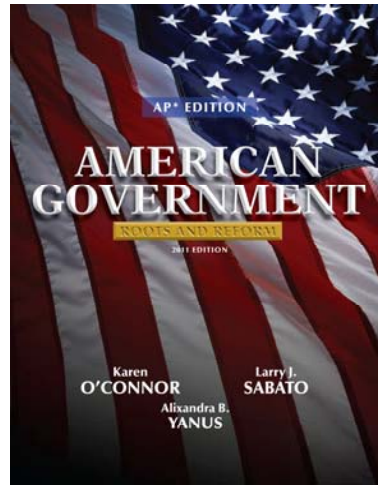


A Correlation of

American Government: Roots and Reform

Eleventh Edition, AP* Edition

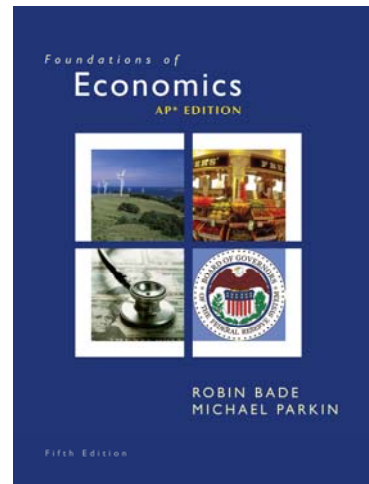


To the

**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

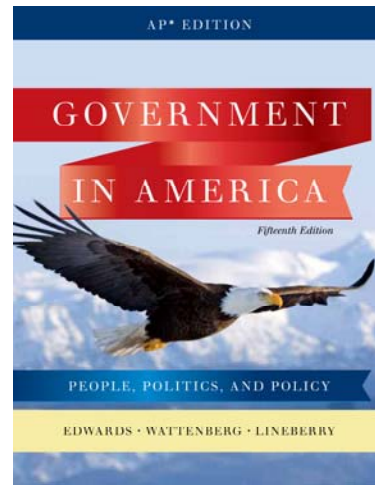


To the

**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

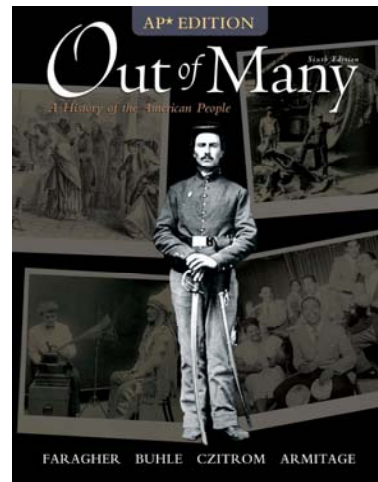


To the

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



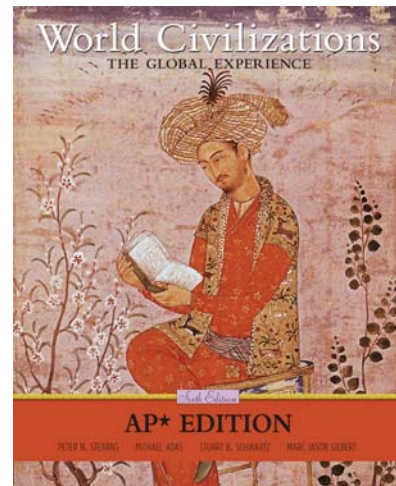
To the

**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

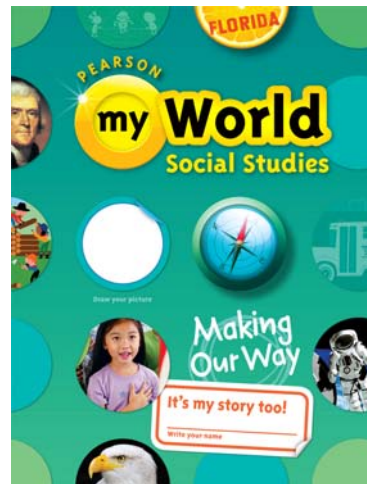
**Florida Course Standards and Access Points
for M/J Civics – 2106010**

A Correlation of

Pearson

myWorld Social Studies

Florida Edition, Grade One: Making Our Way



To the

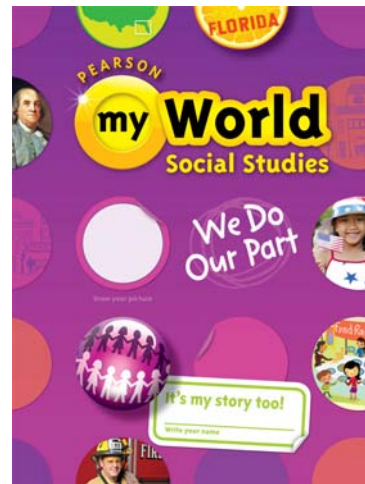
**Florida Course Standards and Access Points
for Social Studies - Grade 1 - 5021030**

A Correlation of

Pearson

myWorld Social Studies

Florida Edition, Grade Two: We Do Our Part



To the

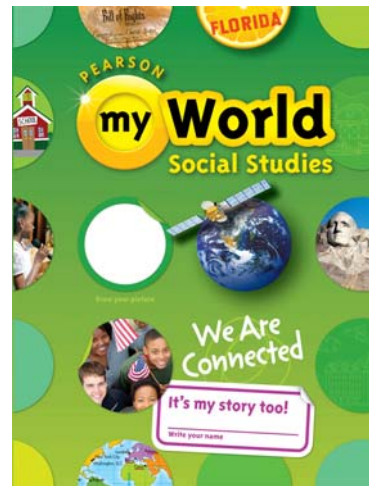
**Florida Course Standards and Access Points
for Social Studies - Grade 2 - 5021040**

A Correlation of

Pearson

myWorld Social Studies

Florida Edition, Grade Three: We Are Connected



To the

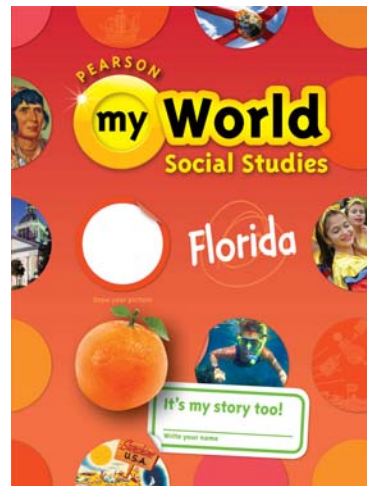
**Florida Course Standards and Access Points
for Social Studies – Grade 3 - 5021050**

A Correlation of

Pearson

myWorld Social Studies

Florida Edition, Grade Four: Florida



To the

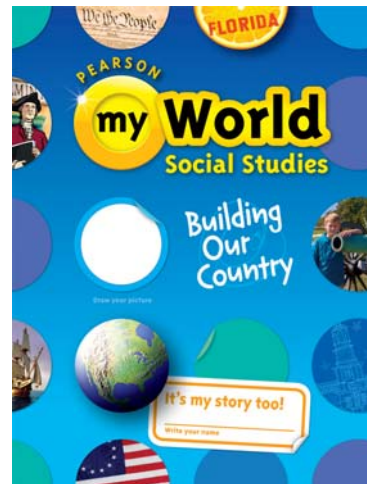
**Florida Course Standards and Access Points
for Social Studies - Grade 4 - 5021060**

A Correlation of

Pearson

myWorld Social Studies

Florida Edition, Grade Five: Building Our Country



To the

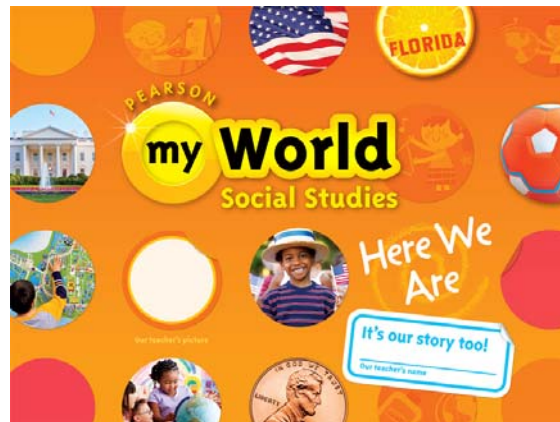
**Florida Course Standards and Access Points
for Social Studies - Grade 5 - 5021070**

A Correlation of

Pearson

myWorld Social Studies

Florida Edition, Grade K: Here We Are

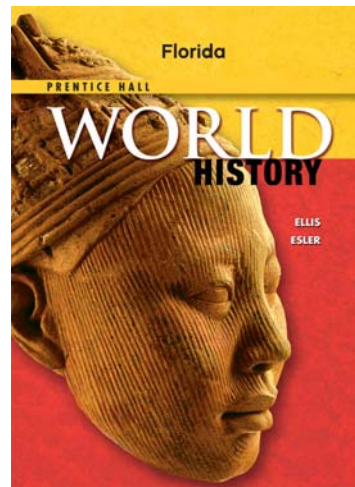


To the

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

A Correlation of

**Prentice Hall
World History
Florida Edition**

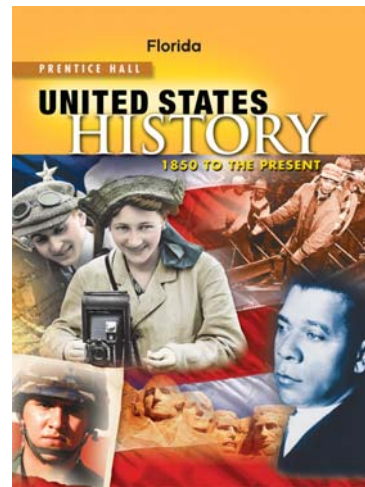


To the

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

A Correlation of

**Prentice Hall
United States History
Florida Edition**



To the

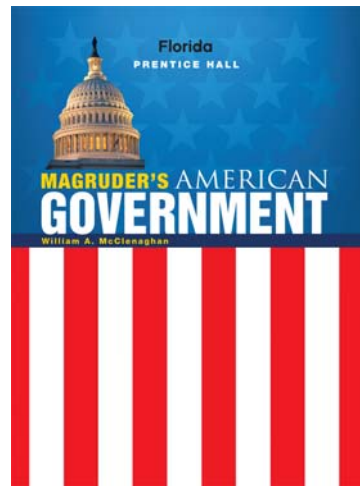
**Florida Course Standards and Access Points
for United States History - 2100310**

A Correlation of

Prentice Hall

Magruder's American Government

Florida Edition

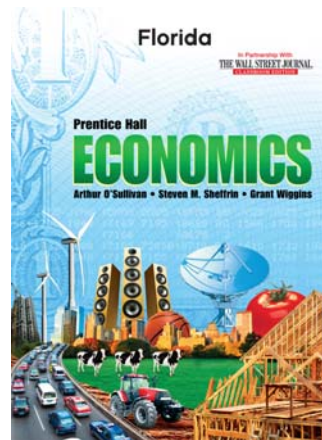


To the

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

A Correlation of

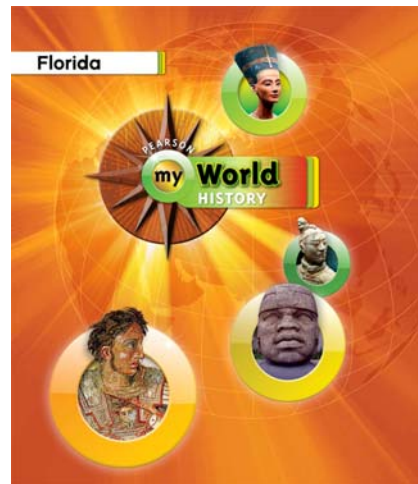
**Prentice Hall
Economics
Florida Edition**



To the

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

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



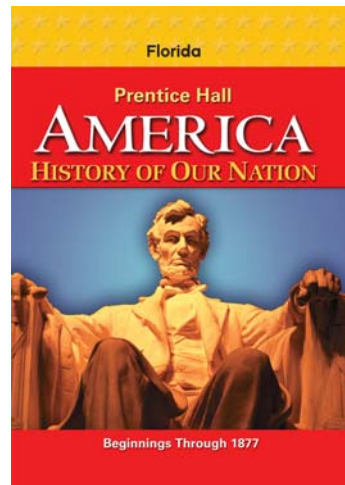
To the
**Florida Course Standards and Access Points
for M/J World History – 2109010**

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 Four
COURSE TITLE: Social Studies - Grade 4
COURSE CODE: 5021060
SUBMISSION TITLE: myWorld Social Studies Florida
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.4.A.1.1	Analyze primary and secondary resources to identify significant individuals and events throughout Florida history.	N/A	"An Interview with Thomas Edison", FL 25, Critical Thinking: Primary and Secondary Sources, 54-55, Critical Thinking: Compare Viewpoints 102-103, Media and Technology: Evaluate News Sources, 130-131, Critical Thinking: Recognize Bias, 164-165, Media and Technology: Analyze Images, 216-217, Media and Technology: Search for Information on the Internet 258-259, Media and Technology: Evaluate Web Sites 286-287, Also see: (myStory 1, 37, 75, 119, 145, 177, 207, 245, 271, (timelines) 99, 128, 186-187, 189, 212-213, 219 (photographs) 6, 148-149, 172, 180-181, 194, 196, 240, (art/paintings) 46, 48, 60-61, 64-65, 66, 108, 125, 135, (historic maps) 50, 54					
SS.4.A.1.2	Synthesize information related to Florida history through print and electronic media.	N/A	Critical Thinking: Primary and Secondary Sources, 54-55, Media and Technology: Evaluate News Sources, 130-131, Critical Thinking: Recognize Bias, 164-165, Media and Technology: Analyze Images, 216-217, Media and Technology: Search for Information on the Internet, 258-259, Media and Technology: Evaluate Web Sites, 286-287, Also see: (myStory with video or graphic novel animation) 1, 37, 75, 119, 145, 177, 207, 245, 271					
SS.4.A.2.1	Compare Native American tribes in Florida.	N/A	Native Americans of Florida 40-47, Apalachee 52, 64-65, 67, Review and Assessment 69, Seminoles 78-83, 94, 96-101, Creek 88					

SS.4.A.3.1	Identify explorers who came to Florida and the motivations for their expeditions.	N/A	Spanish Missions FL 21, Spanish Explorers 48-53 (Ponce de Leon 49-51, Garrido, 49, Dorantes, 51), The French Come to Florida 56-57, 59, Review and Assessment 69-70					
SS.4.A.3.2	Describe causes and effects of European colonization on the Native American tribes of Florida.	N/A	Europeans 47, Dividing the World 48, Exploring Florida (contact with Calusa) 50, A Difficult Relationship 52, The French Come to Florida 56, Fort Caroline (Timucua) 58, Permanent Settlements 60, Building Missions 63, The Apalachee at San Luis Mission 64-65, Spanish Influence 67, Review and Assessment 69-70, Spanish Rule 88, The Seminole Wars 96-101, Critical Thinking: Compare Viewpoints (Seminoles and American pioneers) 102-103					
SS.4.A.3.3	Identify the significance of St. Augustine as the oldest permanent European settlement in the United States.	N/A	"St. Augustine" FL 20, Castillo de San Marcos, 37-39, 230-231, St. Augustine, 60-61, 246					
SS.4.A.3.4	Explain the purpose of and daily life on missions (San Luis de Talimali in present-day Tallahassee).	N/A	Spanish Missions FL 21, Spanish missions (includes San Luis de Talimali) 63-65, Review and Assessment 70					
SS.4.A.3.5	Identify the significance of Fort Mose as the first free African community in the United States.	N/A	Fort Mose, FL 22, Fort Mose, 66, African militia at Fort Mose, 86-87					
SS.4.A.3.6	Identify the effects of Spanish rule in Florida.	N/A	Castillo de San Marco 37-39, The First Explorers 49, Trying to Build Colonies 51, A Difficult Relationship 52, Spain Loses Interest 53, Spanish Settlements 60-67, Spanish Rule 88					
SS.4.A.3.7	Identify nations (Spain, France, England) that controlled Florida before it became a United States territory.	N/A	Exploring Florida 50, Trying to Build Colonies, 51, A Difficult Relationship and Cultural Exchange 52, Spain Loses Interest, 53, French Colonization, 56-59, Spanish Settlements, 60-67, Great Britain, Spain, and France 84-89					
SS.4.A.3.8	Explain how the Seminole tribe formed and the purpose for their migration.	N/A	The Seminoles 78-83, Review and Assessment 113					
SS.4.A.3.9	Explain how Florida (Adams-Onis Treaty) became a U.S. territory.	N/A	Florida Joins the United States 90-95 (Adams-Onis Treaty 91, 92)					
SS.4.A.3.10	Identify the causes and effects of the Seminole Wars.	N/A	The First Seminole War Begins FL 23, The Seminole Wars, 96-101, Review and Assessment 114					

SS.4.A.4.1	Explain the effects of technological advances on Florida.	N/A	Transportation Technology, 148-153, Florida's Growing Industries, 154-159, Review and Assessment 171, Thomas Alva Edison during WWI 180, Cars, 181, Building Florida's Roads 184, The Space Program 218-222, Manufacturing, 254, 255, Florida East Coast Railway 260-261					
SS.4.A.4.2	Describe pioneer life in Florida.	N/A	Africans and Seminoles 80, British Settlers, 87, Florida Joins the United States 90-95, Compare Viewpoints (pioneers and Seminoles), 102-103, Pioneers and the Seminole Wars, 104, Farming Pioneers, 106, Other Pioneers, 107-110, Review and Assessment 113-114					
SS.4.A.5.1	Describe Florida's involvement (secession, blockades of ports, the battles of Ft. Pickens, Olustee, Ft. Brooke, Natural Bridge, food supply) in the Civil War.	N/A	"How to Make Hardtack" FL 24, Civil War 122-129, Media and Technology: Evaluate News Sources 130-131, Review and Assessment 139					
SS.4.A.5.2	Summarize challenges Floridians faced during Reconstruction.	N/A	Reconstruction 132-137, Review and Assessment 140					
SS.4.A.6.1	Describe the economic development of Florida's major industries.	N/A	Ybor City Museum State Park 145-147, Transportation Technology, 148-153, Florida's Growing Industries, 154-159, Review and Assessment 171, WWII: The Homefront in Florida 196, The Space Program, 218-221, Florida's Resources, 248-251, Working in the Mines and Manufacturing 254, Building a Railroad, 260-261, Review and Assessment 265					
SS.4.A.6.2	Summarize contributions immigrant groups made to Florida.	N/A	Why Florida has Many Cultures FL 27, Immigrants and diversity 26, 214, Ybor City 145-147, 158, 261, Immigration 166-169, Immigration Today 232-237					
SS.4.A.6.3	Describe the contributions of significant individuals to Florida.	N/A	Remembering Those Who Served FL 18, People to Know FL 19, Anna Kingsley 75-77, Jacob Summerlin 119-121, 128, 157, Mary Martha Reid 127, Jonathan Clark Gibbs & Josiah T. Walls 134, Mary McLeod Bethune 136, James Weldon Johnson FL 19, 136-137, Review and Assessment 140, Vincente Martinez Ybor 145-147, 158, 261, Hamilton Disston 149, The Florida Railroad Boom 150 (including Henry B. Plant), Henry Flagler 151, 245-247, John Gorrie 152, Governor Napoleon Broward 154, Lue Gim Gong 156, Clara Barton 161, Carl Fisher 168, Review and Assessment 171, Jacqueline Cochran 177-179, Thomas Alva Edison 180, Majorie Rawlings FL 19, 192, 236, Zora Neale Hurston 193, Heroes of WWII 198, Review and Assessment 201, LeRoy Collins 211, Charles Kenzie "C.K." Steele 212, Dr. Robert Hayling 213, Bob Martinez, Xavier Suarez, Paula Hawkins 214, Contributions of Floridians 236-237, Entrepreneurs 260-263 (including Flagler, Tuttle, Ybor), Review and Assessment 266					
SS.4.A.6.4	Describe effects of the Spanish American War on Florida.	N/A	Ybor City 158, Spanish-American War 160-165 (Rough Riders 161), Review and Assessment 172					
SS.4.A.7.1	Describe the causes and effects of the 1920's Florida land boom and bust.	N/A	Land Boom, 181, "Land by the Gallon", 182, Two More Cities 183, Building Florida's Roads 184-185, The Good Times End 188, Land Bust 191					
SS.4.A.7.2	Summarize challenges Floridians faced during the Great Depression.	N/A	The Great Depression 188-193, Floridians Struggle 191, Review and Assessment 201					
SS.4.A.7.3	Identify Florida's role in World War II.	N/A	World War II 194-199: The Armed Forces Train in Florida, 195, The Home Front in Florida, 196, the Undersea War 197, Serving Proudly 198, Review and Assessment 202					

SS.4.A.8.1	Identify Florida's role in the Civil Rights Movement.	N/A	The Civil Rights Movement 210-217: Public schools 211, The Tallahassee Bus Boycott, 212 (civil disobedience defined 212), 217, St. Augustine 213, Rights For All Floridians 214-215, Review and Assessment 239					
SS.4.A.8.2	Describe how and why immigration impacts Florida today.	N/A	Immigration Today 232-237, Working on Farms 253, Review and Assessment 240					
SS.4.A.8.3	Describe the effect of the United States space program on Florida's economy and growth.	N/A	The Kennedy Center: Learning about the Space Program 207-209, The Space Program 218-223, Review and Assessment 239, Service Industry 255					
SS.4.A.8.4	Explain how tourism affects Florida's economy and growth.	N/A	148, Tourism 150-153, Tourism 224-231, Review and Assessment 240, Saving Resources 248, Service Industry 255, Walt Disney 263					
SS.4.A.9.1	Utilize timelines to sequence key events in Florida history.	N/A	Timeline, list the events 99, Write the important events on timeline 110, Graph Skills: Analyze Timelines 186-187, Fill in the timeline, 189, Timeline labeled 213, Circle the events on the timeline 219, also see: Sequence 95, 151, 157, 162, 163, 166, 169, 172, 279					

SS.4.C.1.1	Describe how Florida's constitution protects the rights of citizens and provides for the structure, function, and purposes of state government.	N/A	Governing Florida 274-279: Florida's Constitution 274, 279, The Legislative Branch 275, The Executive Branch 276, The Judicial Branch 277, Review and Assessment 295					
SS.4.C.2.1	Discuss public issues in Florida that impact the daily lives of its citizens.	N/A	Tax laws 256, Our State Services & Making a State Budget 278, Draw Conclusions 279, Local Government 280-281, Governments Working Together 285, Issues for Florida's Citizens 291, Review and Assessment 296					
SS.4.C.2.2	Identify ways citizens work together to influence government and help solve community and state problems.	N/A	Governments Working Together 285, Active Citizenship, 288-293 (voting 289, petitions 290, recycling and conservation 248, 292), Review and Assessment 296, Florida Writing Coach 298					
SS.4.C.2.3	Explain the importance of public service, voting, and volunteerism.	N/A	Active Citizenship 288-293: A Citizen's Rights & Responsibilities, 288-289, Serving the Public, 290, Issues for Florida's Citizens, 291, Volunteering, 292-293, Review and Assessment 296					
SS.4.C.3.1	Identify the three branches (Legislative, Judicial, Executive) of government in Florida and the power of each.	N/A	A Visit to the Capital: Tallahassee Laws and Order 271-273, Governing Florida 274-279: The Legislative Branch, 275, The Executive Branch, 276, The Judicial Branch, 277, Review and Assessment 295					
SS.4.C.3.2	Distinguish between state (governor, state representative, or senator) and local government (mayor, city commissioner).	N/A	A Visit to the Capital 271-273, Governing Florida 274-279: Senators and Representatives, 275, Governor, 276, Local Government 280-285: Mayor, City Council, City Manager 282, County Commissioner 283, Review and Assessment 295					
SS.4.E.1.1	Identify entrepreneurs from various social and ethnic backgrounds who have influenced Florida and local economy.	N/A	People to Know FL 19, Ybor City 145-147, 158, Henry Flagler, 151, 245-247, Carl Fisher, 168, Review and Assessment 171, 201 Entrepreneurs 260-263 (including Flagler and Tuttle 260, Ybor 261, Dupont and Ball 262, Disney 263), Review and Assessment 266					
SS.4.E.1.2	Explain Florida's role in the national and international economy and conditions that attract businesses to the state.	N/A	Tourism 148, 184, 193, 196, 224-231, 254, 263, Florida's Growing Industries 154-159 (agriculture 154-157), The Space Program 218-223 (Florida's Economy 222), Review and Assessment 239, Florida Writing Coach 242, Florida's Resources, 248-251, A Global Economy 252-257, Entrepreneurs, 260-263, Review and Assessment 265-266					
SS.4.G.1.1	Identify physical features of Florida.	N/A	"Margie's Trip to the Everglades" FL 26, Map and Globe Handbook FL 38-39, 43, 37, Land and Water 4-11, Florida's Regions 12-17, Review and Assessment 31, 34, Florida's Shrinking Wetlands 154, Natural Wonders 228-229					
SS.4.G.1.2	Locate and label cultural features on a Florida map.	N/A	Map and Globe Handbook FL 42, FL 45, All Around Florida 25, Map Skills: Using a Cultural Map 28-29, Review and Assessment 31, Florida Writing Coach 34, Native Americans of Florida 40, Florida Missions 62-63, Immigrants Come to Florida 167, Florida Tourist Attractions 230, Florida's Heritage Celebrations 233, Immigration to Florida 235, Florida's Counties 283					
SS.4.G.1.3	Explain how weather impacts Florida.	N/A	Florida's Climate 18-21, Review and Assessment 32, 201					
SS.4.G.1.4	Interpret political and physical maps using map elements (title, compass rose, cardinal directions, intermediate directions, symbols, legend, scale, longitude, latitude).	N/A	Map and Globe Handbook FL 40-47, Map Skills: Using a Cultural Map, 28-29, Political Maps, FL 42, Physical Maps, FL 43, Maps Show Direction, FL 44, Maps Show Distance, FL 45, Use Latitude and Longitude for Exact Distance, FL 46, Maps Show Events FL 47, Maps, 5, 8, 12, 15, 20, 22, 25, 49, 31, 32, 50, 62, 63, 78, 85, 86, 92, 94, 96, 98, 109, 109, 123, 126, 150, 154, 158, 163, 167, 180, 197, 233, 235, 251, 283					

		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. The Examples can be from Student or Teacher Instructional Material.	Strongly Agree	Agree	Disagree	Strongly Disagree
	<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><i>myWorld Social Studies incorporates Understanding by Design instructional model co-created by program author Grant Wiggins. This instruction encourages student to connect to the content and build knowledge and skills through experience, which lead to understanding. Chapter-level Big Questions provide a larger framework to guide students and help them see the big ideas. 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 skills, and transfer what they've learned beyond the classroom. <u>Sample Pages:</u> Chapter 2 Big Question: Why do some people leave their homelands? (36), myStory Spark: Describe someone you know who has moved into your community or school from somewhere else. Write why you think they moved into your community. (36), myStory (with video): Castillo de San Marcos: Treasure Ship Routes (37-39), Got it?: question 8 (47), question 7 (53), question 4 (59), 21st Century Skills: Critical Thinking (Primary and Secondary Sources (54-55), myStory Book (71)</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>Tasks are engaging and interesting enough that students want to pursue them. Real world problems are realistic and relevant to students' lives.</p>	<p><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. <u>Sample Pages:</u> myStory Spark: Describe some of the holidays celebrated in your community. Then, write how those holidays celebrate things that happened in the past." (74), myStory (video animation): Anna Kingsley: A Free Woman (75-77, Envision It! (78), myStory Book: Think about Florida joining the United States. Write how life in Florida would be different if Florida were still part of Spain. Next, think about how the United States might be different if Florida was still part of Spain. Draw a picture that shows what the United States might be like without Florida (115), Engaging Activities (87, 97, 99, 105, 108, 110), interactive map activities (78, 85, 86, 90, 92, 94, 96, 98, 109)</i></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><i>The myWorld Social Studies 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> <i>Sample Pages: Checklist (p. FL 37), Critical Thinking: Primary and Secondary Sources (p. 54-55), Critical Thinking: Compare Viewpoints, 102-103, Critical Thinking: Social Studies Skills: Evaluate News Sources (p. 130-131), Recognize Bias, 164-165, Media and Technology: Evaluate Web Sites (p. 286-287)</i></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><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 Planner.</i> <i>Sample Pages: myStory Spark: (206), Envision It! Activities (211, 218, 224, 233), Got it? (215, 223, 231, 237), 21st Century Skills (216-217), relevant chapter activities (210, 221, 223, 225, 227, 228-229, 237, 239-241), Florida Writing Coach 242-243</i></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><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 primary and secondary sources.</i> <i>Sample Pages: myStory Spark: How does economic growth provide opportunity? (144), myStory (with video): Ybor City Museum State Park: An Uncommon Community (144-145), Ybor City (158), Interactive Map Activity: Florida's Industries, 1890 (158), Vicente Martinez Ybor text and activity (261), interactive graphic organizers</i></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><i>The myWorld Social Studies 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. <u>Sample Pages:</u> Chapter Target Reading Skills: Compare and Contrast (9, 27), Cause and Effect (11, 21, 24), Main Idea and Details (13, 21, 32), Draw Conclusions (17), Summarize (19), Map/Graph/Chart activities requiring math skills FL 45 (calculate distance) FL 46 (location), Florida's Most Populous Cities in 2009 (23), Visitors to Florida's Theme Parks (226), Florida Jobs, 2009 (266), Science: Florida's Geography (31-35), Transportation Technology (148-153), Hurricanes and Fruit Flies (189), The Space Program, 207-209, 218–223, Natural Wonders 228-229, Florida's Resources (248-251), Artistic: Draw, 14, 19, 33, 71, 115, 156, 173, 189, 195, 233, 241, 249, 261, 262, 265, 267, 297</i></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>myWorld Social Studies contains 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. Reading Skills Pages: FL 28-35</p>					

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

SUBJECT: Social Studies
GRADE LEVEL: Grade Four
COURSE TITLE: Social Studies - Grade 4
COURSE CODE: 5021060
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)				
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.)	Thoroughly	Highly	Adequately	Minimally	Not At All
SS.4.A.1.In.a	Use primary and secondary resources to obtain information about important people and events from Florida history.	"An Interview with Thomas Edison", FL 25, Critical Thinking: Primary and Secondary Sources, 54-55, Critical Thinking: Compare Viewpoints 102-103, Media and Technology: Evaluate News Sources, 130-131, Critical Thinking: Recognize Bias, 164-165, Media and Technology: Analyze Images, 216-217, Media and Technology: Search for Information on the Internet 258-259, Media and Technology: Evaluate Web Sites 286-287, Also see: (myStory 1, 37, 75, 119, 145, 177, 207, 245, 271, (timelines) 99, 128, 186-7, 189, 212-213, 219 (photographs) 6, 148-9, 172, 180-81, 194, 196, 240, (art/paintings) 46, 48, 60-61, 64-5, 66, 108, 125, 135, (historic maps) 50, 54					
SS.4.A.1.In.b	Use print and electronic media to collect information about Florida history.	Critical Thinking: Primary and Secondary Sources, 54-55, Media and Technology: Evaluate News Sources, 130-131, Critical Thinking: Recognize Bias, 164-165, Media and Technology: Analyze Images, 216-217, Media and Technology: Search for Information on the Internet, 258-259, Media and Technology: Evaluate Web Sites, 286-287, Also see: (myStory with video or graphic novel animation) 1, 37, 75, 119, 145, 177, 207, 245, 271					

SS.4.A.1.Pa.a	Recognize an artifact, picture, or video about Florida.	Artifacts (defined) 64, myStory with photos, video or graphic novel animation 1, 37, 75, 119, 145, 177, 207, 245, 271, Media and Technology: Analyze Images, 216-217, also see: Artifacts, pictures 43, 45, 54, 60, 62, 74, 81-82, 84, 86-87, 88, 93, 97, 101, 102, 104, 107, 110, 118, 122, 125, 127, 134, 136, 148, 149, 151, 157, 158, 159, 164, 183, 190, 191, 192, 194, 195, 196, 210, 211, 231					
SS.4.A.1.Pa.b	Use technology to access information about Florida.	myworldsocialstudies.com includes full digital path of content including online student edition, videos, myStory Book, language support, and assessment. See also: Critical Thinking: Primary and Secondary Sources, 54-55, Media and Technology: Evaluate News Sources, 130-131, Critical Thinking: Recognize Bias, 164-165, Media and Technology: Analyze Images, 216-217					
SS.4.A.1.Su.a	Use a primary and secondary resource to obtain information about a famous person or event from Florida history.	"An Interview with Thomas Edison", FL 25, Critical Thinking: Primary and Secondary Sources, 54-55, Critical Thinking: Compare Viewpoints 102-103, Media and Technology: Evaluate News Sources, 130-131, Critical Thinking: Recognize Bias, 164-165, Media and Technology: Analyze Images, 216-217, Media and Technology: Search for Information on the Internet 258-259, Media and Technology: Evaluate Web Sites 286-287, Also see: (myStory 1, 37, 75, 119, 145, 177, 207, 245, 271, (timelines) 99, 128, 186-187, 189, 212-213, 219 (photographs) 6, 148-149, 172, 180-81, 194, 196, 240, (art/paintings) 46, 48, 60-61, 64-65, 66, 108, 125, 135, (historic maps) 50, 54					
SS.4.A.1.Su.b	Use print and electronic media to identify information about Florida history.	Critical Thinking: Primary and Secondary Sources, 54-55, Media and Technology: Evaluate News Sources, 130-131, Critical Thinking: Recognize Bias, 164-165, Media and Technology: Analyze Images, 216-217, Media and Technology: Search for Information on the Internet, 258-259, Media and Technology: Evaluate Web Sites, 286-287, Also see: (myStory with video or graphic novel animation) 1, 37, 75, 119, 145, 177, 207, 245, 271					
SS.4.A.2.In.a	Identify important cultural aspects of Native American tribes of Florida, such as living in villages and making pottery.	Native Americans of Florida, 40-47, Calusa, 50, Apalachee, 52, 64-65, 67, Seminoles, 78-83, 94, 96-100, 101, 184, Creek, 88					
SS.4.A.2.Pa.a	Recognize differences in artifacts of Native Americans in Florida, such as pottery or spears.	Artifacts of Native Americans in Florida, 42, 43, 46, Artifacts (defined) 64, 81					
SS.4.A.2.Su.a	Recognize an important cultural aspect of Native American tribes of Florida, such as making pottery.	Native Americans of Florida, 40-47, Calusa, 50, Apalachee, 52, 64-65, 64, 67, Seminoles, 78-83, 94, 96-100, 101, 184, Creek, 88					
SS.4.A.3.In.a	Recognize a European explorer who came to Florida, such as Ponce de Leon, who came to find slaves and riches.	myStory: Castillo de San Marcos: Treasure Ship Routes 37-39, Spanish Explorers, 48-53, The French Come to Florida, 56-57					

SS.4.A.3.In.b	Identify effects of European colonization on Native American tribes in Florida, such as slavery and new diseases.	Europeans 47, Dividing the World 48, Exploring Florida (contact with Calusa) 50, A Difficult Relationship 52, The French Come to Florida 56, Fort Caroline (Timucua) 58, Permanent Settlements 60, Building Missions 63, The Apalachee at San Luis Mission 64-65, Spanish Influence 67, Review and Assessment 69-70, Spanish Rule 88, The Seminole Wars 96-101, Critical Thinking: Compare Viewpoints (Seminoles and American pioneers) 102-103					
SS.4.A.3.In.c	Recognize St. Augustine as the oldest permanent European settlement in the United States.	"St. Augustine" FL 20, Castillo de San Marcos, 37-39, 230-231, St. Augustine, 60-61, 246					
SS.4.A.3.In.d	Identify that the purpose of missions in Florida was to spread Christianity, the Spanish language, and style of dress to Native Americans.	Spanish Missions FL 21, Spanish missions (includes San Luis de Talimali) 63-66, Review and Assessment 70					
SS.4.A.3.In.e	Identify that African slaves escaped to Fort Mose to live in freedom.	Fort Mose, FL 22, Fort Mose, 66, African militia at Fort Mose, 86-87					
SS.4.A.3.In.f	Recognize effects of Spanish rule in early Florida, such as names of cities, agriculture, and weapons.	Castillo de San Marco 37-39, The First Explorers 49, Trying to Build Colonies 51, A Difficult Relationship 52, Spain Loses Interest 53, Spanish Settlements 60-67, Spanish Rule 88					
SS.4.A.3.In.g	Identify different nations that controlled Florida, such as Spain or England.	Trying to Build Colonies, 51, A Difficult Relationship, 52, Spain Loses Interest, 53, French Colonization, 56-59, Spanish Settlements, 60-67, Great Britain, Spain, and France, 84-89					
SS.4.A.3.In.h	Identify that the Seminole tribe went to the Everglades to hide from soldiers trying to force them to leave Florida.	The Seminoles Form, 78-79, Africans and Seminoles, 80, The Second Seminole War Ends 99					
SS.4.A.3.In.i	Recognize that Spain signed an agreement (treaty) to make Florida a United States territory.	Florida Joins the United States 90-95 (Adams-Onis Treaty 91, 92)					
SS.4.A.3.In.j	Recognize that the Seminole tribe wanted to stay in Florida, but the United States fought wars against them and forced them to leave.	The First Seminole War Begins FL 23, The Seminole Wars, 96-101, Review and Assessment 114					
SS.4.A.3.Pa.a	Recognize that people came to Florida long ago.	Florida's earliest people 40, Native Americans of Florida 40-47, Europeans 47, Exploring Florida, 50, French Colonization 56-59, Spanish Settlements, 60-67, The Seminoles Form 78-79					
SS.4.A.3.Pa.b	Recognize differences between Europeans and Native Americans.	Native Americans of Florida, 40-47, Spanish Explorers 48 (Envision It!), Calusa, 50, Trying to Build Colonies, 51, A Difficult Relationship, 52, French Colonization, 56-59, Spanish Settlements, 60-63, Apalachee, 64-65, 64, 67, Seminoles, 78-83, 94, 96-100, 101, 184, Creek, 88, Great Britain, Spain, and France, 84-89					
SS.4.A.3.Pa.c	Recognize that people live together in the same location (settlement).	Europeans 47, Exploring Florida, 50, French Colonization 56-59, Spanish Settlements, 60-67					
SS.4.A.3.Pa.d	Recognize that people live together in the same location (settlement).	Europeans 47, Exploring Florida, 50, French Colonization 56-59, Spanish Settlements, 60-67					

SS.4.A.3.Pa.e	Recognize an aspect of freedom.	Fort Mose, 66, Anna Kingsley: A Free Woman, 75-77, Africans and Seminoles, 80, African militia at Fort Mose, 86-87, Civil War 122-123, The Promise of Freedom, 134, Cuban Independence 160, Rights for All Floridians 214, Florida's Constitution 274					
SS.4.A.3.Pa.f	Recognize a Spanish influence in Florida.	Castillo de San Marco 37-39, The First Explorers 49, Trying to Build Colonies 51, A Difficult Relationship 52, Spain Loses Interest 53, Spanish Settlements 60-67, Spanish Rule 88					
SS.4.A.3.Pa.g	Recognize that different groups of people lived in Florida long ago.	Native Americans of Florida, 40-47, The French Come to Florida, 56-59, Spanish Settlements 60-67, The Seminoles 78-79					
SS.4.A.3.Pa.h	Recognize a reason for moving (migration).	Florida's Early History (Big Question: Why do some people leave their homelands?) 36, 39, 47, 53, 59, 67, 71, The Seminoles Form 78 (migrate defined)					
SS.4.A.3.Pa.i	Recognize that Florida is part of the United States.	Florida Joins the United States, 90-95, From Territory to State, 104-111					
SS.4.A.3.Pa.j	Recognize that people fight against each other in a war.	Conflict and Cooperation, 84-85, The Seminole Wars, 96-101, Civil War 122-129: Chapter Big Question: What is worth fighting for?, The Spanish-American War, 160-163, World War I, 180, World War II, 194-199					
SS.4.A.3.Su.a	Recognize a European explorer who came to Florida, such as Ponce de Leon.	Spanish Missions FL 21, 38, Spanish Explorers 48-53 (Ponce de Leon 49-51, Garrido, 49, Dorantes, 51), The French Come to Florida 56-57, 59, Review and Assessment 69-70					
SS.4.A.3.Su.b	Recognize an effect of European colonization on Native American tribes in Florida, such as slavery.	Europeans 47, Dividing the World 48, Exploring Florida (contact with Calusa) 50, A Difficult Relationship 52, The French Come to Florida 56, Fort Caroline (Timucua) 58, Permanent Settlements 60, Building Missions 63, The Apalachee at San Luis Mission 64-65, Spanish Influence 67, Review and Assessment 69-70, Spanish Rule 88, The Seminole Wars 96-101, Critical Thinking: Compare Viewpoints (Seminoles and American pioneers) 102-103					
SS.4.A.3.Su.c	Recognize that St. Augustine is an old settlement.	"St. Augustine" FL 20, Castillo de San Marcos, 37-39, 230-231, St. Augustine, 60-61, 246					
SS.4.A.3.Su.d	Recognize that a purpose of the missions in Florida was to spread Christianity to Native Americans.	Spanish Missions FL 21, Spanish missions (includes San Luis de Talimali) 63-65, Review and Assessment 70					
SS.4.A.3.Su.e	Recognize that African slaves went to Fort Mose to be free.	Fort Mose, 66, African militia at Fort Mose, 86-87					
SS.4.A.3.Su.f	Recognize an effect of Spanish rule in early Florida, such as names of cities, agriculture, or weapons.	Europeans 47, Dividing the World 48, Exploring Florida (contact with Calusa) 50, A Difficult Relationship 52, The French Come to Florida 56, Fort Caroline (Timucua) 58, Permanent Settlements 60, Building Missions 63, The Apalachee at San Luis Mission 64-65, Spanish Influence 67, Review and Assessment 69-70, Spanish Rule 88, The Seminole Wars 96-101, Critical Thinking: Compare Viewpoints (Seminoles and American pioneers) 102-103					
SS.4.A.3.Su.g	Recognize a nation that controlled Florida, such as Spain.	French Colonization, 56-59, Spanish Settlements, 60-67, Great Britain, Spain, and France, 84-89					
SS.4.A.3.Su.h	Recognize that the Seminole tribe went to live in the Everglades.	The Seminoles Form, 78-79, Africans and Seminoles, 80, The Second Seminole War Ends 99					

SS.4.A.3.Su.i	Recognize that Spain gave Florida back to the United States.	Adams-Onis Treaty, 91, 92					
SS.4.A.3.Su.j	Recognize that the United States fought wars against the Seminole tribe.	The Seminole Wars, 96-101					
SS.4.A.4.In.a	Identify technological advances that affected Florida, such as railroads and steamboats.	Transportation Technology, 148-153, Florida's Growing Industries, 154-159, Thomas Alva Edison during WWI, 180, Cars, 181, Building Florida's Roads, 184					
SS.4.A.4.In.b	Identify characteristics of pioneer life in Florida, such as isolated family farms, few roads, and use of steamboats.	British Settlers, 87, Middle Florida, 94, Compare Viewpoints (pioneers and Seminoles), 102-103, Pioneers and the Seminole Wars, 104, Farming Pioneers, 106, Other Pioneers, 107					
SS.4.A.4.Pa.a	Recognize modes of transportation in Florida.	Transportation Technology, 148-153, Cars, 181, Building Florida's Roads, 184, The Space Program, 218-221, Building a Railroad, 260-261					
SS.4.A.4.Pa.b	Recognize that pioneers lived in Florida a long time ago.	British Settlers, 87, Middle Florida, 94, Compare Viewpoints (pioneers and Seminoles), 102-103, Pioneers and the Seminole Wars, 104, Farming Pioneers, 106, Other Pioneers, 107					
SS.4.A.4.Su.a	Recognize a technological change that affected Florida, such as railroads.	Transportation Technology, 148-153, Florida's Growing Industries, 154-159, Review and Assessment 171, Thomas Alva Edison during WWI 180, Cars, 181, Building Florida's Roads 184, The Space Program 218-222, Manufacturing, 254, 255, Florida East Coast Railway 260-261					
SS.4.A.4.Su.b	Recognize a characteristic of pioneer life in Florida, such as farming.	British Settlers, 87, Middle Florida, 94, Compare Viewpoints (pioneers and Seminoles), 102-103, Pioneers and the Seminole Wars, 104, Farming Pioneers, 106, Other Pioneers, 107					
SS.4.A.5.In.a	Identify that Florida was considered a slave state (South) and battles were fought in Florida during the Civil War.	The Civil War, 122-129, Florida Rejoins the United States 133, Review and Assessment 139					
SS.4.A.5.In.b	Recognize that during Reconstruction, freed slaves in Florida got jobs and homes by working for landowners who needed workers (sharecropping).	Reconstruction 132-137, Sharecropping 135, Review and Assessment 140					
SS.4.A.5.Pa.a	Recognize that battles were fought in Florida in the Civil War.	The War in Florida, 126-127, Florida Feeds an Army, 128					
SS.4.A.5.Pa.b	Recognize ways different groups of people work together.	The Home Front, 127, Florida Feeds an Army, 128, also see: Active Citizenship, 288-293					
SS.4.A.5.Su.a	Recognize that Florida was considered a slave state (South) and battles were fought in Florida during the Civil War.	The Civil War, 122-129, Florida Rejoins the United States 133, Review and Assessment 139					
SS.4.A.5.Su.b	Recognize that during Reconstruction, Florida's freed slaves needed jobs and landowners needed workers.	Reconstruction 132-137; Sharecropping 135, Review and Assessment 140					
SS.4.A.6.In.a	Identify Florida's major industries, such as timber, tourism, and citrus.	Ybor City Museum State Park 145-47, Transportation Technology, 148-153, Florida's Growing Industries, 154-159, Review and Assessment 171, WWII: The Homefront in Florida 196, The Space Program, 218-221, Florida's Resources, 248-251, Working in the Mines and Manufacturing 254, Building a Railroad, 260-261, Review and Assessment 265					

SS.4.A.6.In.b	Identify contributions of immigrants to Florida, such as language, food, or customs.	Why Florida has Many Cultures FL 27, Immigrants and diversity 26, 214, Ybor City 145-147, 158, 261, Immigration 166-169, Immigration Today 232-237					
SS.4.A.6.In.c	Identify the contributions of significant individuals to Florida, such as Henry Flagler, Thomas Alva Edison, and Mary McLeod Bethune.	Remembering Those Who Served FL 18, People to Know FL 19, Anna Kingsley 75-77, Jacob Summerlin 119-121, 128, 157, Mary Martha Reid 127, Jonathan Clark Gibbs & Josiah T. Walls 134, Mary McLeod Bethune 136, James Weldon Johnson FL 19, 136-137, Review and Assessment 140, Vincente Martinez Ybor 145-147, 158, 261, Hamilton Disston 149, The Florida Railroad Boom 150 (including Henry B. Plant), Henry Flagler 151, 245-247, John Gorrie 152, Governor Napoleon Broward 154, Lue Gim Gong 156, Clara Barton 161, Carl Fisher 168, Review and Assessment 171, Jacqueline Cochran 177-179, Thomas Alva Edison 180, Marjorie Rawlings FL 19, 192, 236, Zora Neale Hurston 193, Heroes of WWII 198, Review and Assessment 201, LeRoy Collins 211, Charles Kenzie "C.K." Steele 212, Dr. Robert Hayling 213, Bob Martinez, Xavier Suarez, Paula Hawkins 214, Contributions of Floridians 236-237, Entrepreneurs 260-263 (including Flagler, Tuttle, Ybor), Review and Assessment 266					
SS.4.A.6.In.d	Recognize ways that Florida changed during the Spanish American War, such as increased population, business, and harbors.	Ybor City 158, Spanish-American War, 160–163, Immigration 166, Florida Grows 168					
SS.4.A.6.Pa.a	Recognize a major industry in Florida.	Ybor City Museum State Park 145-47, Transportation Technology, 148-153, Florida's Growing Industries, 154-159, Review and Assessment 171, WWII: The Homefront in Florida 196, The Space Program, 218–221, Florida's Resources, 248-251, Working in the Mines and Manufacturing 254, Building a Railroad, 260-261, Review and Assessment 265					
SS.4.A.6.Pa.b	Recognize variations in language, food, or customs of immigrants in Florida.	Immigrants and diversity, 26, 214, Map Skills: Using a Cultural Map, 28–29, Ybor City, 145-147, 158, 261, Immigration, 166-169, Immigration Today, 232-237					

SS.4.A.6.Pa.c	Recognize that many people made contributions to Florida.	Remembering Those Who Served FL 18, People to Know FL 19, Anna Kingsley 75-77, Jacob Summerlin 119-121,128, 157, Mary Martha Reid 127, Jonathan Clark Gibbs & Josiah T. Walls 134, Mary McLeod Bethune 136, James Weldon Johnson FL 19, 136-137, Review and Assessment 140, Vincente Martinez Ybor 145-147, 158, 261, Hamilton Disston 149, The Florida Railroad Boom 150 (including Henry B. Plant), Henry Flagler 151, 245-247, John Gorrie 152, Governor Napoleon Broward 154, Lue Gim Gong 156, Clara Barton 161, Carl Fisher 168, Review and Assessment 171, Jacqueline Cochran 177-179, Thomas Alva Edison 180, Marjorie Rawlings FL 19, 192, 236, Zora Neale Hurston 193, Heroes of WWII 198, Review and Assessment 201, LeRoy Collins 211, Charles Kenzie "C.K." Steele 212, Dr. Robert Hayling 213, Bob Martinez, Xavier Suarez, Paula Hawkins 214, Contributions of Floridians 236-237, Entrepreneurs 260-263 (including Flagler, Tuttle, Ybor), Review and Assessment 266					
SS.4.A.6.Pa.d	Recognize that many people made contributions to Florida.	Remembering Those Who Served FL 18, People to Know FL 19, Anna Kingsley 75-77, Jacob Summerlin 119-121,128, 157, Mary Martha Reid 127, Jonathan Clark Gibbs & Josiah T. Walls 134, Mary McLeod Bethune 136, James Weldon Johnson FL 19, 136-137, Review and Assessment 140, Vincente Martinez Ybor 145-147, 158, 261, Hamilton Disston 149, The Florida Railroad Boom 150 (including Henry B. Plant), Henry Flagler 151, 245-247, John Gorrie 152, Governor Napoleon Broward 154, Lue Gim Gong 156, Clara Barton 161, Carl Fisher 168, Review and Assessment 171, Jacqueline Cochran 177-179, Thomas Alva Edison 180, Marjorie Rawlings FL 19, 192, 236, Zora Neale Hurston 193, Heroes of WWII 198, Review and Assessment 201, LeRoy Collins 211, Charles Kenzie "C.K." Steele 212, Dr. Robert Hayling 213, Bob Martinez, Xavier Suarez, Paula Hawkins 214, Contributions of Floridians 236-237, Entrepreneurs 260-263 (including Flagler, Tuttle, Ybor), Review and Assessment 266					
SS.4.A.6.Su.a	Recognize major industries in Florida, such as timber, tourism, and citrus.	Ybor City Museum State Park 145-47, Transportation Technology, 148-153, Florida's Growing Industries, 154-159, Review and Assessment 171, WWII: The Homefront in Florida 196, The Space Program, 218-221, Florida's Resources, 248-251, Working in the Mines and Manufacturing 254, Building a Railroad, 260-261, Review and Assessment 265					
SS.4.A.6.Su.b	Recognize contributions of immigrants to Florida, such as language, food, or customs.	Why Florida has Many Cultures FL 27, Immigrants and diversity 26, 214, Ybor City 145-147, 158, 261, Immigration 166-169, Immigration Today 232-237					

SS.4.A.6.Su.c	Recognize the contributions of a significant individual to Florida, such as Henry Flagler, Thomas Alva Edison, or Mary McLeod Bethune.	Jacob Summerlin, 128, Jonathan Clark Gibbs & Josiah T. Walls, 134, Mary McLeod Bethune & James Weldon Johnson, 136, Ybor City, 145-147, 158, 261, Henry Flagler, 151, 246, John Gorrie, 152, Governor Napoleon Broward, 154, Clara Barton, 161, Carl Fisher, 168, Zora Neale Hurston, 193, Heroes of WWII, 198, LeRoy Collins, 211, Charles Kenzie "C.K." Steele, 212, Dr. Robert Hayling, 213, Xavier Suarez & Paula Hawkins, 214, Contributions of Floridians, 236-237, Entrepreneurs, 260-263					
SS.4.A.6.Su.d	Recognize that Florida's population increased during the Spanish American War.	Ybor City 158, Spanish-American War, 160–163, Immigration 166, Florida Grows 168					
SS.4.A.7.In.a	Identify the basic causes and effects of the 1920s Florida land boom and bust.	Land Boom, 181, "Land by the Gallon", 182, Two More Cities 183, Building Florida's Roads 184-185, The Good Times End 188, Land Bust 191					
SS.4.A.7.In.b	Identify challenges Floridians faced during the Great Depression.	The Great Depression 188-193, Floridians Struggle 191, Review and Assessment 201					
SS.4.A.7.In.c	Recognize Florida's role in World War II.	World War II 194-199: The Armed Forces Train in Florida, 195, The Home Front in Florida, 196, the Undersea War 197, Serving Proudly 198, Review and Assessment 202					
SS.4.A.7.Pa.a	Recognize an effect of the Florida land bust.	The Good Times End, 188, Land Bust, 191					
SS.4.A.7.Pa.b	Recognize a challenge of the Great Depression.	The Great Depression 188-193: The Stock Market Crashes 190, Businesses Fail 190, Floridians Struggle, 191					
SS.4.A.7.Pa.c	Recognize that people in Florida were involved in a war.	The Armed Forces Train in Florida, 195, The Home Front in Florida, 196, Serving Proudly, 198					
SS.4.A.7.Su.a	Recognize the cause of the 1920s Florida land bust.	The Good Times End, 188, Land Bust, 191					
SS.4.A.7.Su.b	Recognize challenges Floridians faced during the Great Depression.	The Great Depression 188-193, Floridians Struggle 191, Review and Assessment 201					
SS.4.A.7.Su.c	Recognize that Florida played a role in World War II.	The Armed Forces Train in Florida, 195, The Home Front in Florida, 196, Serving Proudly, 198					
SS.4.A.8.In.a	Recognize Florida's role in the Civil Rights Movement, such as the Tallahassee Bus Boycotts and efforts of Governor Collins to integrate African Americans into government.	The Civil Rights Movement 210-217: Public schools 211, The Tallahassee Bus Boycott, 212 (civil disobedience defined 212), 217, St. Augustine 213, Rights For All Floridians 214-215, Review and Assessment 239					
SS.4.A.8.In.b	Identify how immigration impacts Florida today.	Immigration Today 232-237, Working on Farms 253, Review and Assessment 240					
SS.4.A.8.In.c	Recognize ways that Florida has changed due to the space program, such as new technologies and population growth.	The Kennedy Center: Learning about the Space Program 207-209, The Space Program 218–223, Review and Assessment 239, Service Industry 255					
SS.4.A.8.In.d	Recognize that tourism brings people, money, and jobs to Florida.	148 (tourism defined), Tourism 150-153, Tourism 224-231, Review and Assessment 240, Saving Resources 248, Service Industry 255, Walt Disney 263					
SS.4.A.8.Pa.a	Recognize that people have rights.	Integration of Florida's schools, 211, The Tallahassee Bus Boycott, 212, 217, St. Augustine, 213, Rights For All Floridians, 214-215, Florida's Constitution 274					
SS.4.A.8.Pa.b	Recognize that people move into Florida today.	Immigration Today, 232-237					
SS.4.A.8.Pa.c	Recognize an aspect of Florida's space program.	The Kennedy Center: Learning about the Space Program 207-209, The Space Program 218–223, Review and Assessment 239, Service Industry 255					

SS.4.A.8.Pa.d	Recognize a characteristic of tourism in Florida, such as people.	148, Tourism 150-153, Tourism 224-231, Review and Assessment 240, Saving Resources 248, Service Industry 255, Walt Disney 263					
SS.4.A.8.Su.a	Recognize that Florida played a role in the Civil Rights Movement.	Integration of Florida's schools, 211, The Tallahassee Bus Boycott, 212, 217, St. Augustine, 213, Rights For All Floridians, 214-215					
SS.4.A.8.Su.b	Recognize how immigration impacts Florida today.	Immigration Today 232-237, Working on Farms 253, Review and Assessment 240					
SS.4.A.8.Su.c	Recognize a way Florida has changed due to the space program, such as new technologies or population growth.	The Kennedy Center: Learning about the Space Program 207-209, The Space Program 218-223, Review and Assessment 239, Service Industry 255					
SS.4.A.8.Su.d	Recognize that tourism brings people and money to Florida.	148, Tourism 150-153, Tourism 224-231, Review and Assessment 240, Saving Resources 248, Service Industry 255, Walt Disney 263					
SS.4.A.9.In.a	Complete a timeline to sequence important events in Florida history.	Timeline, list the events, 99, Write the important events on timeline, 110, Graph Skills: Analyze Timelines, 186-187, Fill in the timeline, 189, Timeline labeled, 213, Circle the events on the timeline, 219, also see: Sequence, 95, 151, 157, 162, 163, 166, 169, 172, 279					
SS.4.A.9.Pa.a	Recognize pictures on a simple timeline of important events in Florida.	For related material see: Timeline, list the events, 99, Write the important events on timeline, 110, Graph Skills: Analyze Timelines, 186-187, Fill in the timeline, 189, Timeline labeled, 213, Circle the events on the timeline, 219					
SS.4.A.9.Su.a	Sequence pictures on a timeline to show important events in Florida history.	For related material see: Timeline, list the events, 99, Write the important events on timeline, 110, Graph Skills: Analyze Timelines, 186-187, Fill in the timeline, 189, Timeline labeled, 213, Circle the events on the timeline, 219					
SS.4.C.1.In.a	Recognize that Florida's constitution protects the rights of Florida's citizens and identifies the parts and functions of state government.	Governing Florida 274-279: Florida's Constitution 274, 279, The Legislative Branch 275, The Executive Branch 276, The Judicial Branch 277, Review and Assessment 295					
SS.4.C.1.Pa.a	Recognize the right of citizens to access and participate in community activities.	A Citizen's Rights & Responsibilities, 288-289, Serving the Public, 290, Issues for Florida's Citizens, 291, Volunteering, 292-293					
SS.4.C.1.Su.a	Recognize that Florida's constitution protects the rights of Florida's citizens.	Florida's Constitution, 274, 279					
SS.4.C.2.In.a	Identify common public issues in Florida that impact the daily lives of its citizens.	Tax laws 256, Our State Services & Making a State Budget 278, Draw Conclusions 279, Local Government 280-281, Governments Working Together 285, Issues for Florida's Citizens 291, Review and Assessment 296					
SS.4.C.2.In.b	Identify ways citizens can work together to help solve local problems, such as voting, holding public meetings, and volunteering.	Active Citizenship 288-293: A Citizen's Rights & Responsibilities, 288-289, Serving the Public, 290, Issues for Florida's Citizens, 291, Volunteering, 292-293, Review and Assessment 296					
SS.4.C.2.In.c	Identify ways citizens can work together to help solve local problems, such as voting, holding public meetings, and volunteering.	Active Citizenship 288-293: A Citizen's Rights & Responsibilities, 288-289, Serving the Public, 290, Issues for Florida's Citizens, 291, Volunteering, 292-293, Review and Assessment 296					

SS.4.C.2.Pa.a	Recognize a common public issue in the local community that impacts the daily lives of its citizens.	Tax laws 256, Our State Services & Making a State Budget 278, Draw Conclusions 279, Local Government 280-281, Governments Working Together 285, Issues for Florida's Citizens 291, Review and Assessment 296					
SS.4.C.2.Pa.b	Recognize a way to work with a group to help solve a problem.	Active Citizenship 288-293: A Citizen's Rights & Responsibilities, 288-289, Serving the Public, 290, Issues for Florida's Citizens, 291, Volunteering, 292-293, Review and Assessment 296					
SS.4.C.2.Pa.c	Recognize a way to work with a group to help solve a problem.	Active Citizenship 288-293: A Citizen's Rights & Responsibilities, 288-289, Serving the Public, 290, Issues for Florida's Citizens, 291, Volunteering, 292-293, Review and Assessment 296					
SS.4.C.2.Su.a	Recognize common public issues in Florida that impact the daily lives of its citizens.	Tax laws 256, Our State Services & Making a State Budget 278, Draw Conclusions 279, Local Government 280-281, Governments Working Together 285, Issues for Florida's Citizens 291, Review and Assessment 296					
SS.4.C.2.Su.b	Recognize ways to work with a group to help solve a community problem, such as voting, meeting together, and sharing information.	Active Citizenship 288-293: A Citizen's Rights & Responsibilities, 288-289, Serving the Public, 290, Issues for Florida's Citizens, 291, Volunteering, 292-293, Review and Assessment 296					
SS.4.C.2.Su.c	Recognize ways to work with a group to help solve a community problem, such as voting, meeting together, and sharing information.	Active Citizenship 288-293: A Citizen's Rights & Responsibilities, 288-289, Serving the Public, 290, Issues for Florida's Citizens, 291, Volunteering, 292-293, Review and Assessment 296					
SS.4.C.3.In.a	Recognize Florida's three branches of government, including legislative (makes laws), judicial (interprets laws), and executive (enforces laws).	The Legislative Branch, 275, The Executive Branch, 276, The Judicial Branch, 277, also see: A Visit to the Capital, 271-273					
SS.4.C.3.In.b	Identify differences between state and local government, including the role of leaders and lawmakers.	A Visit to the Capital 271-273, Governing Florida 274-279: Senators and Representatives, 275, Governor, 276, Local Government 280-285: Mayor, City Council, City Manager 282, County Commissioner 283, Review and Assessment 295					
SS.4.C.3.Pa.a	Recognize that Florida has a governor.	Governor, 272, 276					
SS.4.C.3.Pa.b	Recognize the leader of the state government (governor).	Governor, 272, 276					
SS.4.C.3.Su.a	Recognize that Florida has three branches of government with a governor, lawmakers, and judges.	The Legislative Branch, 275, The Executive Branch, 276, The Judicial Branch, 277, also see: A Visit to the Capital, 271-273					
SS.4.C.3.Su.b	Recognize a difference between state and local government, such as governor and mayor.	A Visit to the Capital 271-273, Governing Florida 274-279: Senators and Representatives, 275, Governor, 276, Local Government 280-285: Mayor, City Council, City Manager 282, County Commissioner 283, Review and Assessment 295					
SS.4.E.1.In.a	Recognize contributions of entrepreneurs who influenced Florida, such as Walt Disney (theme parks) and Henry Flagler (railroads).	People to Know FL 19, Ybor City 145-147, 158, Henry Flagler, 151, 245-247, Carl Fisher, 168, Review and Assessment 171, 201 Entrepreneurs 260-263 (including Flagler and Tuttle 260, Ybor 261, Dupont and Ball 262, Disney 263), Review and Assessment 266					

SS.4.E.1.In.b	Identify important economic contributions of Florida, such as tourism, agriculture, and the space industry.	Tourism 148, 184, 193, 196, 224-231, 254, 263, Florida's Growing Industries 154-159 (agriculture 154-157), The Space Program 218-223 (Florida's Economy 222), Review and Assessment 239, Florida Writing Coach 242, Florida's Resources, 248-251, A Global Economy 252-257, Entrepreneurs, 260-263, Review and Assessment 265-266					
SS.4.E.1.Pa.a	Recognize that many people made contributions to Florida.	Entrepreneurs, 260-263, also see: Ybor City, 145-147, 158, 261, Henry Flagler, 151, 246, Carl Fisher, 168					
SS.4.E.1.Pa.b	Associate a good or service with Florida, such as oranges, spacecraft, or theme parks.	Florida's Resources, 248-255, A Global Economy 252-257, Entrepreneurs, 260-263					
SS.4.E.1.Su.a	Recognize a contribution of an entrepreneur who influenced Florida, such as Walt Disney (theme parks).	Entrepreneurs, 260-263, also see: Ybor City, 145-147, 158, 261, Henry Flagler, 151, 246, Carl Fisher, 168					
SS.4.E.1.Su.b	Recognize an important economic contribution of Florida, such as tourism, agriculture, or the space industry.	Tourism 148, 184, 193, 196, 224-231, 254, 263, Florida's Growing Industries 154-159 (agriculture 154-157), The Space Program 218-223 (Florida's Economy 222), Review and Assessment 239, Florida Writing Coach 242, Florida's Resources, 248-251, A Global Economy 252-257, Entrepreneurs, 260-263, Review and Assessment 265-266					
SS.4.G.1.In.a	Recognize physical features of Florida, such as bodies of water, location, and landforms.	"Margie's Trip to the Everglades" FL 26, Map and Globe Handbook FL 38-39, 43, 37, Land and Water 4-11, Florida's Regions 12-17, Review and Assessment 31, 34, Florida's Shrinking Wetlands 154, Natural Wonders 228-229					
SS.4.G.1.In.b	Identify cultural features on a Florida map, such as the state capital, a major city, and tourist attractions.	Map and Globe Handbook FL 42, FL 45, All Around Florida 25, Map Skills: Using a Cultural Map 28-29, Review and Assessment 31, Florida Writing Coach 34, Native Americans of Florida 40, Florida Missions 62-63, Immigrants Come to Florida 167, Florida Tourist Attractions 230, Florida's Heritage Celebrations 233, Immigration to Florida 235, Florida's Counties 283					
SS.4.G.1.In.c	Identify effects of weather in Florida, such as hurricanes, thunderstorms, drought, and mild climate.	Florida's Climate, 18-21, Hurricanes and Fruit Flies 189, Climate and Geography 224, Governments Working Together 285					
SS.4.G.1.In.d	Identify information provided on maps using the title, compass rose, cardinal and intermediate directions, symbols, and key/legend.	Map Skills: Using a Cultural Map, 28-29, Political Maps, FL 42, Physical Maps, FL 43, Maps Show Direction, FL 44, Maps Show Distance, FL 45, Use Latitude and Longitude for Exact Distance, FL 46, Maps Show Events FL 47, also see: Maps, 5, 8, 12, 15, 20, 22, 25, 49, 50, 62, 63, 78, 85, 86, 92, 94, 96, 98, 109, 109, 123, 126, 150, 154, 158, 163, 167, 180, 197, 233, 235, 251, 283					
SS.4.G.1.Pa.a	Recognize a physical feature of Florida, such as water.	"Margie's Trip to the Everglades" FL 26, Map and Globe Handbook FL 38-39, 43, 37, Land and Water 4-11, Florida's Regions 12-17, Review and Assessment 31, 34, Florida's Shrinking Wetlands 154, Natural Wonders 228-229					

SS.4.G.1.Pa.b	Associate an outline map or image with the state of Florida.	Media and Technology: Analyze Images, 216-217, also see: Pictures, illustrations, 38, 39, 43, 45, 54, 60, 62, 74, 82, 86-87, 88, 93, 97, 101, 102, 104, 107, 110, 118, 122, 125, 127, 134, 136, 148, 149, 151, 157, 158, 159, 164, 183, 190, 191, 192, 194, 195, 196, 210, 211, 231					
SS.4.G.1.Pa.c	Recognize examples of weather in Florida, such as thunderstorms.	Florida's Climate, 18-21					
SS.4.G.1.Pa.d	Associate a picture or symbol with a location on a Florida map.	Political Maps (symbols), FL 42, Physical Maps (key), FL 43, Maps Show Direction (key), FL 44					
SS.4.G.1.Su.a	Recognize selected physical features of Florida, such as bodies of water and landforms.	"Margie's Trip to the Everglades" FL 26, Map and Globe Handbook FL 38-39, 43, 37, Land and Water 4-11, Florida's Regions 12-17, Review and Assessment 31, 34, Florida's Shrinking Wetlands 154, Natural Wonders 228-229					
SS.4.G.1.Su.b	Recognize a cultural feature on a Florida map, such as the state capital or a major city.	Map Skills: Using a Cultural Map, 28-29, Florida Missions, 63, Immigrants Come to Florida, 167, Florida's Heritage Celebrations, 233, Immigration to Florida, 235, Florida Cultural Map, FL 47					
SS.4.G.1.Su.c	Recognize an effect of weather in Florida, such as hurricanes, thunderstorms, drought, and mild climate.	Florida's Climate, 18-21, Hurricanes and Fruit Flies 189, Climate and Geography 224, Governments Working Together 285					
SS.4.G.1.Su.d	Recognize information provided on a map by its title, cardinal directions, symbols, and key/legend.	Map Skills: Using a Cultural Map, 28-29, Political Maps, FL 42, Physical Maps, FL 43, Maps Show Direction, FL 44, Maps Show Distance, FL 45, Use Latitude and Longitude for Exact Distance, FL 46, Maps Show Events FL 47, also see: Maps, 5, 8, 12, 15, 20, 22, 25, 49, 50, 62, 63, 78, 85, 86, 92, 94, 96, 98, 109, 109, 123, 126, 150, 154, 158, 163, 167, 180, 197, 233, 235, 251, 283					