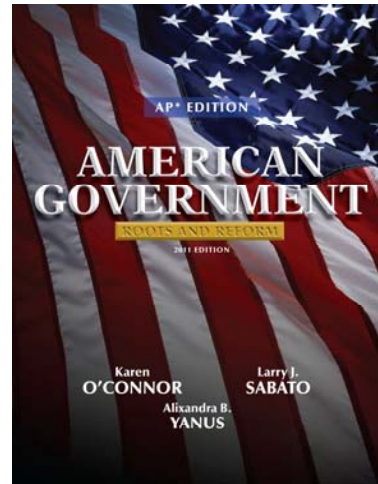




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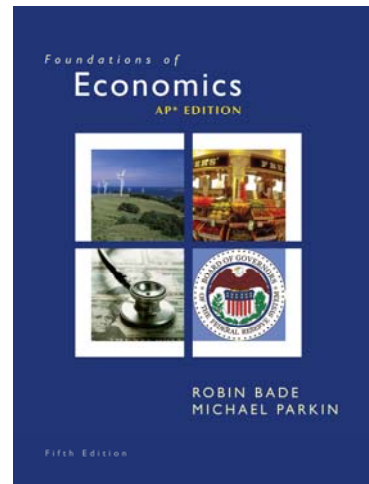


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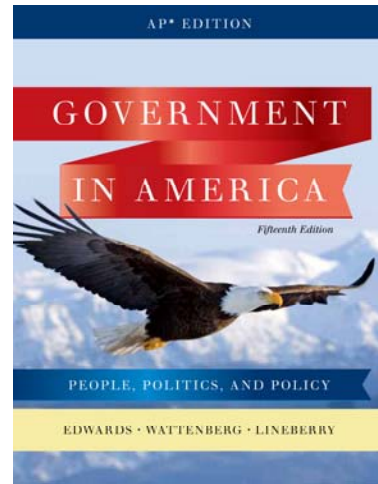


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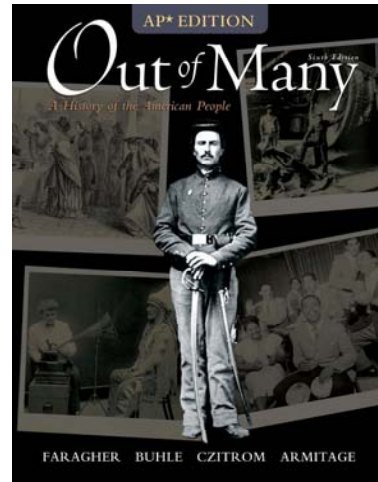


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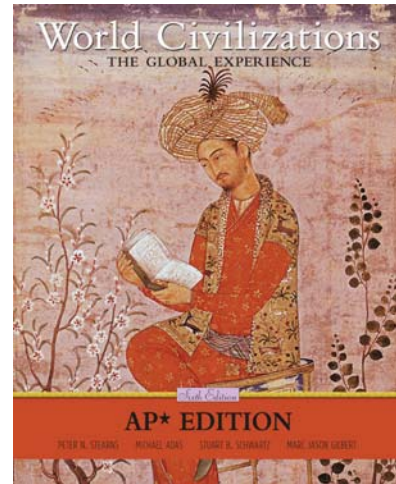
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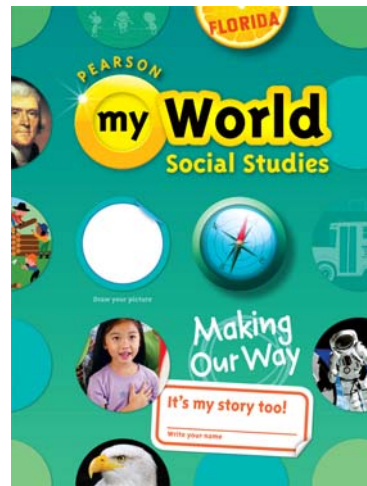
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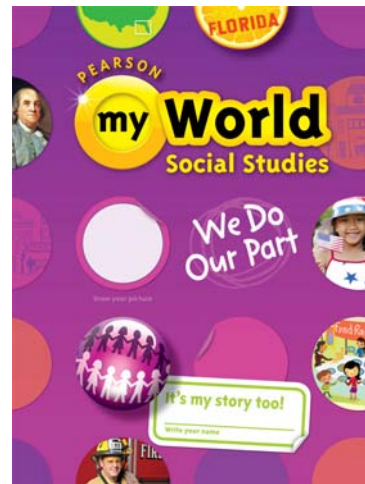


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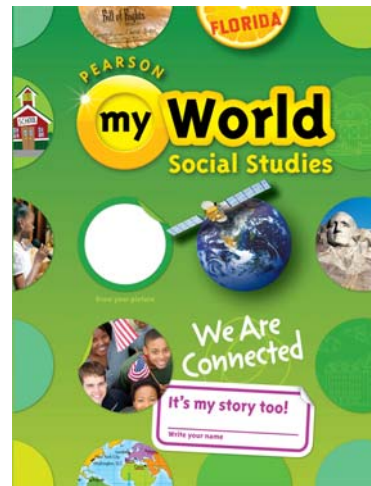
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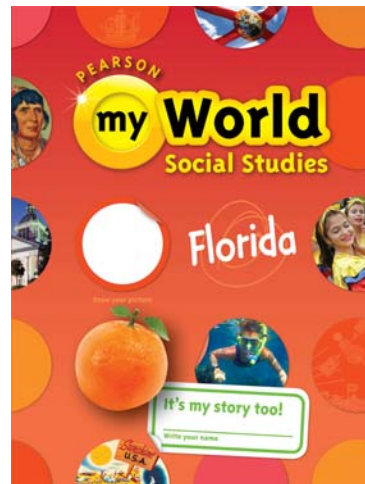


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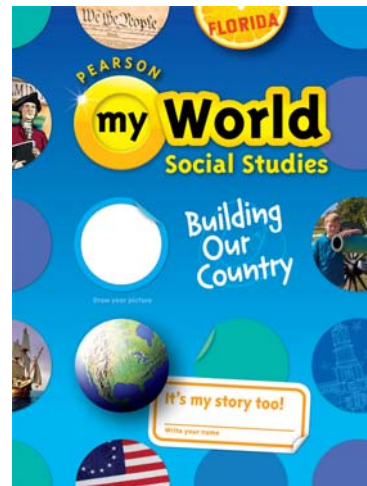
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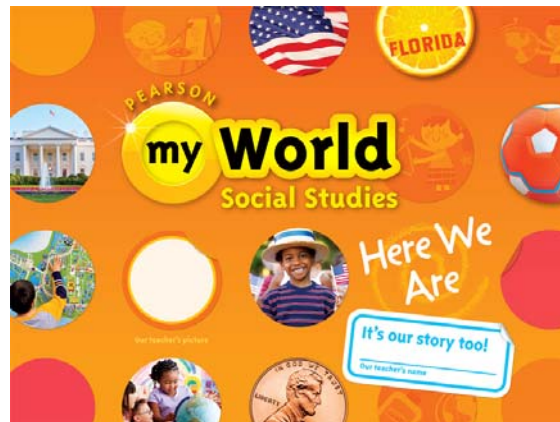
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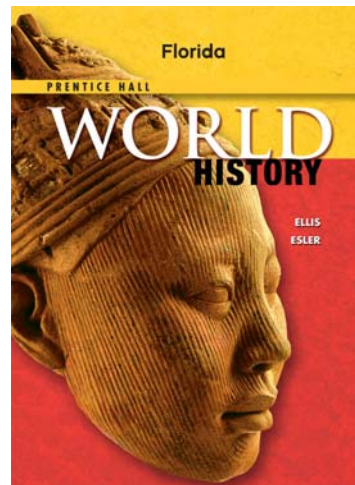


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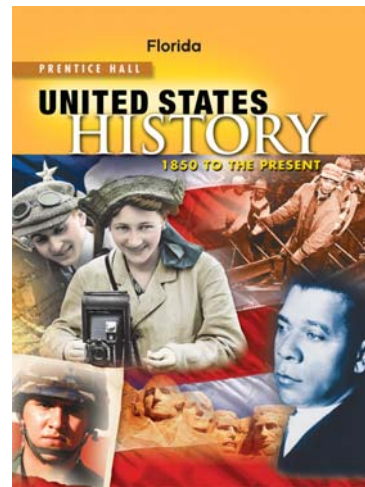


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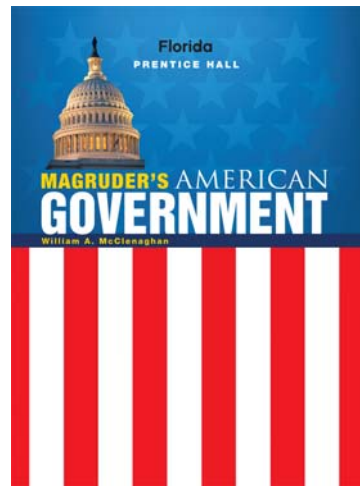
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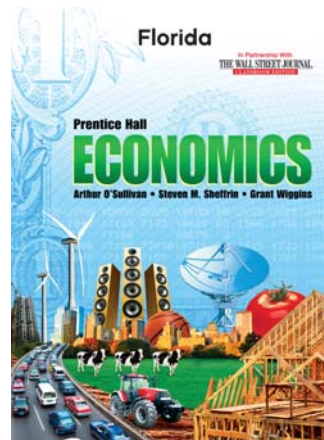
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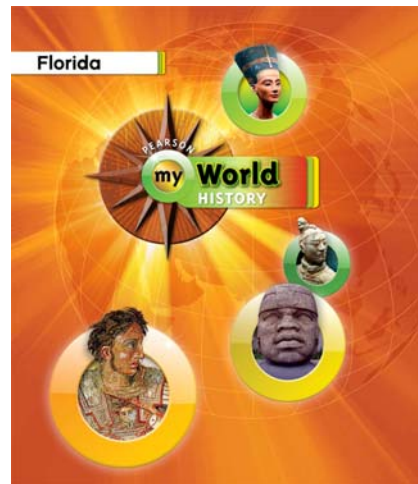
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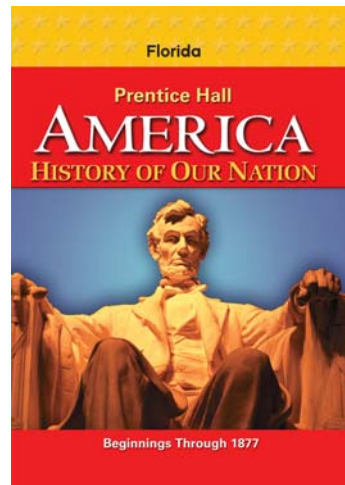
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To the

## 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 Five  
**COURSE TITLE:** Social Studies - Grade 5  
**COURSE CODE:** 5021070  
**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.5.A.1.1	Use primary and secondary sources to understand history.	N/A	Analyze Primary Sources, FL 22, Critical Thinking: Compare Viewpoints, 128-129, Critical Thinking: Use Primary Sources, 150-151, see also, for example: Lewis and Clark 237, Slavery in the North, 122-123, Jamestown Settlement, 63-65					
SS.5.A.1.2	Utilize timelines to identify and discuss American History time periods.	N/A	Graph Skills: Use Timelines, 42-43, Complete the timeline, 73, 109, 206, 296					
SS.5.A.2.1	Compare cultural aspects of ancient American civilizations (Aztecs/Mayas; Mound Builders/Anasazi/Inuit).	N/A	Ancient Farmers: Builders in Stone, 1-3, Ancient American Civilizations, 4-9					
SS.5.A.2.2	Identify Native American tribes from different geographic regions of North America (cliff dwellers and Pueblo people of the desert Southwest, coastal tribes of the Pacific Northwest, nomadic nations of the Great Plains, woodland tribes east of the Mississippi River).	N/A	Ancient Farmers: Builders in Stone, 1-3, Adapting to Different Places, 12-17, Native American Cultures, 18-25					
SS.5.A.2.3	Compare cultural aspects of Native American tribes from different geographic regions of North America including but not limited to clothing, shelter, food, major beliefs and practices, music, art, and interactions with the environment.	N/A	Ancient Farmers: Builders in Stone, 1-3, Adapting to Different Places, 12-17, Native American Cultures, 18-25					
SS.5.A.3.1	Describe technological developments that shaped European exploration.	N/A	Technology Shapes Exploration, 34-41					

SS.5.A.3.2	Investigate (nationality, sponsoring country, motives, dates and routes of travel, accomplishments) the European explorers.	N/A	Portuguese Explorers, 38-39, Reaching India, 40-41, Graph Skills: Use Timelines, 42-43, Explorers for Spain, 44-51, French explorers, 90, Dutch exploration, 93					
SS.5.A.3.3	Describe interactions among Native Americans, Africans, English, French, Dutch, and Spanish for control of North America.	N/A	Cortés and the Aztecs, 46, Exploring the North, 48, Coronado's Expedition, 49, Settling in the Americas, 50, Effects of Spanish Colonization, 51, Changing Ways of Life, 52, Harmful Effects, 53, Jamestown Settlement, 63-66, The Spanish Colony in the Americas, 66-71, The English Colonies in Virginia, 72-79, Pilgrims and Puritans in New England, 80-87, The French and Dutch in North America, 90-95, triangular trade, 115, Slavery in the Colonies, 120-127, Critical Thinking: Compare Viewpoints, 128-129, The French and Indian War, 130-135, Native Americans in the Revolution, 173, Winning Independence, 174-179					
SS.5.A.4.1	Identify the economic, political and socio-cultural motivation for colonial settlement.	N/A	Settling in the Americas, 50, Effects of Spanish Colonization, 51, Jamestown Settlement, 63-65, The Spanish Colony in the Americas, 66-71, The English Colonies in Virginia, 72-79, Pilgrims and Puritans in New England, 80-87, 88-89, The French and Dutch in North America, 90-95, Compare Viewpoints, 128					
SS.5.A.4.2	Compare characteristics of New England, Middle, and Southern colonies.	N/A	New England, Middle, and Southern Colonies, 104-111, Colonies and Resources 112-113, Compare Viewpoints 128					
SS.5.A.4.3	Identify significant individuals responsible for the development of the New England, Middle, and Southern colonies.	N/A	Sir Walter Raleigh, 72, 73, John Smith, 76-77, John Rolfe, 78, 79, William Bradford, 82, John Winthrop, 86, Henry Hudson, 93, Benjamin Franklin, 101-103, Roger Williams, 106-107, Duke of York, Carteret, Berkeley, 108, William Penn, 109, James Oglethorpe, 110					
SS.5.A.4.4	Demonstrate an understanding of political, economic, and social aspects of daily colonial life in the thirteen colonies.	N/A	Benjamin Franklin: Young Apprentice, 101-103, The New England Colonies, 106-107, The Middle Colonies, 108-109, The Southern Colonies, 110-111, Daily Life in the Colonies, 112-119, Slavery in the Colonies 120-127					
SS.5.A.4.5	Explain the importance of Triangular Trade linking Africa, the West Indies, the British Colonies, and Europe.	N/A	Triangular trade, 115					
SS.5.A.4.6	Describe the introduction, impact, and role of slavery in the colonies.	N/A	Triangular trade, 115, Slavery in the Colonies, 120-127					
SS.5.A.5.1	Identify and explain significant events leading up to the American Revolution.	N/A	Tensions With Britain, 144-149, Critical Thinking: Use Primary Sources, 150-151, The Colonists Rebel, 152-159, Declaring Independence, 160-165					

SS.5.A.5.2	Identify significant individuals and groups who played a role in the American Revolution.	N/A	Samuel Adams: Champion of Liberty, 141-143, Patrick Henry, 146, Sons of Liberty, 147, 154, Mercy Otis Warren & Daughters of Liberty, 148, Crispus Attucks, 152, Committees of Correspondence, 153, Patriots and Loyalists, 155, First Continental Congress, 156, Paul Revere, 157, Thomas Paine, 161, Thomas Jefferson, 162-163, Ethan Allen, 166, Colonel Henry Knox, 167, Nathan Hale, 168, John Burgoyne and William Howe 170, Joseph Brant 173, Winning Independence, 174–179, Benjamin Franklin, 196					
SS.5.A.5.3	Explain the significance of historical documents including key political concepts, origins of these concepts, and their role in American Independence.	N/A	The U.S.. Constitution, SSH 28, The Bill of Rights, SSH 30, Declaring Independence, 160-165, Articles of Confederation, 188-193, Creating the Constitution, 196-203, The Bill of Rights, 204-209, Key Concepts of the Constitution, 210-217, Declaration of Independence, 302, R1-R3, Constitution, R4-R26					
SS.5.A.5.4	Examine and explain the changing roles and impact of significant women during the American Revolution.	N/A	Mercy Otis Warren & Daughters of Liberty, 148, Women of the Revolution, 172					
SS.5.A.5.5	Examine and compare major battles and military campaigns of the American Revolution.	N/A	The First Shots, 158-159, On the Battlefield and at Home, 166-171, Winning Independence, 174-179					
SS.5.A.5.6	Identify the contributions of foreign alliances and individuals to the outcome of the Revolution.	N/A	Von Steuban, 171, 174, Lafayette, 174, Alliance with the French, 171, Advantages and Allies, 174-175					
SS.5.A.5.7	Explain economic, military, and political factors which led to the end of the Revolutionary War.	N/A	Washington Crosses the Delaware, 168-169, The Battle of Saratoga, 170-171, Winning Independence, 174-179					
SS.5.A.5.8	Evaluate the personal and political hardships resulting from the American Revolution.	N/A	Washington Crosses the Delaware, 168, A Weak National Government, 190, A Tax Revolt, 191					
SS.5.A.5.9	Discuss the impact and significance of land policies developed under the Confederation Congress (Northwest Ordinance of 1787).	N/A	New Lands for New States (Northwest Ordinance of 1787), 192-193, Media and Technology: Search for Information on the Internet (Northwest Ordinance), 194–195					
SS.5.A.5.10	Examine the significance of the Constitution including its key political concepts, origins of those concepts, and their role in American democracy.	N/A	The U.S. Constitution, SSH 28, The Bill of Rights, SSH 30, Creating the Constitution, 196-203, The Bill of Rights, 204-209, Key Concepts of the Constitution, 210-217, United States Constitution, R4-R26					
SS.5.A.6.1	Describe the causes and effects of the Louisiana Purchase.	N/A	Jefferson and the Louisiana Purchase, 234-239					
SS.5.A.6.2	Identify roles and contributions of significant people during the period of westward expansion.	N/A	The Lewis and Clark Expedition: Sacagawea's Unique Role, 223-225, Daniel Boone, 234, Thomas Jefferson, 236-237, Lewis and Clark, 237-239, Sacagawea, 237, Narcissa Whitman: Oregon Trail Pioneer, 263-265, Stephen Austin, 276					
SS.5.A.6.3	Examine 19th century advancements (canals, roads, steamboats, flat boats, overland wagons, Pony Express, railroads) in transportation and communication.	N/A	Better Transportation, 270, Roads, 270, Erie Canal, 271, Flatboats, 270–271, Steamboats, 271, 274–275, First Railroads, 272–273, Wagon Trains, 284, Prairie Schooner, 285, 287					

SS.5.A.6.4	Explain the importance of the explorations west of the Mississippi River.	N/A	Lewis and Clark, 237-239					
SS.5.A.6.5	Identify the causes and effects of the War of 1812.	N/A	The War of 1812, 240-245					
SS.5.A.6.6	Explain how westward expansion affected Native Americans.	N/A	Relocating the Seminoles, FL 23, Story of the Trail of Tears, FL 24, Tecumseh, 241, Native Americans Fight for their Homes, 249, The Trail of Tears, 250-251, Trails to the Southwest, 289					
SS.5.A.6.7	Discuss the concept of Manifest Destiny.	N/A	Manifest Destiny, 280, Winning the Peace, 283					
SS.5.A.6.8	Describe the causes and effects of the Missouri Compromise.	N/A	Missouri Compromise, 280					
SS.5.A.6.9	Describe the hardships of settlers along the overland trails to the west.	N/A	Narcissa Whitman: Oregon Trail Pioneer, 263-265, Trails to the West, 284-291					
SS.5.C.1.1	Explain how and why the United States government was created.	N/A	The U.S. Constitution, SSH 28, The Bill of Rights, SSH 30, Articles of Confederation, 188-193, Creating the Constitution, 196-203, The Bill of Rights, 204-209, Key Concepts of the Constitution, 210-217, Washington Takes Office, 226-230, Media and Technology: Evaluate Web Sites, 232-233 (first Cabinet), Declaration of Independence, 302, R1-R3					
SS.5.C.1.2	Define a constitution, and discuss its purposes.	N/A	The U.S.. Constitution SSH 28, Constitution (defined as plan for government) 196-203, Key Concepts of the Constitution, 210-217					
SS.5.C.1.3	Explain the definition and origin of rights.	N/A	The Bill of Rights, SSH 30, Rights and Freedoms (Declaration of Independence), 163-165, The Bill of Rights, 204-209, Working to End Slavery, 254-255, Women Work for Reform, 255-256					
SS.5.C.1.4	Identify the Declaration of Independence's grievances and Articles of Confederation's weaknesses.	N/A	Declaring Independence, 160-165, Articles of Confederation, 188-193, The Constitutional Convention, 196-197, Powers of Government, 202, Declaration of Independence, 302, R1-R3					
SS.5.C.1.5	Describe how concerns about individual rights led to the inclusion of the Bill of Rights in the U.S.. Constitution.	N/A	The Bill of Rights, SSH 30, The Bill of Rights, 204-209					
SS.5.C.1.6	Compare Federalist and Anti-Federalist views of government.	N/A	Federalist and Anti-Federalist views, 204-205, The First Political Parties, 228-229					
SS.5.C.2.1	Differentiate political ideas of Patriots, Loyalists, and "undecideds" during the American Revolution.	N/A	Patriots and Loyalists and "undecideds," 155, Declaring Independence, 160					
SS.5.C.2.2	Compare forms of political participation in the colonial period today.	N/A	Being a Good Citizen, SSH 34, How We Participate in Government, SSH 35, Jamestown Moves Forward, 78, The Pilgrims Arrive, 81, Colonial Society, 117, First Continental Congress, 156, Second Continental Congress, 160-161, A Government of Our Own, 162, A Tax Revolt, 191, Ideas for Debate, 198, The Great Compromise, 199, The Nation Debates, 204-205					
SS.5.C.2.3	Analyze how the Constitution has expanded voting rights from our nation's early history to today.	N/A	The Bill of Rights, SSH 30, Amending the Constitution: Voting Rights, 215-216, Women Work for Reform 255-257					



SS.5.C.2.4	Evaluate the importance of civic responsibilities in American democracy.	N/A	Show Good Citizenship FL 18, Honoring Those Who Serve, FL19, Being a Good Citizen, SSH 34, How We Participate in Government, SSH 35, Civic Responsibilities, 210					
SS.5.C.2.5	Identify ways good citizens go beyond basic civic and political responsibilities to improve government and society.	N/A	Being a Good Citizen, SSH 34, How We Participate in Government, SSH 35, Civic Responsibilities, 210					
SS.5.C.3.1	Describe the organizational structure (legislative, executive, judicial branches) and powers of the federal government as defined in Articles I, II, and III of the U.S. Constitution.	N/A	The U.S.. Constitution SSH 28–29, A New Plan for Government, 200, Limiting Government, 201, Powers of Government, 202-203, also see: Federal, State, and Local Government, SSH 30, Government in Action, SSH 32					
SS.5.C.3.2	Explain how popular sovereignty, rule of law, separation of powers, checks and balances, federalism, and individual rights limit the powers of the federal government as expressed in the Constitution and Bill of Rights.	N/A	The U.S.. Constitution SSH 28–29, SSH 30, A New Plan for Government, 200, Limiting Government, 201, Powers of Government, 202-203, Protecting Rights 207–208, Key Concepts of the Constitution, 210–211, also see: Federal, State, and Local Government, SSH 30, Government in Action, SSH 32, the United States Constitution R4-26					
SS.5.C.3.3	Give examples of powers granted to the federal government and those reserved for the states.	N/A	Powers of State and National Government, 202, Federal, State, and Local Government, SSH 30					
SS.5.C.3.4	Describe the amendment process as defined in Article V of the Constitution and give examples.	N/A	Amendments, 206, Amending the Constitution, 215-216, SSH 29–30					
SS.5.C.3.5	Identify the fundamental rights of all citizens as enumerated in the Bill of Rights.	N/A	The Bill of Rights, SSH 30, The Bill of Rights, 204-209					
SS.5.C.3.6	Examine the foundations of the United States legal system by recognizing the role of the courts in interpreting law and settling conflicts.	N/A	Judicial Branch, 188, 200, 201, 211, SSH 28, SSH 29					
SS.5.E.1.1	Identify how trade promoted economic growth in North America from pre-Columbian times to 1850.	N/A	Native American trade, 15, Trading posts, 38, Slave trade, 39 The Columbian Exchange, 52, 55, How the Virginia Company Worked, 74, French Traders and Settlers, 90-91, Colonies and Resources (barter), 112, Colonial trade, 114, Triangular trade, 115					
SS.5.E.1.2	Describe a market economy, and give examples of how the colonial and early American economy exhibited these characteristics.	N/A	The Marketplace SSH 22, Virginia Company (investors and shares), 74-75, Cash crop, 78, Commerce, 94, Imports and Exports, 114, Mercantilism, 115, Artisans and Craftspeople, 116, Building a Strong Economy, 229					
SS.5.E.1.3	Trace the development of technology and the impact of major inventions on business productivity during the early development of the United States.	N/A	Factories, 253, Cotton gin, 254, 266, Textile Mills, 255, A New Way to Work, 268, Factories and Factory Towns, 269, Better Transportation, 270-271, The First Railroads, 272-273					
SS.5.E.2.1	Recognize the positive and negative effects of voluntary trade among Native Americans, European explorers, and colonists.	N/A	The Columbian Exchange 52–56, Life at Plymouth Plantation 84, Life in New Netherland 94, Fur trade, 90, 286, Colonial trade, 114, Triangular trade, 115					

SS.5.G.1.1	Interpret current and historical information using a variety of geographic tools.	N/A	Reading Maps, SSH 12, Political Maps, SSH 13, Physical Maps, SSH 14, Elevation Maps, SSH 15, Regions, SSH 16, Historical Maps, SSH 17, Special Purpose Maps, SSH 18, Current Event Maps, SSH 19, Maps, 5, 34, 40, 48, 66, 70, 130, 160, 169, 170, 175, 192, 238, 247, 249, 270, 277, 282, 290					
SS.5.G.1.2	Use latitude and longitude to locate places.	N/A	Reading Maps, SSH 12, Political Maps, SSH 13					
SS.5.G.1.3	Identify major United States physical features on a map of North America.	N/A	Physical Maps, SSH 14, Elevation Maps, SSH 15, Lewis and Clark's Journey, 238, Routes to Indian Territory, 1830, 249, National Road and Major Canals, early 1800s, 270, Trails West, 1840s, 290					
SS.5.G.1.4	Construct maps, charts, and graphs to display geographic information.	N/A	Draw a map, SSH 13, Make a bar graph, SSH 19, Draw a map, 277 Create a chart, 290, Create a map (review item #8), 299					
SS.5.G.1.5	Identify and locate the original thirteen colonies on a map of North America.	N/A	The English Colonies, 104, Thirteen Colonies, 160					
SS.5.G.1.6	Locate and identify states, capitals, and United States Territories on a map.	N/A	Political Maps, SSH 13					
SS.5.G.2.1	Describe the push-pull factors (economy, natural hazards, tourism, climate, physical features) that influenced boundary changes within the United States.	N/A	Political Maps, SSH 13, Jefferson and the Louisiana Purchase, 234-239, Americans in Texas, 276-277, The Texas Revolution and Mexican War, 280, War With Mexico, 281, Winning the Peace, 282, Gadsden Purchase, 283, Trails to the West, 284-291, The California Gold Rush, 292-297					
SS.5.G.3.1	Describe the impact that past natural events have had on human and physical environments in the United States through 1850.	N/A	Hard Times in Jamestown 77, Washington Crosses the Delaware 168, Valley Forge (winter), 171, Hardships and Successes, 238, Harsh winter (Trail of Tears), 250					
SS.5.G.4.1	Use geographic knowledge and skills when discussing current events.	N/A	Current Event Maps, SSH 19					
SS.5.G.4.2	Use geography concepts and skills such as recognizing patterns, mapping, graphing to find solutions for local, state, or national problems.	N/A	Special Purpose Maps, SSH 18, Current Event Maps, SSH 19					

		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>myWorld Social Studies incorporates the Understanding by Design model, co-created by program author Grant Wiggins. This instruction encourages students to Connect to the content, build knowledge and skills through Experience, and demonstrate real Understanding of content. Chapter-level Big Questions provide a larger framework to guide students and help them see the big idea of each chapter. Woven throughout each lesson, activity, and assessment, the Big Questions help students to connect to content by activating prior knowledge and engaging them in each lesson. Through myWorld Social Studies, students will be able to explore concepts, build knowledge, and transfer what they have learned beyond the classroom.</p> <p>“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.</p>	<p>Sample Page References: The Big Question: Why do people explore? 30 myStory Spark: Describe a time you explored a new place. Then write why you explored it and how you felt about it. 30 myStory Video: Alvar Nunez Cabeza de Vaca, Explorer of Florida and Texas, 31-33 Got it?: Lesson 1: Big Question Assessment: You’ve just graduated from a school of navigation in Portugal and have been assigned to a voyage. Write a brief diary entry about your hopes for the future as an explorer. 41 Lesson 2: Big Question Assessment: You are in Spain and have signed on with Columbus for a voyage he is planning. Describe how you fell when you find out that Columbus wants to sail west across the Atlantic Ocean. 51 Lesson 3: Big Question Assessment: You are on one of Columbus's ships that lands in the Americas. Write a letter to a friend telling about the strange and wonderful things you’ve seen and tasted. 57 myStory Book: List details about an unusual place you have explored on a trip or in your neighborhood. Now draw an image that shows something interesting you saw while exploring. 43</p>					
<p>Tasks are engaging and interesting enough that students want to pursue them. Real world problems are realistic and relevant to students’ lives. Description: 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.</p>	<p>Sample Page References: myStory (with Video) Jamestown Settlement: Three Cultures Meet, 63-65 Envision it! Students think about how Spaniards changed the lives of Native Americans, then draw a picture of an event or incident that changed their own lives, 66-67 myStory Spark Why do people leave their homelands? Describe you feelings about your home. then write about what might cause you to leave it and start a new life somewhere else. 62</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. Description: The worktext enables students to practice important 21st Century Skills, including Target Reading Skills, Collaboration and Creativity Skills, Graph Skills, Map Skills, Critical Thinking Skills, and Media and Technology Skills. These lifelong learning skills help students develop their ability to make decisions, determine strategies, and justify solutions.</p>	<p>Sample Page References:  21st Century Learning Online Checklist SSH 9, 21st Century Skill Critical Thinking: Work in Teams, 10  21st Century Skill Critical Thinking: Make Decisions, 88, 21st Century Skill Critical Thinking: Compare Viewpoints, 128,  Patriots and Loyalists and "undecideds," 155,  Federalist and Anti-Federalist views, 204-205</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. Description: 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.</p>	<p>Sample Page References: myStory Spark: What is worth fighting for? Describe an idea or group that you support. That write about how you support that group or idea. 140, Envision it! Students show their understanding of the concept of a blockade by drawing ships in Boston Harbor, 152-153, Got it? Students self-evaluate their learning by writing what they need help with, have questions about, and have learned. 179, myStory Book: Think about ways people choose to fight for these ideas [justice, equality, responsibility, freedom]. List your examples. Draw an image that shows one of your examples. 183, 21st Century Skill Critical Thinking: Work in Teams, 10, 21st Century Skill Collaboration and Creativity: Give an Effective Presentation, 274-275</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. Description: 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. Description: 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.</p>	<p>Sample Page References:  myStory Spark: What is the purpose of government?  myStory (Video): Capitol Visitor Center, At the Nation's Legislature  Basal Text: Articles of Confederation 188-193, Creating the Constitution, 196-203, The Bill of Rights, 204-209, Key Concepts of the Constitution, 210-217  Primary Sources: 1785 flag, 188, 1780s Rhode Island money, 190, coded letter, 196, Preamble to the Constitution, 200, Great Seal of the United States, 204, 1790 copy of the Bill of Rights, 206, 1918 Suffragist protest photo, Lyndon Johnson swearing in, 216, presidential seal, 217  Activity/Graphic Organizers: Envision It! 188-189, 196-197, 204-205, 210-211, graphic organizer activities, 189, 197, 198, 201, 202, 211, 213, 215, 204-205, Timeline Activity, 206-207, additional writing and drawing activities, 190 (graph), 200, 203, 207, 208, 209, 212, 214, 216, Map Activity: 192</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. Description: 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.</p>	<p>Sample Page References:  Target Reading Skills: Generalize, 228, 231, 236, 242, 246, 251, 253, 257, 259, Sequence, 239, Cause and Effect, 245, Make Inferences, 255  Interdisciplinary activities: Drawing: 4-5, 6, 17, 19, 29, Art (responding to): 104, 106, 287, Math: Express Riders calculation, 153, Envision It! decoding a message activity, 196-197, Music, 243, Science: Path of Hurricane Charley, SSH 18</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>Reading skills, pages SSH 1-7, Keys to Good Writing, SSH 8, 21st Century Learning Online Tutor, SSH 9</p>					

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

**SUBJECT:** Social Studies  
**GRADE LEVEL:** Grade Five  
**COURSE TITLE:** Social Studies - Grade 5  
**COURSE CODE:** 5021070  
**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.5.A.1.In.a	Use primary and secondary resources to understand history, such as letters, newspapers, audio or video recordings, pictures, photographs, and maps.	Analyze Primary Sources, FL 22, Critical Thinking: Compare Viewpoints, 128-129, Critical Thinking: Use Primary Sources, 150-151, see also, for example: Lewis and Clark 237, Slavery in the North, 122-123, Jamestown Settlement, 63-65					
SS.5.A.1.In.b	Complete a timeline to sequence important events in American history.	Graph Skills: Use Timelines, 42-43, Complete the timeline, 73, 109, 206, 296					
SS.5.A.1.Pa.a	Recognize artifacts, photographs, or video recordings related to people or events from the past.	Artifacts, photographs, 2, 3, 8, 21, 34, 36, 37, 50, 52, 62, 64, 65, 100, 108, 113, 116, 118, 120, 123, 127, 140, 150, 165, 166, 171, 174, 190, 206, 215, 216, 229, 237, 242, 246, 252, 273, 294, 296, video recordings, 2, 31, 63, 101, 141, 185, 223, 263					
SS.5.A.1.Pa.b	Sequence pictures that show events about America.	Graph Skills: Use Timelines, 42-43, Cabezo de Vaca, 32-33, Benjamin Franklin, 102-103, Samuel Adams, 142-143, The Lewis and Clark Expedition, 224-225, Narcissa Whitman, 264-265					
SS.5.A.1.Su.a	Use primary and secondary resources related to history, such as letters, video recordings, photographs, pictures, and maps.	Critical Thinking: Compare Viewpoints, 128-129, Critical Thinking: Use Primary Sources, 150-151, see also, for example: Lewis and Clark 237, Slavery in the North, 122-123, Jamestown Settlement, 63-65					
SS.5.A.1.Su.b	Sequence events to match dates on a timeline about American history.	Graph Skills: Use Timelines, 42-43, Complete the timeline, 73, 109, 206, 296					
SS.5.A.2.In.a	Identify differences in cultures in ancient North American civilizations, such as the buildings and clothing of Aztecs, Mayas, and Inuit.	Ancient American Civilizations, 6-9, Adapting to Different Places, 12-17, Native American Cultures, 18-25, Aztec and Mayans, 6-7, Inuit, 8-9					
SS.5.A.2.In.b	Recognize that Native American tribes lived in different parts of North America and had different customs.	Ancient American Civilizations, 4-9, Adapting to Different Places, 12-17, Native American Cultures, 18-25					
SS.5.A.2.In.c	Identify differences in cultural aspects of Native American tribes, such as food, clothing, and shelters.	Ancient American Civilizations, 4-9, Adapting to Different Places, 12-17, Native American Cultures, 18-25					

SS.5.A.2.Pa.a	Recognize differences in aspects of culture.	Adapting to Different Places, 12-17, Native American Cultures, 18-25					
SS.5.A.2.Pa.b	Recognize differences in Native American tribes.	Ancient American Civilizations, 4-9, Adapting to Different Places, 12-17, Native American Cultures, 18-25					
SS.5.A.2.Pa.c	Recognize differences in Native American tribes.	Ancient American Civilizations, 4-9, Adapting to Different Places, 12-17, Native American Cultures, 18-25					
SS.5.A.2.Su.a	Recognize a cultural aspect of an ancient North American civilization, such as buildings or clothing.	Ancient American Civilizations, 4-9, Adapting to Different Places, 12-17, Native American Cultures, 18-25, buildings, 1-3, 7, 8, 9, 12, clothing, 19					
SS.5.A.2.Su.b	Recognize that many different Native American tribes lived in North America.	Ancient American Civilizations, 4-9, Adapting to Different Places, 12-17, Native American Cultures, 18-25					
SS.5.A.2.Su.c	Recognize differences in cultural aspects of Native American tribes, such as food, clothing, and shelters.	Ancient American Civilizations, 6-9, Adapting to Different Places, 12-17, Native American Cultures, 18-25, food, 1, 6, 10, 14, 10, clothing 7, 18, 19, shelters, 2, 8, 12, 14, 22					
SS.5.A.3.In.a	Recognize inventions that made exploration safer, such as the compass and seaworthy ships.	Technology Shapes Exploration, 34-37, 41					
SS.5.A.3.In.b	Identify a European explorer, the sponsoring country, and a reason for the exploration.	Portuguese Explorers, 38-39, Reaching India, 40-41, Use Timelines (of exploration), 42-43, Explorers for Spain, 44-51, The English in North American, 72, The French and Dutch in North American, 90-93					
SS.5.A.3.In.c	Identify differences in interaction among Native Americans, Africans, English, French, Dutch, and Spanish for control of North America.	Slave trade, 39, Cortés and the Aztecs, 46, Exploring the North, 48, Coronado's Expedition, 49, Settling in the Americas, 50, Effects of Spanish Colonization, 51, The Columbian Exchange, 52-57, Jamestown Settlement, 63-65, The Spanish Colony in the America, 66-71, Hard Times in Jamestown, 76-77, The Pilgrims and Native Americans, 82, Working and Celebrating Together, 83, French Traders and Settlers, 91, Life in New Netherland, 94, triangular trade, 115, Slavery in the Colonies, 120-127, Critical Thinking: Compare Viewpoints, 128-129, The French and Indian War, 130-135, Native Americans in the Revolution, 173, Winning Independence, 174-179					
SS.5.A.3.Pa.a	Recognize that tools make travel safe.	Better Navigation Tools, 36, Improved Shipbuilding, 37					
SS.5.A.3.Pa.b	Recognize that exploration involves looking for something new.	myStory Spark, 30, Alvar, Nunez Cabeza de Vaca, 31-33, Portuguese Explorers, 38-39, Reaching India, 40-41, Explorers for Spain, 44-51, myStory Ideas, 51, French Explorers, 90					

SS.5.A.3.Pa.c	Recognize ways different groups interact with each other.	Slave trade, 39, Cortés and the Aztecs, 46, Exploring the North, 48, Coronado's Expedition, 49, Settling in the Americas, 50, Effects of Spanish Colonization, 51, The Columbian Exchange, 52-57, Jamestown Settlement, 63-65, The Spanish Colony in the America, 66-71, Hard Times in Jamestown, 76-77, The Pilgrims and Native Americans, 82, Working and Celebrating Together, 83, French Traders and Settlers, 91, Life in New Netherland, 94, Triangular trade, 115, Slavery in the Colonies, 120-127, Compare Viewpoints, 128-129, The French and Indian War, 130-135, Native Americans in the Revolution, 173, Winning Independence, 174-179					
SS.5.A.3.Su.a	Recognize that exploration in ships was made safer with the compass.	Magnetic compass, 34, 36					
SS.5.A.3.Su.b	Recognize a reason why a European explorer came to America.	Portuguese Explorers, 38-39, Reaching India, 40-41, Explorers for Spain, 44-51, French Explorers, 90					
SS.5.A.3.Su.c	Recognize a difference in interaction among Native Americans, Africans, English, French, Dutch, and Spanish for control of North America.	Slave trade, 39, Cortés and the Aztecs, 46, Exploring the North, 48, Coronado's Expedition, 49, Settling in the Americas, 50, Effects of Spanish Colonization, 51, The Columbian Exchange, 52-57, Jamestown Settlement, 63-65, The Spanish Colony in the America, 66-71, Hard Times in Jamestown, 76-77, The Pilgrims and Native Americans, 82, Working and Celebrating Together, 83, French Traders and Settlers, 91, Life in New Netherland, 94, Triangular trade, 115, Slavery in the Colonies, 120-127, Compare Viewpoints, 128-129, The French and Indian War, 130-135, Native Americans in the Revolution, 173, Winning Independence, 174-179					
SS.5.A.4.In.a	Identify reasons the colonists settled in America, such as to obtain land and religious freedom.	Settling in the Americas, 50, The Spanish Colony in the Americas, 66, Missionaries, 69, The English Colonies in Virginia, 72, 74, Pilgrims and Puritans in New England, 80-81, The Massachusetts Bay Colony, 86, The French and Dutch in North America, 90, 93					
SS.5.A.4.In.b	Recognize differences in location and resources of the three groups of colonies (New England, Middle, and Southern).	New England, Middle, and Southern Colonies, 104-111					
SS.5.A.4.In.c	Recognize an individual responsible for development of new colonies, such as William Penn and Pennsylvania (Middle Colonies).	Sir Walter Raleigh, 72, 73, John Smith, 76-77, John Rolfe, 78, 79, William Bradford, 82, John Winthrop, 86, Henry Hudson, 93, Benjamin Franklin, 101-103, Roger Williams, 106-107, Duke of York, Carteret, Berkeley, 108, William Penn, 109, James Oglethorpe, 110					
SS.5.A.4.In.d	Identify various aspects of daily colonial life, such as farming, education, and games.	Benjamin Franklin: Young Apprentice, 101-103, The New England Colonies, 106-107, The Middle Colonies, 108-109, The Southern Colonies, 110-111, Daily Life in the Colonies, 112-119, games 64					
SS.5.A.4.In.e	Recognize that Triangular Trade involved the exchange of goods for slaves with Africa, the West Indies, the British Colonies, and Europe.	Triangular trade, 115, Slavery in the Colonies, 120-121					



SS.5.A.4.In.f	Identify that farmers in the Southern Colonies were able to have large farms because they owned the slaves that worked on them.	Slavery in the South, 124-127					
SS.5.A.4.Pa.a	Recognize a reason why people move to a different place.	myStory Spark, 62, Settling in the Americas, 50, The Spanish Colony in the Americas, 66, The English Colonies in Virginia, 72, 74, Pilgrims and Puritans in New England, 80-81, The Massachusetts Bay Colony, 86, The French and Dutch in North America, 90, 93, Critical Thinking: Compare Viewpoints, 128					
SS.5.A.4.Pa.b	Recognize that different regions had different resources.	New England, Middle, and Southern Colonies, 104-111					
SS.5.A.4.Pa.c	Recognize that different regions had different leaders.	John Winthrop, 86, Roger Williams, 106-107, Thomas Hooker, 107, Duke of York, Carteret, Berkeley, 108, William Penn, 109, James Oglethorpe, 110					
SS.5.A.4.Pa.d	Recognize an aspect of colonial life, such as education.	Benjamin Franklin: Young Apprentice, 101-103, Daily Life in the Colonies, 119, see also The New England Colonies, 106-107, The Middle Colonies, 108-109, The Southern Colonies, 110-111, Daily Life in the Colonies, 112-119					
SS.5.A.4.Pa.e	Recognize that slaves were forced to work for others.	Slavery in the Colonies, 120-127					
SS.5.A.4.Pa.f	Recognize that slaves were forced to work for others.	Slavery in the Colonies, 120-127					
SS.5.A.4.Su.a	Recognize a reason why colonists settled in America, such as to obtain land.	Settling in the Americas, 50, The Spanish Colony in the Americas, 66, 69, The English Colonies in Virginia, 72, 74, 75, Jamestown Moves Forward, 78, Pilgrims and Puritans in New England, 80, 81, 86, The French and Dutch in North America, 90, 93					
SS.5.A.4.Su.b	Recognize resources found in a colonial region, such as farms in the Southern Colonies.	New England, Middle, and Southern Colonies, 104-111					
SS.5.A.4.Su.c	Recognize that leaders helped start new colonies.	Sir Walter Raleigh, 72, 73, John Smith, 76-77, William Bradford, 82, John Winthrop, 86, Henry Hudson, 93, Roger Williams, 106-107, Thomas Hooker, 107, Duke of York, Carteret, Berkeley, 108, William Penn, 109, James Oglethorpe, 110					
SS.5.A.4.Su.d	Recognize aspects of daily colonial life, such as farming and education.	Benjamin Franklin: Young Apprentice, 101-103, The New England Colonies, 106-107, The Middle Colonies, 108-109, The Southern Colonies, 110-111, Daily Life in the Colonies, 112-119					
SS.5.A.4.Su.e	Recognize that slaves were taken from Africa to work for others in the British Colonies.	Slavery in the Colonies, 120-127					
SS.5.A.4.Su.f	Recognize that farmers in the Southern Colonies had large farms with slaves.	Slavery in the South, 124-125					
SS.5.A.5.In.a	Identify events leading up to the American Revolution, such as unfair taxes and restriction of freedoms by the King of England.	Tensions With Britain, 144-149, Critical Thinking: Use Primary Sources, 150–151, The Colonists Rebel, 152-159, Declaring Independence, 160-165					
SS.5.A.5.In.b	Recognize achievements of significant individuals from the American Revolution, such as George Washington, Thomas Jefferson, and Ben Franklin.	Samuel Adams: Champion of Liberty, 141-143, Patrick Henry, 146, 156, Mercy Otis Warren, 148, Paul Revere, 157, Thomas Paine, 161, Thomas Jefferson, 162-163, Ben Franklin, 162, 179 George Washington, 166, 168-169, 171, James Armistead, 177					

SS.5.A.5.In.c	Identify that the Declaration of Independence stated that colonists wanted freedom from England.	Declaring Independence, 160-165, Declaration of Independence, 302, R1-R3					
SS.5.A.5.In.d	Identify the role a woman played during the American Revolution, such as Martha Washington.	Mercy Otis Warren & Daughters of Liberty, 148, Women of the Revolution, 172					
SS.5.A.5.In.e	Recognize a major battle in the American Revolution and a hardship the soldiers endured, such as winter at Valley Forge.	The First Shots, 158-159, The First Victories, 166-167, Washington Crosses the Delaware 168-169, The Battle of Saratoga, 170-171, Washington at Valley Forge, 171, the Battle of Yorktown, 178					
SS.5.A.5.In.f	Recognize that France and other countries contributed money and supplies to help the colonists fight against England.	Alliance with the French, 171, Advantages and Allies, 174-175					
SS.5.A.5.In.g	Recognize that France and other countries contributed money and supplies to help the colonists fight against England.	Alliance with the French, 171, Advantages and Allies, 174-175					
SS.5.A.5.In.h	Recognize that there was no money or supplies left for the new government after the American Revolution.	A Weak National Government, 190-191					
SS.5.A.5.In.i	Recognize that the Confederation Congress passed a law (Northwest Ordinance) to allow the United States to expand westward.	New Lands for New States (Northwest Ordinance of 1787), 192-193, Media and Technology: Search for Information on the Internet (Northwest Ordinance), 194-195					
SS.5.A.5.In.j	Recognize that the Constitution outlines the principles of the American government.	The U.S Constitution, SSH 28, The Bill of Rights, SSH 30, Creating the Constitution, 196-203, The Bill of Rights, 204-209, Key Concepts of the Constitution, 210-217, Constitution, R4-R26					
SS.5.A.5.Pa.a	Recognize that the people who settled in America were unhappy with the King of England.	Tensions With Britain, 144-149, The Colonists Rebel, 152-156, Declaring Independence, 160-165					
SS.5.A.5.Pa.b	Recognize George Washington.	George Washington: in French and Indian War, 132, 133, as leader of Continental Army, 161, 166-169, at Valley Forge, 171, as president of Continental Convention, 196, as first president, 226-228					
SS.5.A.5.Pa.c	Recognize that the colonists wanted freedom from a king.	Tensions With Britain, 144-149, The Colonists Rebel, 152-159, Declaring Independence, 160-165					
SS.5.A.5.Pa.d	Recognize that women helped during the American Revolution.	Mercy Otis Warren & Daughters of Liberty, 148, Women of the Revolution, 172					
SS.5.A.5.Pa.e	Recognize that the colonists fought in the American Revolution.	The First Shots, 158-159, On the Battlefield and at Home, 166-173, Winning Independence, 174-179					
SS.5.A.5.Pa.f	Recognize that other groups (countries) helped the colonists.	Alliance with the French, 171, Advantages and Allies, 174-175					
SS.5.A.5.Pa.g	Recognize that other groups (countries) helped the colonists.	Alliance with the French, 171, Advantages and Allies, 174-175					
SS.5.A.5.Pa.h	Recognize that colonists need supplies.	Washington Crosses the Delaware, 168, The Battle of Saratoga, 170, Washington at Valley Forge, 171, Advantages and Allies, 174-175					
SS.5.A.5.Pa.i	Recognize that the United States grew in size.	New Lands for New States (Northwest Ordinance of 1787), 192-193, Media and Technology: Search for Information on the Internet (Northwest Ordinance), 194-195, Jefferson and the Louisiana Purchase, 234-239, Narcissa Whitman, Oregon Trail Pioneer, 263-265, The Lone Star State, 276-283, Expansion of the United States, 1783-1853 (map), 282, Trails to the West, 284-291, the California Gold Rush, 292-292					

SS.5.A.5.Pa.j	Recognize that the government makes laws for its people.	Constitution (defined as plan for government) 196-203, Key Concepts of the Constitution, 210-217					
SS.5.A.5.Su.a	Recognize an event that led to the American Revolution, such as unfair taxes.	Tensions With Britain, 144-149, The Colonists Rebel, 152-159					
SS.5.A.5.Su.b	Recognize a famous individual who contributed to the American Revolution, such as George Washington, Thomas Jefferson, or Ben Franklin.	Samuel Adams: Champion of Liberty, 141-143, Patrick Henry, 146, 156, Mercy Otis Warren, 148, Paul Revere, 157, Thomas Paine, 161, Thomas Jefferson, 162-163, Ben Franklin, 162, 179, George Washington, 166, 168-169, 171, James Armistead, 177					
SS.5.A.5.Su.c	Recognize that the colonists supported the Declaration of Independence.	The Second Continental Congress, 160-161, Common Sense, 161, A Brave Step, 164-165					
SS.5.A.5.Su.d	Recognize a famous woman from the American Revolution, such as Martha Washington.	Mercy Otis Warren & Daughters of Liberty, 148, Women of the Revolution, 172					
SS.5.A.5.Su.e	Recognize that George Washington led the troops against England during the American Revolution.	Washington, George: as leader of Continental Army, 161, 166-169, at Valley Forge, 171, The Battle of Yorktown, 178					
SS.5.A.5.Su.f	Recognize that the colonists needed help from other countries to win the Revolution.	Alliance with the French, 171, Advantages and Allies, 174-175					
SS.5.A.5.Su.g	Recognize that the colonists needed help from other countries to win the Revolution.	Alliance with the French, 171, Advantages and Allies, 174-175					
SS.5.A.5.Su.h	Recognize that the colonists needed more money and supplies after the American Revolution.	A Weak National Government, 190, A Tax Revolt, 191					
SS.5.A.5.Su.i	Recognize that the United States wanted to add new lands after the Revolution.	New Lands for New States (Northwest Ordinance of 1787), 192-193, Jefferson and the Louisiana Purchase, 234-239					
SS.5.A.5.Su.j	Recognize that the Constitution is the set of laws Americans follow.	Constitution (defined as plan for government) 196-203, Key Concepts of the Constitution, 210-217, United States Constitution, R4-R26					
SS.5.A.6.In.a	Identify the major cause and effect of the Louisiana Purchase.	Jefferson and the Louisiana Purchase, 234-239					
SS.5.A.6.In.b	Identify people in the westward expansion and their importance, such as Lewis and Clark, Sacagawea, and Thomas Jefferson.	The Lewis and Clark Expedition: Sacagawea's Unique Role, 223-225, Daniel Boone, 234, Thomas Jefferson, 236-237, Lewis and Clark, 237-239, Sacagawea, 237, Narcissa Whitman: Oregon Trail Pioneer, 263-265, Stephen Austin, 276					
SS.5.A.6.In.c	Identify advances in transportation and communication in America during the 1800s, such as railroads, steamboats, and the Pony Express.	Telegraph, 267, Better Transportation (steamboat), 270-271, Erie Canal, 271, The First Railroads, 272, Fulton and the first steamboat, 274-275, Wagon Trains, 284, Prairie Schooner, 285, 287, Pony Express, 296					
SS.5.A.6.In.d	Identify contributions of explorers who went west of the Mississippi River, such as creating the first accurate map of the area, including its rivers and mountains.	Lewis and Clark, 237-239					
SS.5.A.6.In.e	Recognize a cause of the War of 1812, such as England kidnapping American sailors, and an effect, such as maintaining control of the land acquired in the Louisiana Purchase.	The War of 1812, 240-245					
SS.5.A.6.In.f	Identify that westward expansion forced Native Americans to leave their homes and caused thousands to die.	Native Americans Fight for their Homes, 249, The Trail of Tears, 250-251					

SS.5.A.6.In.g	Recognize that Americans thought it was their right to take lands from the Native Americans to expand across the North American continent.	Native Americans Fight for their Homes, 249, The Trail of Tears, 250-251, Manifest Destiny, 280, 283					
SS.5.A.6.In.h	Recognize that the Missouri Compromise led to a dividing line between the South (states that wanted slaves) and North (states that did not want slaves).	Missouri Compromise, 280					
SS.5.A.6.In.i	Identify hardships that settlers faced as they moved west, such as weather, terrain, and vegetation.	Narcissa Whitman: Oregon Trail Pioneer, 263-265, Trails to the West, 284-291					
SS.5.A.6.Pa.a	Recognize that the United States was made larger by buying land.	The Louisiana Purchase, 236-237, Gadsden Purchase, 283					
SS.5.A.6.Pa.b	Recognize that people explore new lands.	Lewis and Clark, 237-239, Narcissa Whitman: Oregon Trail Pioneer, 263-265, Trails to the West, 284-291					
SS.5.A.6.Pa.c	Recognize a method of transportation.	Better Transportation (steamboat), 270-271, Erie Canal, 271, The First Railroads, 272, Fulton and the first steamboat, 274-275, Wagon trains, 284, Prairie Schooner, 285, 287					
SS.5.A.6.Pa.d	Recognize that people explore new lands.	Lewis and Clark, 237-239, Narcissa Whitman: Oregon Trail Pioneer, 263-265, Trails to the West, 284-291					
SS.5.A.6.Pa.e	Recognize that different groups wanted the same land.	Relocating the Seminoles, FL 23, Story of the Trail of Tears, FL 24, Conflicts Begin, 130-131, Tecumseh, 241, Native Americans Fight for their Homes, 249, The Trail of Tears, 250-251, The Lone Star State, 276					
SS.5.A.6.Pa.f	Recognize that different groups wanted the same land.	Relocating the Seminoles, FL 23, Story of the Trail of Tears, FL 24, Conflicts Begin, 130-131, Tecumseh, 241, Native Americans Fight for their Homes, 249, The Trail of Tears, 250-251, The Lone Star State, 276					
SS.5.A.6.Pa.g	Recognize that different groups wanted the same land.	Relocating the Seminoles, FL 23, Story of the Trail of Tears, FL 24, Conflicts Begin, 130-131, Tecumseh, 241, Native Americans Fight for their Homes, 249, The Trail of Tears, 250-251, The Lone Star State, 276					
SS.5.A.6.Pa.h	Recognize that states had different ideas about slavery.	Spread of slavery, 254-255, Missouri Compromise, 280					
SS.5.A.6.Pa.i	Recognize a method of travel used by settlers, such as a covered wagon.	Wagon trains, 284, Prairie Schooner, 285, 287					
SS.5.A.6.Su.a	Recognize that the Louisiana Purchase made the United States twice its original size.	The Louisiana Purchase, 236, Lewis and Clark's Journey (map), 238					
SS.5.A.6.Su.b	Recognize that Lewis and Clark led an expedition during the westward expansion.	Exploring the West, 237, Hardships and Successes, 238-239					
SS.5.A.6.Su.c	Recognize a change in transportation in America during the 1800s, such as railroads.	Better Transportation, 270-271, Erie Canal, 271, First Railroads, 272, Wagon Train, 284, Prairie Schooner, 285, 287					
SS.5.A.6.Su.d	Recognize that Lewis and Clark led an expedition during the westward expansion.	Exploring the West, 237, Hardships and Successes, 238-239					
SS.5.A.6.Su.e	Recognize that America fought England to keep the Mississippi River in the War of 1812.	The War of 1812, 240-245					
SS.5.A.6.Su.f	Recognize that many Native Americans died or lost their homes due to westward expansion.	Story of the Trail of Tears, FL 24, Native Americans Fight for their Homes, 249, The Trail of Tears, 250-251					
SS.5.A.6.Su.g	Recognize that many Native Americans died or lost their homes due to westward expansion.	Story of the Trail of Tears, FL 24, Native Americans Fight for their Homes, 249, The Trail of Tears, 250-251					

SS.5.A.6.Su.h	Recognize that people in the South could own slaves, but people in the North could not.	Slavery Spreads West 254, Working to End Slavery, 254-255, Missouri Compromise, 280					
SS.5.A.6.Su.i	Recognize a hardship of settlers moving west, such as poor weather or bad trails.	Narcissa Whitman: Oregon Trail Pioneer, 263-265, Trails to the West, 284-291					
SS.5.C.1.In.a	Identify reasons for creating the United States government, such as to provide services and protection for citizens.	myStory Spark, 184, What Is Government?, SSH 28, Individual rights, SSH 30, Government in Action, SSH 32, myStory Spark, 184, The Bill of Rights, 204-209, Key Concepts of the Constitution, 210-215, United States Constitution, R4-R26					
SS.5.C.1.In.b	Recognize that a constitution is the foundation of the laws of a government.	Individual rights, SSH 30, Creating the Constitution, 196-203, myStory Spark, 184, The Bill of Rights, 204-209, Key Concepts of the Constitution, 210-217, United States Constitution, R4-R26					
SS.5.C.1.In.c	Identify examples of natural rights, such as the right to life and freedom.	Individual rights, SSH 30, The Declaration of Independence, 163-164, The Bill of Rights, 205, 207-209					
SS.5.C.1.In.d	Identify that the Declaration of Independence included justification for America's independence.	Declaring Independence, 163-165, Declaration of Independence, 302, R1-R3					
SS.5.C.1.In.e	Identify that the Bill of Rights was written to guarantee the individual rights of American citizens.	The Bill of Rights, SSH 30, The Bill of Rights, 204-209					
SS.5.C.1.In.f	Identify that some people wanted a strong national government while others wanted strong state governments, such as Federalists and Anti-Federalists.	The Nation Debates, 204-205					
SS.5.C.1.Pa.a	Recognize that governments make laws to keep people safe.	Key Concepts of the Constitution: Establish Justice, 211, Ensure Domestic Tranquility, 212, Provide for a Common Defense, 213, Promote the General Welfare, 214, Secure Liberty, 215					
SS.5.C.1.Pa.b	Recognize that governments make laws to keep people safe.	Key Concepts of the Constitution: Establish Justice, 211, Ensure Domestic Tranquility, 212, Provide for a Common Defense, 213, Promote the General Welfare, 214, Secure Liberty, 215					
SS.5.C.1.Pa.c	Recognize a right of people, such as freedom.	Individual rights, SSH 30, Declaration of Independence, 163-165, The Bill of Rights, 205, 207-209, Secure Liberty, 215, Amendments 1-10, R17-18					
SS.5.C.1.Pa.d	Recognize a right of people, such as freedom.	Individual rights, SSH 30, Declaration of Independence, 163-165, The Bill of Rights, 205, 207-209, Secure Liberty, 215, Amendments 1-10, R17-18					
SS.5.C.1.Pa.e	Recognize a right of people, such as freedom.	Individual rights, SSH 30, Declaration of Independence, 163-165, The Bill of Rights, 205, 207-209, Secure Liberty, 215, Working to End Slavery, 254-255, Amendments 1-10, R17-18					
SS.5.C.1.Pa.f	Recognize that people have different points of view.	Critical Thinking: Compare Viewpoints, 128-129, Federalist and Anti-Federalist views, 204-205, Patriots, Loyalists, undecideds, 155					
SS.5.C.1.Su.a	Recognize a reason for creating the United States government, such as to provide services or protection for citizens.	myStory Spark, 184, What Is Government?, SSH 28, Individual rights, SSH 30, Government in Action, SSH 32, myStory Spark, 184, The Bill of Rights, 204-209, Key Concepts of the Constitution, 210-215, United States Constitution, R4-R26					

SS.5.C.1.Su.b	Recognize that a constitution is a set of laws.	Individual rights, SSH 30, Creating the Constitution, 196-203, myStory Spark, 184, The Bill of Rights, 204-209, Key Concepts of the Constitution, 210-217, United States Constitution, R4-R26					
SS.5.C.1.Su.c	Recognize natural rights, such as the right to life and freedom.	Individual rights, SSH 30, The Declaration of Independence, 163-164, The Bill of Rights, 205, 207-209					
SS.5.C.1.Su.d	Recognize that the Declaration of Independence included justification for America's independence.	Declaring Independence, 163-164, Declaration of Independence, 302, R1-R3					
SS.5.C.1.Su.e	Recognize that the Bill of Rights lists the rights of individuals.	Individual rights, SSH 30, The Bill of Rights, 207-209, the United States Constitution, Amendments 1-10, R17-R18					
SS.5.C.1.Su.f	Recognize that people have different views about the power of the United States government.	Federalist and Anti-Federalist views, 204-205					
SS.5.C.2.In.a	Identify the points of view (political ideas) of Patriots and Loyalists during the American Revolution.	Patriots and Loyalists and "undecideds," 155, 160					
SS.5.C.2.In.b	Identify examples of political participation used in the past and today, such as voting, signing petitions, and public protests.	Being a Good Citizen, SSH 34, How We Participate in Government, SSH 35, Colonial Representatives Meet, 156, Patrick Henry Speaks Out, 156, The Second Continental Congress, 160-161, Common Sense, 161, A Government of Our Own, 162, A Tax Revolt, 191, Ideas for Debate, 198, The Great Compromise, 199, The Nation Debates, 204-205, civic responsibilities, 210					
SS.5.C.2.In.c	Identify that voting rights were limited early in our nation's history but expanded to include groups such as former slaves and women.	Amending the Constitution: Voting Rights, 215-216, Women Work for Reform 255-257					
SS.5.C.2.In.d	Describe the importance of civic responsibilities, such as voting, serving on a jury, and paying taxes.	Show Good Citizenship FL 18, Honoring Those Who Serve, FL19, Taxes, SSH 32, Being a Good Citizen, SSH 34, How We Participate in Government, SSH 35, Civic responsibilities, 210					
SS.5.C.2.In.e	Recognize ways that good citizens can become more active in government, such as by running for office and working with others on civic issues.	Show Good Citizenship FL 18, Honoring Those Who Serve, FL19, Being a Good Citizen, SSH 34, How We Participate in Government, SSH 35, Civic responsibilities, 210					
SS.5.C.2.Pa.a	Recognize that groups may have different points of view.	Critical Thinking: Compare Viewpoints, 128-129, Patriots and Loyalists and "undecideds," 155, 160, Federalist and Anti-Federalist views, 204-205					
SS.5.C.2.Pa.b	Recognize that voting is a form of participation.	Civic responsibilities, 210, Amending the Constitution: Voting Rights, 215-216					
SS.5.C.2.Pa.c	Recognize that people can vote in America.	Civic responsibilities, 210, Amending the Constitution: Voting Rights, 215-216					
SS.5.C.2.Pa.d	Recognize a way to be a responsible citizen, such as voting.	Being a Good Citizen, SSH 34, How We Participate in Government, SSH 35, Civic responsibilities, 210					
SS.5.C.2.Pa.e	Recognize a way to be a responsible citizen, such as voting.	Being a Good Citizen, SSH 34, How We Participate in Government, SSH 35, Civic responsibilities, 210					
SS.5.C.2.Su.a	Recognize the point of view (political ideas) of Patriots during the American Revolution.	Patriots and Loyalists and "undecideds," 155, 160					
SS.5.C.2.Su.b	Recognize an example of political participation used today, such as voting or contacting representatives.	Being a Good Citizen, SSH 34, How We Participate in Government, SSH 35, Civic responsibilities, 210					

SS.5.C.2.Su.c	Recognize that some groups of citizens of our nation, such as former slaves and women, could not vote in the past.	Amending the Constitution: Voting Rights, 215-216					
SS.5.C.2.Su.d	Identify civic responsibilities, such as voting, serving on a jury, and paying taxes.	Taxes, SSH 32, Being a Good Citizen, SSH 34, How We Participate in Government, SSH 35, Civic responsibilities, 210					
SS.5.C.2.Su.e	Recognize a way that a good citizen can become more active in government, such as by running for office.	Being a Good Citizen, SSH 34, How We Participate in Government, SSH 35, Civic responsibilities, 210					
SS.5.C.3.In.a	Recognize that the three branches of the United States government have separate powers.	The Three Branches of Government, SSH 29, A New Plan for Government, 200, Limiting Government, 201					
SS.5.C.3.In.b	Identify that the United States Constitution is based on the principle of the separation of powers.	The U. S. Constitution (separation of powers), SSH 28, Separation of powers, 200, Limiting Government, 201					
SS.5.C.3.In.c	Describe a power of the federal government—such as coining money, and a power of the state—such as creating public schools.	Powers of Government, 202, coining money, 203, Federalism: National, State, and Local Government, SSH 30					
SS.5.C.3.In.d	Recognize that a change to the Constitution (amendment) is created by following specific steps.	Amendments, 206, Amending the Constitution, 215-216, SSH 29					
SS.5.C.3.In.e	Identify rights granted in the Bill of Rights, such as freedom of speech, religion, and assembly.	Individual rights, SSH 30, The Bill of Rights, 208, Amendments 1-10, R17-R18					
SS.5.C.3.In.f	Identify the role of the courts in the American legal system in settling conflicts.	Judicial Branch, SSH 28, SSH 29, 200, 201, 211,					
SS.5.C.3.Pa.a	Recognize the United States has a government.	Participating in Our Government, SSH 28-SSH 35, Creating the Constitution, 196-203, Key Concepts of the Constitution, 210-217					
SS.5.C.3.Pa.b	Recognize the United States has a government.	Participating in Our Government, SSH 28-SSH 35, Creating the Constitution, 196-203, Key Concepts of the Constitution, 210-217					
SS.5.C.3.Pa.c	Recognize that government provides services, such as coining money or creating schools.	Powers of State and National Government, 202, Key Concepts of the Constitution, 210-215, Federalism: National, State, and Local Government, SSH 30					
SS.5.C.3.Pa.d	Recognize that a law can be changed.	Being a Good Citizen, SSH 34, Amendments, 206, Amending the Constitution, 215-216, SSH 29					
SS.5.C.3.Pa.e	Recognize that citizens have rights.	The Bill of Rights, SSH 30, The Bill of Rights, 204-209, Secure Liberty, 215					
SS.5.C.3.Pa.f	Recognize that conflicts can be settled.	Collaboration and Creativity: Work in Teams, 10-11, The Great Compromise, 199, Ratifying the Constitution, 207					
SS.5.C.3.Su.a	Recognize the three branches of the United States government.	Checks and Balances, 200, 201, Branches of government, 211, SSH 28, SSH 29					
SS.5.C.3.Su.b	Recognize that the United States Constitution specifies the powers of the branches of government.	Checks and Balances, 200, 201, Branches of government, 211, SSH 28, SSH 29					
SS.5.C.3.Su.c	Identify a power of the federal government—such as coining money, and a power of the state—such as creating public schools.	Powers of Government, 202-203, Key Concepts of the Constitution, 210-217, Federal, State, and Local Government, SSH 30					
SS.5.C.3.Su.d	Recognize that a change to the law is an amendment.	Amendments, 206, Amending the Constitution, 215-216, SSH 29					

SS.5.C.3.Su.e	Recognize a right granted in the Bill of Rights, such as freedom of speech or religion.	The Bill of Rights, 207-209, Secure Liberty, 215, MyStory Book, 221, Amendments 1-10, R17-R18					
SS.5.C.3.Su.f	Recognize that a court settles conflicts between people.	Judicial Branch, SSH 28, SSH 29, 200, 201, 211					
SS.5.E.1.In.a	Identify examples of how people traded with each other in North America from pre-Columbian times to 1850.	Native American trade, 15, Trading posts, 38, Slave trade, 39 The Columbian Exchange, 52, 55, How the Virginia Company Worked, 74, French Traders and Settlers, 90-91, Colonies and Resources (barter), 112, Colonial trade, 114, Triangular trade, 115					
SS.5.E.1.In.b	Identify a characteristic of a market economy, such as available resources, demand, or available labor.	Our Market Economy, SSH 20-SSH 27, Virginia Company (investors and shares), 74-75, Cash crop, 78, Commerce, 94, Colonies and Resources, 112-113, Imports and Exports, 114-115, Slavery in the South, 124-125, profit, 266, markets and transportation, 270-271					
SS.5.E.1.In.c	Identify major inventions during the early development of the United States, such as the Franklin stove, bifocals, and cotton gin.	Franklin stove, 101, bifocals, 101, Cotton gin, 254, 266, Inventions, Roads, and Railroads, 266-273					
SS.5.E.1.Pa.a	Recognize that people trade goods and services.	The Economy Today, SSH 25, Native American trade, 15, Trading posts, 38, Slave trade, 39 The Columbian Exchange, 52, 55, How the Virginia Company Worked, 74, French Traders and Settlers, 90-91, Colonies and Resources (barter), 112, Colonial trade, 114, Triangular trade, 115					
SS.5.E.1.Pa.b	Recognize that people trade goods and services.	The Economy Today, SSH 25, Native American trade, 15, Trading posts, 38, Slave trade, 39 The Columbian Exchange, 52, 55, How the Virginia Company Worked, 74, French Traders and Settlers, 90-91, Colonies and Resources (barter), 112, Colonial trade, 114, Triangular trade, 115					
SS.5.E.1.Pa.c	Identify an invention that helps people, such as a stove.	Benjamin Franklin, Young Apprentice (Franklin stove), 101, Inventions, Roads, and Railroads, 266-273					
SS.5.E.1.Su.a	Recognize that different groups of people traded with each other in North America from pre-Columbian times to 1850.	Native American trade, 15, Trading posts, 38, Slave trade, 39 The Columbian Exchange, 52, 55, How the Virginia Company Worked, 74, French Traders and Settlers, 90-91, Colonies and Resources (barter), 112, Colonial trade, 114, Triangular trade, 115					
SS.5.E.1.Su.b	Recognize that people produce goods that others want to buy (market economy).	Our Market Economy, SSH 20-SSH 27, Imports and Exports, 114-115, Artisans and Craftspeople, 116					
SS.5.E.1.Su.c	Recognize a major invention during the early development of the United States, such as the Franklin stove, bifocals, or cotton gin.	Franklin stove, 101, bifocals, 101, Cotton gin, 254, 266, Inventions, Roads, and Railroads, 266-273					
SS.5.E.2.In.a	Recognize examples of voluntary trade between Native Americans, European explorers, and colonists, such as trading crops and furs for guns.	Native American trade, 15, Trading posts, 38, Columbian Exchange, 52-57, Fur trade, 90-91, Imports and Exports, 144-115					
SS.5.E.2.Pa.a	Recognize that people can trade voluntarily.	Native American trade, 15, Trading posts, 38, Slave trade, 39, 53, 120-121, Columbian Exchange and, 52, 54-55, Fur trade, 90, 286, Colonial trade, 114, Triangular trade, 115					



SS.5.E.2.Su.a	Recognize an example of voluntary trade between Native Americans, European explorers, and colonists, such as trading crops and furs for guns.	Native American trade, 15, Trading posts, 38, Slave trade, 39, 53, 120–121, Columbian Exchange and, 52, 54–55, Fur trade, 90, 286, Colonial trade, 114, Triangular trade, 115					
SS.5.G.1.In.a	Identify current and historical information using selected geographic tools, such as maps, globes, and satellite images.	Reading Maps, SSH 12, Political Maps, SSH 13, Physical Maps, SSH 14, Elevation Maps, SSH 15, Regions, SSH 16, Historical Maps, SSH 17, Special Purpose Maps, SSH 18, Current Event Maps, SSH 19, Maps, 5, 34, 40, 48, 66, 70, 130, 160, 169, 170, 175, 192, 234-235, 238, 247, 249, 277, 282, 290					
SS.5.G.1.In.b	Use a coordinate grid on a map to locate places.	Reading Maps, SSH 12, Political Maps, SSH 13					
SS.5.G.1.In.c	Recognize major physical features on a map of the United States, such as the Rocky Mountains, Appalachian Mountains, Mississippi River, Great Lakes, and Lake Okeechobee.	Location, SSH 10, Physical Maps, SSH 14, Elevation Maps, SSH 15, Lewis and Clark's Journey, 238, Routes to Indian Territory, 1830, 249, National Road and Major Canals, early 1800s, 270, Trails West, 1840s, 290					
SS.5.G.1.In.d	Select the format (map, chart, or graph) and display geographic information.	Draw a map, SSH 13, Make a bar graph, SSH 19, Draw a map, 277 Create a chart, 290, Create a map (review item #8), 299					
SS.5.G.1.In.e	Recognize selected colonies of the original 13 colonies on a map of the United States.	The English Colonies, 104, Thirteen Colonies, 160					
SS.5.G.1.In.f	Recognize selected states, capitals, and a United States Territory on a map.	Political Maps, SSH 13, Regions, SSH 16, Senatorial Election Results, SSH 19					
SS.5.G.1.Pa.a	Recognize information using a selected geographic tool.	Reading Maps, SSH 12, Political Maps, SSH 13, Physical Maps, SSH 14, Elevation Maps, SSH 15, Regions, SSH 16, Historical Maps, SSH 17, Special Purpose Maps, SSH 18, Current Event Maps, SSH 19, Maps, 5, 34, 40, 48, 66, 70, 130, 160, 169, 170, 175, 192, 234-235, 238, 247, 249, 277, 282, 290					
SS.5.G.1.Pa.b	Recognize information using a selected geographic tool.	Reading Maps, SSH 12, Political Maps, SSH 13, Physical Maps, SSH 14, Elevation Maps, SSH 15, Regions, SSH 16, Historical Maps, SSH 17, Special Purpose Maps, SSH 18, Current Event Maps, SSH 19, Maps, 5, 34, 40, 48, 66, 70, 130, 160, 169, 170, 175, 192, 234-235, 238, 247, 249, 277, 282, 290					
SS.5.G.1.Pa.c	Recognize a selected physical feature on a pictorial map of the United States.	The Wilderness Road, 234-235, Reading Maps, SSH 12, Political Maps, SSH 13, Physical Maps, SSH 14, Elevation Maps, SSH 15, Regions, SSH 16, Historical Maps, SSH 17, Special Purpose Maps, SSH 18, Current Event Maps, SSH 19, Maps, 5, 34, 40, 48, 66, 70, 130, 160, 169, 170, 175, 192, 238, 247, 249, 277, 282, 290					
SS.5.G.1.Pa.d	Complete a pictorial map using pictures or symbols for designated areas.	Draw a map, SSH 13, Regions, activity #9, Native American Cultures, activity #2, Viking Exploration, activity #1, Portuguese Explorers, activity #7, The Wilderness Road, activity #1, 234-235, Draw a map, 277, Create a map (review item #8), 299					
SS.5.G.1.Pa.e	Recognize a map of North America.	Political Maps, SSH 13, Physical Maps, SSH 14, Regions, SSH 16, 5, 48, 54, 66, 70, 130, 160, 169, 170, 175, 192, 238, 247, 249, 270, 277, 282					
SS.5.G.1.Pa.f	Recognize that the United States is made up of different states.	United States, Political, SSH 13, Regions, SSH 16, Senatorial Election Results, SSH 19					

SS.5.G.1.Su.a	Recognize current and historical information using selected geographic tools, such as a map, globe, or satellite image.	Reading Maps, SSH 12, Political Maps, SSH 13, Physical Maps, SSH 14, Elevation Maps, SSH 15, Regions, SSH 16, Historical Maps, SSH 17, Special Purpose Maps, SSH 18, Current Event Maps, SSH 19, Maps, 5, 34, 40, 48, 66, 70, 130, 160, 169, 170, 175, 192, 234-235, 238, 247, 249, 277, 282, 290					
SS.5.G.1.Su.b	Use a simple coordinate grid on a drawing to locate features.	Reading Maps, SSH 12, Political Maps, SSH 13					
SS.5.G.1.Su.c	Recognize a major physical feature on a map of the United States, such as the Rocky Mountains, Appalachian Mountains, Mississippi River, Great Lakes, or Lake Okeechobee.	Location, SSH 10, Physical Maps, SSH 14, Elevation Maps, SSH 15, Lewis and Clark's Journey, 238, Routes to Indian Territory, 1830, 249, National Road and Major Canals, early 1800s, 270, Trails West, 1840s, 290					
SS.5.G.1.Su.d	Complete a map, chart, or graph to display geographic information.	Draw a map, SSH 13, Make a bar graph, SSH 19, Create a chart, 290, Regions, activity #9, SSH 16, Native American Cultures, activity #2, 13, Viking Exploration, activity #1, 34, Portuguese Explorers, activity #7, 40, The Wilderness Road, activity #1, 234-235, Draw a map, 277, Create a map (review item #8), 299					
SS.5.G.1.Su.e	Recognize an original colony on a map of the United States.	The English Colonies, 104, Thirteen Colonies, 160					
SS.5.G.1.Su.f	Recognize selected states and their capitals on a map.	United States, Political, SSH 13					
SS.5.G.2.In.a	Recognize push and pull factors that have influenced boundary changes within the United States, such as job opportunities, climate, and natural hazards.	Jefferson and the Louisiana Purchase, 234-239, The Lone star State, 276-283, Trails to the West, 284-291, The California Gold Rush, 292-297					
SS.5.G.2.Pa.a	Recognize a factor that causes a boundary to change.	Jefferson and the Louisiana Purchase, 234-239, The Lone star State, 276-283, Trails to the West, 284-291, The California Gold Rush, 292-297					
SS.5.G.2.Su.a	Recognize a push or pull factor that influenced boundary changes within the United States, such as job opportunities, climate, or natural hazards.	Jefferson and the Louisiana Purchase, 234-239, The Lone star State, 276-283, Trails to the West, 284-291, The California Gold Rush, 292-297					
SS.5.G.3.In.a	Identify an impact of natural events on humans in the United States through 1850, such as the harsh winter in Jamestown.	Roanoke, 73, Jamestown, 76-77, Valley Forge winter, 171, Lewis and Clark, 238, Trail of Tears, 250					
SS.5.G.3.Pa.a	Recognize a natural event that causes change.	Roanoke, 73, Jamestown, 76-77, Valley Forge winter, 171, Lewis and Clark, 238, Trail of Tears, 250					
SS.5.G.3.Su.a	Recognize an impact of natural events on humans in the United States through 1850, such as the harsh winter in Jamestown.	Roanoke, 73, Jamestown, 76-77, Valley Forge winter, 171, Lewis and Clark, 238, Trail of Tears, 250					
SS.5.G.4.In.a	Use geographic knowledge and skills to identify information about current events, such as reading maps and charts.	Current Event Maps, SSH 19, Lesson 1: Trials at Home and Abroad, Lesson 2: Threats to Peace and Prosperity, Lesson 3: Meeting Today's Challenges					
SS.5.G.4.In.b	Use geography concepts and skills, such as recognizing patterns and mapping, to identify solutions for local, state, or national problems.	Special Purpose Maps, SSH 18, Current Event Maps, SSH 19					
SS.5.G.4.Pa.a	Use a geographic tool to recognize information about current events.	Special Purpose Maps, SSH 18, Current Event Maps, SSH 19					
SS.5.G.4.Pa.b	Use a geographic tool to recognize information about current events.	Special Purpose Maps, SSH 18, Current Event Maps, SSH 19					

SS.5.G.4.Su.a	Use geographic knowledge and skills to recognize information about current events, such as reading pictorial maps.	Special Purpose Maps, SSH 18, Current Event Maps, SSH 19					
SS.5.G.4.Su.b	Use geography concepts and skills, such as recognizing patterns and mapping, to recognize solutions for selected local, state, or national problems.	Special Purpose Maps, SSH 18, Current Event Maps, SSH 19					