103, Early French Communities, 104–109, Early English Communities, 110–115, Creating a New Nation, 116–121, Meeting Our Needs and Wants, 226–231, Producers and Consumers, 234–239, Exchanging Goods and Services, 240–245, Spending and Saving, 246–251, Many Different Jobs, 254–259					
SS.3.A.1.Pa.a	Recognize important people or events in artifacts, videos, or photographs.	Photographs, art, and, illustrations, 84, 85, 86, 88, 89, 94, 98, 101, 111, 113, 118, 120, 127, 128, 129, 132, 137, 140, 142, 170, 172, 174, 175, 176, 178, 179, 180, 206, 212, 214, 215, 216, 276					
SS.3.A.1.Pa.b	Use technology to access information.	Use the Internet, 197, Research, 294–295					

SS.3.A.1.Pa.c	Recognize concepts of time, such as morning and afternoon, and concepts of place, such as the location of an activity or event.	Where Communities Are Located, 24–29, Graph Skills: Timelines, 96–97, also see: Sequence, 3, 88, 91, 95, 101, 102, 109, 114, 121, 124, 148, 207, 255, Time, changes in communities over, 20, Map Skills: Latitude and Longitude, 30–31, Interpret Maps, 58–59, Maps, 39, 46–47, 49, 53, 58, 61, 74, 82, 90, 93, 99, 104, 108, 112, 191, 193, 200, 202, 205, 268, Charts, 19, 36, 88, 89, 133, 166, 207, 210, 211, 249, 285, 294							
SS.3.A.1.Su.a	Use primary or secondary sources, such as pictures, artifacts, or books, to identify important people or events from the past.	Primary and Secondary Sources, 196–197							
SS.3.A.1.Su.b	Use a technology resource to locate information about important people or events from the past.	Use the Internet, 197, Research, 294–295							
SS.3.A.1.Su.c	Recognize that history is about events from the past and geography is about places.	Where Communities Are Located, 24–29, Map Skills: Latitude and Longitude, 30–31, Interpret Maps, 58–59, Land and Water, 46–51, Weather and Climate, 52–57, America’s First Peoples, 82–87, Early Explorers 90–95, Graph Skills: Timelines, 96–97, Early Spanish Communities 98–103, Early French Communities, 104–109, Early English Communities, 110–115, Creating a New Nation, 116–121							
SS.3.C.1.In.a	Recognize the purpose of government in the community, such as to provide laws, services, and safety.	Why We Need Government, 130–131, Governments Work Together, 148, myStory Book: Why do we have government?, 155							
SS.3.C.1.In.b	Identify that government gains its power from the people.	Democracy, 131, Freedom and Happiness, 132–133, The States Come Together, 134–135, Representative, 138, Voting, 140, Voting rights, 162, 163, 168, 169							
SS.3.C.1.In.c	Identify that government is based on a set of written laws that all people must follow.	Constitution, 119, Constitutional Convention, 129, Constitution of the United States, 134–135, 162							
SS.3.C.1.Pa.a	Recognize rules in the school, such as respecting others.	Our Democracy, 130, Our Responsibilities, 163, Our Rules and Laws, 164–165, Collaboration and Creativity: Conflict and Cooperation 166–167							
SS.3.C.1.Pa.b	Recognize that governments have power.	Our Democracy 130–135, Branches of Government 138–143, Levels of Government, 144–149							
SS.3.C.1.Pa.c	Recognize that governments have laws.	Our Democracy, 130–131, Our Rules and Laws, 164–165							
SS.3.C.1.Su.a	Recognize the purpose of rules and laws in the school and community, such as to promote safety, order, and good citizenship.	Why We Need Government, 130–131, Being a Good Citizen, 160–161, Our Responsibilities, 163, Our Rules and Laws, 164–165							
SS.3.C.1.Su.b	Recognize that government gains its power from the people.	Democracy, 131, Freedom and Happiness, 132–133, The States Come Together, 134–135, Representative, 138, Voting, 140, Voting rights, 162, 163, 168, 169							
SS.3.C.1.Su.c	Recognize that government is based on written laws.	Constitution, 119, Constitution of the United States, 134–135							
SS.3.C.2.In.a	Identify actions of citizens that contribute to the community, such as respecting property, helping neighbors, and participating in community activities.	What makes a good community?, 41, Good Citizens, Good Deeds 160–165, Collaboration and Creativity: Conflict and Cooperation 166–167, Taking Action for a Cause 176–181, Protecting Resources, 64–65, People and the Land, 72–73							

SS.3.C.2.Pa.a	Recognize an action that contributes to the school community, such as respecting property, helping others, or participating in school activities.	What makes a good community?, 41, Good Citizens, Good Deeds 160–165, Collaboration and Creativity: Conflict and Cooperation 166–167, Taking Action for a Cause 176–181, Protecting Resources, 64–65, People and the Land, 72–73							
SS.3.C.2.Su.a	Recognize actions that contribute to the community, such as respecting property, helping neighbors, and participating in community activities.	What makes a good community?, 41, Good Citizens, Good Deeds 160–165, Collaboration and Creativity: Conflict and Cooperation 166–167, Taking Action for a Cause 176–181, Protecting Resources, 64–65, People and the Land, 72–73							
SS.3.C.3.In.a	Recognize leaders of local, state, and federal government, such as the mayor, governor, and president.	Branches of Government 138–143, Levels of Government, 144–149							
SS.3.C.3.In.b	Recognize that the local community has a group that makes the rules and the mayor is the leader.	Local Government, 144							
SS.3.C.3.In.c	Recognize that every state has a set of written laws that its people must follow.	State constitutions, 134, 146							
SS.3.C.3.In.d	Recognize that the Constitution is the set of laws that people in the United States must follow.	Constitution, 119, Constitution of the United States, 134–135							
SS.3.C.3.Pa.a	Recognize a leader in government, such as a president.	Presidents: roles of, 140–141, 142, Mayor, 144, Governor, 146, also see: Washington, George, 119, 120, 127–129, individual presidents: Jefferson, Thomas, 132, Carter, Jimmy, 146, Johnson, Lyndon B., 171, 217, Roosevelt, Franklin Delano, 172, 177							
SS.3.C.3.Pa.b	Recognize that people in authority make rules in the community.	Why We Need Government, 130–131, Our Rules and Laws, 164–165							
SS.3.C.3.Pa.c	Recognize that states have laws.	State Government (constitution and laws), 146							
SS.3.C.3.Pa.d	Recognize that the United States has laws.	Why We Need Government, 130–131, Our Rules and Laws, 164–165							
SS.3.C.3.Su.a	Recognize a leader of local, state, or federal government, such as the mayor, governor, or president.	Presidents: roles of, 140–141, 142, Mayor, 144, Governor, 146, also see: Washington, George, 119, 120, 127–129, individual presidents: Jefferson, Thomas, 132, Carter, Jimmy, 146, Johnson, Lyndon B., 171, 217, Roosevelt, Franklin Delano, 172, 177							
SS.3.C.3.Su.b	Recognize that the local community has a group that makes the rules.	Local government, 144–145							
SS.3.C.3.Su.c	Recognize that every state has written laws.	State Government (constitution and laws), 146							
SS.3.C.3.Su.d	Recognize the Constitution is a set of written laws.	Constitution, 119, Constitution of the United States, 134–135							
SS.3.E.1.In.a	Identify that people can trade for products that are not available locally.	Exchange (scarcity and choice), 228, Exchanging Goods and Services, 240–245, Interdependence, 257, also see: Fur trade, 85, Trading post, 105							
SS.3.E.1.In.b	Recognize characteristics of money, such as portable and recognizable.	Money: characteristics of, 241							
SS.3.E.1.In.c	Recognize the roles of buyers and sellers in exchanging goods and services.	How do people get what they need (buying), 222, Farmer's market, 223–225, Spending, 229, 229, Consumers, 236, Exchanging Goods and Services, 240–245, Paying for Goods and Services, 246, Buyers and sellers, 257							
SS.3.E.1.In.d	Recognize forms of money used in the United States and one other country.	Money: distinguishing among currencies, 246							

SS.3.E.1.Pa.a	Recognize that people trade for items they want or need.	Exchange (scarcity and choice), 228, Exchanging Goods and Services, 240–245, Interdependence, 257, also see: Fur trade, 85, Trading post, 105							
SS.3.E.1.Pa.b	Recognize coins as money.	Paying for Goods and Services, 246							
SS.3.E.1.Pa.c	Recognize that buyers trade money for goods.	How do people get what they need (buying), 222, Farmer's market, 223–225, Consumers, 236, Exchanging Goods and Services, 240–245, Paying for Goods and Services, 246, Buyers and sellers, 257							
SS.3.E.1.Pa.d	Recognize coins as money.	Paying for Goods and Services, 246							
SS.3.E.1.Su.a	Recognize that people can trade for products that are not available locally.	Exchange (scarcity and choice), 228, Trade and Barter, 240–241, Moving Goods Around the World, 243, Worldwide trade, 244, Interdependence, 257, also see: Fur trade, 85, Trading post, 105							
SS.3.E.1.Su.b	Recognize a characteristic of money, such as portable.	Money: characteristics of, 241							
SS.3.E.1.Su.c	Recognize the roles of buyers and sellers in exchanging goods.	How do people get what they need (buying), 222, Farmer's market, 223–225, Spending, 229, Consumers, 236, Exchanging Goods and Services, 240–245, Paying for Goods and Services, 246, Buyers and sellers, 257							
SS.3.E.1.Su.d	Recognize forms of money used in the United States.	Money: distinguishing among currencies, 246							
SS.3.G.1.In.a	Use a thematic map or chart to identify selected geographic information, such as land and body of water on a map or population on a chart.	Different Types of Maps, 28–29, Map Skills: Latitude and Longitude, 30–31, Interpret Maps, 58–59, Maps, 39, 46–47, 49, 53, 58, 61, 74, 82, 90, 93, 99, 104, 108, 112, 191, 193, 200, 202, 205, 268, Charts, 19, 36, 88, 89, 133, 166, 207, 210, 211, 249, 285, 294							
SS.3.G.1.In.b	Identify elements on a map, such as key/legend, cardinal directions, and compass rose.	Parts of a Map, 24, Grid Maps, 25, Absolute and Relative Locations, 26, Map Scale, 27, Different Types of Maps, 28–29, Map Skills: Latitude and Longitude, 30–31, Interpret Maps, 58–59							
SS.3.G.1.In.c	Recognize selected continents and oceans on a world map.	Land and Water 46–47, Label the continents and oceans on the map, 74, Circle the name of the ocean, 202							
SS.3.G.1.In.d	Identify selected maps, such as a physical map and a political map.	Different Types of Maps, 28–29, Map Skills: Latitude and Longitude, 30–31, Interpret Maps, 58–59, also see: Maps, 39, 46–47, 49, 53, 58, 61, 74, 82, 90, 93, 99, 104, 108, 112, 191, 193, 200, 202, 205, 268							
SS.3.G.1.In.e	Identify differences between maps and globes.	Map Skills: Latitude and Longitude, 30–31							
SS.3.G.1.In.f	Use maps to identify distances between two places, such as near or far, closer or farther, and next to.	Measuring Distance, 27, 191							
SS.3.G.1.Pa.a	Recognize personal location on a pictorial map.	Explain how to use a grid to find a place on a map, 25, Describe the relative location of your community, 29							
SS.3.G.1.Pa.b	Locate pictures or symbols on a drawing or map.	Symbol, 24, Grid Maps (features), 25, Map Scale, 27, Different Types of Maps (colors), 28, Labels, 29, Map Skills: Latitude and Longitude, 30–31, Interpret Maps, 58–59							
SS.3.G.1.Pa.c	Recognize land and water using a color key on a map.	Different Types of Maps (colors), 28, Labels, 29, Map Skills: Interpret Maps (elevation, colors), 58–59							
SS.3.G.1.Pa.d	Recognize personal location on a pictorial map.	Explain how to use a grid to find a place on a map, 25, Describe the relative location of your community, 29							

SS.3.G.1.Pa.e	Recognize land and water using a color key on a map.	Different Types of Maps (colors), 28, Labels, 29, Map Skills: Interpret Maps (elevation, colors), 58–59							
SS.3.G.1.Pa.f	Locate pictures or symbols on a drawing or map.	Symbol, 24, Grid Maps (features), 25, Map Scale, 27, Different Types of Maps (colors), 28, Labels, 29, Map Skills: Latitude and Longitude, 30–31, Interpret Maps, 58–59							
SS.3.G.1.Su.a	Use a physical map to identify selected geographic information, such as land, water, and coastlines.	Different Types of Maps: Physical, 28, Rivers, 46, 47, Map Skills: Interpret Maps (elevation), 58–59, Cumberland Mountains, 200							
SS.3.G.1.Su.b	Recognize elements on a map, such as a picture key, cardinal directions, and title.	Parts of a Map, 24, Grid Maps, 25, Absolute and Relative Locations, 26, Map Scale, 27, Different Types of Maps, 28–29, Map Skills: Latitude and Longitude, 30–31, Interpret Maps, 58–59							
SS.3.G.1.Su.c	Recognize a continent and an ocean on a map.	Land and Water 46–47, Label the continents and oceans on the map, 74, Circle the name of the ocean, 202							
SS.3.G.1.Su.d	Recognize a map, such as a physical map or a political map.	Different Types of Maps, 28–29, Map Skills: Latitude and Longitude, 30–31, Interpret Maps, 58–59, Maps, 39, 46–47, 49, 53, 58, 61, 74, 82, 90, 93, 99, 104, 108, 112, 191, 193, 200, 202, 205, 268							
SS.3.G.1.Su.e	Recognize differences between maps and globes.	Map Skills: Latitude and Longitude, 30–31							
SS.3.G.1.Su.f	Use maps to recognize distances between two places, such as near or far, and next to.	Measuring Distance, 27, 191							
SS.3.G.2.In.a	Recognize North America, the United States, and Mexico on a map.	Maps of United States (some include Canada and Mexico), 27, 30, 31, 49, 58, 61							
SS.3.G.2.In.b	Recognize north, south, east, and west as they relate to the regions of the United States.	Parts of a map (compass rose), 24, United States Regions, 49, 50–51							
SS.3.G.2.In.c	Recognize selected states in each of the five regions of the United States.	Maps of United States, 24, 28, 29, 39, 46–47, 49, 58, 99, 108, 112							
SS.3.G.2.In.d	Recognize major physical features—such as lakes, rivers, oceans, mountains, deserts, and plains—of the United States and Canada, and Mexico and the Caribbean.	Different Types of Maps: Physical, 28, Rivers, 46, 47, Map Skills: Interpret Maps (elevation), 58–59, Cumberland Mountains, 200							
SS.3.G.2.In.e	Recognize major natural and man-made landmarks of the United States, such as the Grand Canyon, Gateway Arch, Mt. Rushmore, and the Everglades.	Vacation on the Atlantic Coast FL 25, Landforms and Bodies of Water 47, Land and Water in the United States 48, Grand Canyon, 69, Hoover Dam, 70, National Parks, 73, Mission San Luis, 79–81, St. Augustine, 98–99, Quebec City, 106, Mississippi River, 107, White House, 138, 141, U.S. Capitol Building, 138–139, Mt. Rushmore, 140, Supreme Court, 142, Statue of Liberty, 199, Cumberland Gap, 200, Crazy Horse Memorial, 279, Statue of Martin Luther King, Jr., 283, Liberty Bell, 284							
SS.3.G.2.In.f	Identify how people view places and regions differently by asking questions; using graphic organizers; and studying news, poems, legends, or songs about a region or area.	Arizona Communities 13–15, What Makes a Community? 16–21, Read the newspaper article about Maple City, 23, myStory Book (writing activity) & myStory Current Events (news), 41, Write about traditions, 87, Compare Viewpoints, 150–151, Draw Conclusions: Settling the West, 210–211							
SS.3.G.2.Pa.a	Recognize an outline map or image of the United States.	Label the countries of North America and the Caribbean on an outline map, 29							
SS.3.G.2.Pa.b	Recognize an outline map or image of the United States.	Label the countries of North America and the Caribbean on an outline map, 29							

SS.3.G.2.Pa.c	Recognize Florida as the student's state.	Describe the relative location of your community, 29, Write the name of your governor and your state capital, 166							
SS.3.G.2.Pa.d	Recognize physical differences between two locations.	Different Types of Maps: Physical, 28, Rivers, 46, 47, Map Skills: Interpret Maps (elevation), 58–59, Cumberland Mountains, 200, also see: Compare and contrast (climates), 274–275							
SS.3.G.2.Pa.e	Recognize physical differences between two locations.	Different Types of Maps: Physical, 28, Rivers, 46, 47, Map Skills: Interpret Maps (elevation), 58–59, Cumberland Mountains, 200, also see: Compare and contrast (climates), 274–275							
SS.3.G.2.Pa.f	Recognize physical differences between two locations.	Different Types of Maps: Physical, 28, Rivers, 46, 47, Map Skills: Interpret Maps (elevation), 58–59, Cumberland Mountains, 200, also see: Compare and contrast (climates), 274–275							
SS.3.G.2.Su.a	Recognize the United States on a map of North America.	Maps of United States that include Canada and Mexico, 49, 58							
SS.3.G.2.Su.b	Recognize north, south, east, and west in the United States.	Parts of a map (compass rose), 24, United States Regions, 49, 50–51							
SS.3.G.2.Su.c	Recognize selected states in the United States.	Maps of United States, 24, 28, 29, 39, 46–47, 49, 58, 99, 108, 112							
SS.3.G.2.Su.d	Recognize selected physical features of the United States, such as lakes, rivers, oceans, mountains, deserts, and plains.	Different Types of Maps: Physical, 28, Rivers, 46, 47, Map Skills: Interpret Maps (elevation), 58–59, Cumberland Mountains, 200							
SS.3.G.2.Su.e	Recognize a major natural landmark of the United States, such as the Grand Canyon or the Everglades.	Grand Canyon, 69, National Parks, 73, Mississippi River, 107, Cumberland Gap, 200							
SS.3.G.2.Su.f	Recognize how people view places differently by asking questions; using graphic organizers; and studying news, poems, legends, or songs about a region or area.	Arizona Communities 13–15, What Makes a Community? 16–21, Read the newspaper article about Maple City, 23, myStory Book (writing activity) & myStory Current Events (news), 41, Write about traditions, 87, Compare Viewpoints, 150–151, Draw Conclusions: Settling the West, 210–211							
SS.3.G.3.In.a	Recognize differences in the climates and vegetation of the United States, Canada, Mexico, and the Caribbean, such as temperature, humidity, tundra, and soil.	Weather and Climate, 52–57, Agriculture and Products, 62							
SS.3.G.3.In.b	Recognize major natural resources—such as water, arable land, oil, phosphate, and fish—in the United States and Canada, and Mexico and the Caribbean.	Natural Resources, 60–61, Agriculture and Products, 62, Industry and Products, 63, Protecting Resources, 64–65, People Modify Environments, 70, People and the Land, 72–73							
SS.3.G.3.Pa.a	Recognize differences in climates or vegetation.	Weather and Climate, 52–57, Agriculture and Products, 62							
SS.3.G.3.Pa.b	Recognize an example of a natural resource.	Natural Resources, 60–61, Agriculture and Products, 62, Industry and Products, 63, Protecting Resources, 64–65, People Modify Environments, 70, People and the Land, 72–73							
SS.3.G.3.Su.a	Recognize selected differences in the climates and vegetation of the United States, such as temperature, humidity, tundra, and soil.	Weather and Climate, 52–57, Agriculture and Products, 62							
SS.3.G.3.Su.b	Recognize selected natural resources—such as water, arable land, oil, phosphate, or fish—in the United States and Canada, and Mexico and the Caribbean.	Natural Resources, 60–61, Agriculture and Products, 62, Industry and Products, 63, Protecting Resources, 64–65, People Modify Environments, 70, People and the Land, 72–73							



SS.3.G.4.In.a	Identify major ways environmental influences contribute to settlement patterns in the United States, such as settlement near water for drinking, bathing, and cooking; and settlement near land for farming.	Settling in a Community 16–17, Communities in Regions 18, Rural Communities 33, Suburban Communities 35, Urban Communities 36, Five Regions of the United States, 49, 50–51, The Environment Affects People, 68–69, People Modify Environments, 70, Effects of Population, 71, Mission San Luis, 81, Cultural Groups, 82, Cherokee of the Southeast, 83, Iroquois of the Northeast, 84, French trading post, 105, Quebec City, 106, Early English Communities, 110–115, New Ways to Travel, 190–192, Cultures in Warm and Cold Climates, 270–271						
SS.3.G.4.In.b	Recognize different cultures that have settled in the United States and Canada, and Mexico and the Caribbean.	José Martí FL 20, Caribbean Immigrants FL 22, Mission San Luis 79–81, Explorers Sail From Europe, 91, Spanish Explorers, 92, America's First Peoples, 82–87, Early Spanish Communities 98–103, Early French Communities, 104–109, Early English Communities, 110–115, Early English Communities, 110–115, A New Home in America, 198–203, Cultural Regions, 268–269, Our Nation's Diversity, 288–293						
SS.3.G.4.In.c	Identify a cultural characteristic of a population in the United States and a population in Mexico, Canada, or the Caribbean.	Cultural Regions, 268–269, Cultures in Warm and Cold Climates, 270–271, Stories and Culture, 278, Dance and Culture, 280, Celebrating Independence, 284–286, Our Nation's Diversity, 288–293						
SS.3.G.4.In.d	Recognize contributions of an ethnic group to the United States, such as Native Americans or Africans.	Florida People to Remember FL 18, How Florida Got Its Name FL 23, Cultural Groups, 82, Cherokee of the Southeast, 83, Iroquois of the Northeast, 84, Spanish Exploration in Florida, 98–99, Spanish Settlements in California, 102–103, French Lose Power in North America, 108, Early English Communities, 110–115, A New Home in America, 198–203, Cultural Regions, 268–269						
SS.3.G.4.Pa.a	Recognize an environmental influence that affects where people live.	Rural Communities, 33, Five Regions of the United States, 49, 50–51, The Environment Affects People, 68–69, People Modify Environments, 70, Cultural Groups, 82, Cherokee of the Southeast, 83, Iroquois of the Northeast, 84, French trading post, 105, Quebec City, 106, Early English Communities, 110–115, Cultures in Warm and Cold Climates, 270–271, Compare and Contrast, 274–275						
SS.3.G.4.Pa.b	Recognize a difference between cultures.	Cultural Regions, 268–269, Cultures in Warm and Cold Climates, 270–271, Compare and Contrast, 274–275, Stories and Culture, 278, Dance and Culture, 280, Our Nation's Diversity, 288–293						
SS.3.G.4.Pa.c	Recognize a cultural characteristic of a population.	Cultural Groups, 82, Cherokee of the Southeast, 83, Iroquois of the Northeast, 84, Spanish Exploration in Florida, 98–99, Spanish Settlements in California, 102–103, French Lose Power in North America, 108, Early English Communities, 110–115, Early English Communities, 110–115, A New Home in America, 198–203, Cultural Regions, 268–269						

SS.3.G.4.Pa.d	Recognize a cultural characteristic of a population.	Cultural Groups, 82, Cherokee of the Southeast, 83, Iroquois of the Northeast, 84, Spanish Exploration in Florida, 98–99, Spanish Settlements in California, 102–103, French Lose Power in North America, 108, Early English Communities, 110–115, Early English Communities, 110–115, A New Home in America, 198–203, Cultural Regions, 268–269							
SS.3.G.4.Su.a	Recognize a major way the environment influences settlement patterns in the United States, such as settlement near water for drinking, bathing, and cooking, or settlement near land for farming.	Rural Communities, 33, Five Regions of the United States, 49, 50–51, The Environment Affects People, 68–69, People Modify Environments, 70, Cultural Groups, 82, Cherokee of the Southeast, 83, Iroquois of the Northeast, 84, French trading post, 105, Quebec City, 106, Early English Communities, 110–115, Cultures in Warm and Cold Climates, 270–271, Compare and Contrast, 274–275							
SS.3.G.4.Su.b	Recognize that different cultures have settled in the United States and Canada, and Mexico and the Caribbean.	America's First Peoples, 82–87, Early Spanish Communities 98–103, Early French Communities, 104–109, Early English Communities, 110–115, Early English Communities, 110–115, A New Home in America, 198–203, Cultural Regions, 268–269							
SS.3.G.4.Su.c	Recognize a cultural characteristic of a population in the United States and a population in Mexico, Canada, or the Caribbean.	Cultural Groups, 82, Cherokee of the Southeast, 83, Iroquois of the Northeast, 84, Spanish Exploration in Florida, 98–99, Spanish Settlements in California, 102–103, French Lose Power in North America, 108, Early English Communities, 110–115, Early English Communities, 110–115, A New Home in America, 198–203, Cultural Regions, 268–269, Celebrating Independence, 284–286							
SS.3.G.4.Su.d	Recognize a contribution of an ethnic group to the United States, such as Native Americans or Africans.	Florida People to Remember FL 18, How Florida Got Its Name FL 23, Cultural Groups, 82, Cherokee of the Southeast, 83, Iroquois of the Northeast, 84, Spanish Exploration in Florida, 98–99, Spanish Settlements in California, 102–103, French Lose Power in North America, 108, Early English Communities, 110–115, Early English Communities, 110–115, A New Home in America, 198–203, Cultural Regions, 268–269							