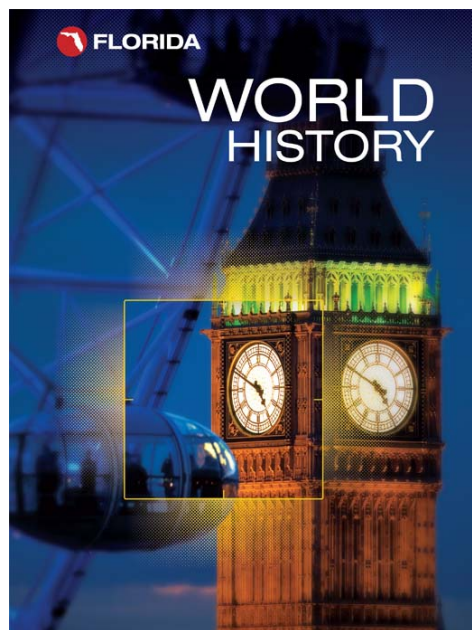


**A Standards Alignment of**



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**To the**

**Florida Department of Education**

**World History**

**Course Code 2109310**

**2016-2017 STATE OF FLORIDA INSTRUCTIONAL MATERIALS ADOPTION  
STANDARDS ALIGNMENT  
COURSE STANDARDS/BENCHMARKS (Form IM7)**

**SUBJECT:** Social Studies  
**GRADE LEVEL:** 9-12  
**COURSE TITLE:** World History  
**COURSE CODE:** 2109310  
**SUBMISSION TITLE:** Pearson Florida World History  
**BID ID:** 3169  
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<b>BENCHMARK CODE</b>	<b>BENCHMARK</b>	<b>LESSONS WHERE STANDARD/BENCHMARK IS DIRECTLY ADDRESSED IN MAJOR TOOL (MOST IN-DEPTH COVERAGE LISTED FIRST)</b> (Include the student edition and teacher edition with the page numbers of lesson, a link to lesson, or other identifier for easy lookup by reviewers.)
ELD.K12.ELL.SI.1:	English language learners communicate for social and instructional purposes within the school setting.	<b>TE only:</b> English Language Learner standards can be found throughout the Teacher's Edition. For examples see: Speaking, 104, 142, 164, 186, 194, 200, 209, 218, 236, 240, 273, 274, 280, 290, 298, 310, 327, 340, 353; Listening, 28, 32, 84, 93, 94, 108, 192, 198, 205, 210; Writing, 22, 58, 70, 146, 241; Reading, 4, 10, 18, 50, 62
ELD.K12.ELL.SS.1:	English language learners communicate information, ideas and concepts necessary for academic success in the content area of Social Studies.	<b>TE only:</b> English Language Learner standards can be found throughout the Teacher's Edition. For examples see: Speaking, 72, 99, 101, 104, 142, 164, 186, 194, 200, 209, 218, 236, 240, 273, 274, 280, 290, 298, 310, 327, 340, 353; Listening, 28, 32, 84, 93, 94, 108, 192, 198, 205, 210; Writing, 22, 58, 70, 146, 241; Reading, 80, 93, 132, 245, 305, 331, 334, 348, 354, 363, 371, 374, 383

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HE.912.C.2.4:	Evaluate how public health policies and government regulations can influence health promotion and disease prevention.	<b>SE/TE:</b> Improvements in Medicine, 142-143; Safety, Sanitation, and Skyscrapers, 428; An Improved Standard of Living, 429; Primary Source: How the Other Half Lives: Jacob Riis, 430-431; Reforms in Housing, Healthcare, and Education, 437; Germany: Health and Accident Insurance, 471; Social Welfare, 472; Other Social Reforms, 482; UN Activities, 711; The Great Society, 738; Germany Reunites, 739; Great Britain: National Health Service, 740; AIDS and Other Diseases, 827-828; Worldwide Poverty, 856-857; Global Diseases, 858; The Rights and Protection of Children, 860-861 <b>TE only:</b> History Background: Wash Your Hands, 427
LAFS.910.RH.1.1:	Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.	<b>SE/TE:</b> Document-Based Questions, 41, 115, 178, 225, 265, 317, 399, 445, 567, 607, 673, 719; Primary Sources, 89-90, 160-161, 350-351, 360-361, 368-369, 430-431, 495-496, 595-596, 631-632, 698-699, 713-717, 759-763, 781-782, 791-792, 829-830, 864-865; 21 <sup>st</sup> Century Skills: Interpret Sources, 918; Analyze Political Cartoons, 922-923; Analyze Primary and Secondary Sources, 928-929; Compare Viewpoints, 929-930
LAFS.910.RH.1.2:	Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text.	<b>SE/TE:</b> 21 <sup>st</sup> Century Skills: Summarize, 914; Interpret Sources (identify the main idea), 918; Analyze Political Cartoons (consider the meaning), 922-923; Analyze Primary and Secondary Sources (main idea and supporting details), 928-929; Identify Bias (identify the main idea), 930-931; Identify Main Ideas and Details, 913; Document-Based Questions, 41, 115, 178, 225, 265, 317, 399, 445, 567, 607, 673, 719; Primary Sources, 89-90, 160-161, 350-351, 360-361, 368-369, 430-431, 495-496, 595-596, 631-632, 698-699, 713-717, 759-763, 781-782, 791-792, 829-830, 864-865

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LAFS.910.RH.1.3:	Analyze in detail a series of events described in a text; determine whether earlier events caused later ones or simply preceded them.	<b>SE/TE:</b> Timelines, 2, 46, 120, 120, 182, 230, 230, 322, 322, 404, 422, 450, 450, 514, 572, 678, 724, 770, 816; The Italian Renaissance, 232–238; Europeans Explore Overseas, 272–277; The American Revolution, 362–367; Revolutions Sweep Europe, 452–460; The French Revolution Begins, 370–378; Latin American Nations Win Independence, 461–465; The New Imperialism, 516–521; European Colonies in Africa, 522–528; World War I Begins, 574–579; Revolution and Nationalism in Latin America, 614–619; Aggression, Appeasement, and War, 680–685; 21 <sup>st</sup> Century Skills: Analyze Cause and Effect, 911–912
LAFS.910.RH.2.4:	Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social science.	<b>SE/TE:</b> Key terms are presented at the beginning of all lessons and reviewed in the Florida Topic Assessment. Vocabulary is also defined at point of use. For examples, see: Key Terms, 48, 69, 122, 149, 244, 285, 296, 473, 516, 550, 586; Florida Topic Assessment: Key Terms, People, and Ideas, 40, 114, 176, 224, 264, 316, 398, 444, 508, 566, 606, 672, 718 <b>TE only:</b> Key Terms (point of use examples), 50, 59, 64, 164, 169, 254, 258, 420, 575
LAFS.910.RH.2.5:	Analyze how a text uses structure to emphasize key points or advance an explanation or analysis.	<b>SE/TE:</b> Document–Based Questions, 41, 115, 178, 225, 265, 317, 399, 445, 567, 607, 673, 719; Primary Sources, 89–90, 160–161, 350–351, 360–361, 368–369, 430–431, 495–496, 595–596, 631–632, 698–699, 713–717, 759–763, 781–782, 791–792, 829–830, 864–865; 21 <sup>st</sup> Century Skills: Sequence, 909; Analyze Cause and Effect, 911–912; Identify Main Ideas and Details, 913; Analyze Primary and Secondary Sources, 928–929; Evaluate Existing Arguments, 931–932; Consider and Counter Opposing Arguments, 932

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LAFS.910.RH.2.6:	Compare the point of view of two or more authors for how they treat the same or similar topics, including which details they include and emphasize in their respective accounts.	<b>SE/TE:</b> Document-Based Questions, 41, 115, 178, 225, 265, 317, 399, 445, 567, 607, 673, 719; Quest!: The Historian’s Round Table, 183; Civic Discussion: Lenin and Stalin, 613; 21 <sup>st</sup> Century Skills: Compare Viewpoints, 929–930
LAFS.910.RH.3.7:	Integrate quantitative or technical analysis (e.g., charts, research data) with qualitative analysis in print or digital text.	<b>SE/TE:</b> Florida's People, xlv–xlix; Florida's Government, l–lv; Florida's Economy, lvi–lxi; Florida's Place in the World, lxii–lxv; Florida Quest!, lxviii–lxix, 3, 47, 121, 183, 231, 271, 323, 405, 451, 515, 573, 613, 679, 725, 771, 817; Document-Based Questions, 41, 115, 178, 225, 265, 317, 399, 445, 567, 607, 673, 719 <b>TE Only:</b> Quest: Project-Based Learning, 1C–1D, 44C–44D, 118C–118D, 180C–180D, 228C–228D, 268C–268D, 320C–320D, 402C–402D, 448C–448D, 512C–512D, 570C–570D, 610C–610D, 676C–679D, 722C–722D, 768C–768D, 814C–814D

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LAFS.910.RH.3.8:	Assess the extent to which the reasoning and evidence in a text support the author's claims.	<p><b>SE/TE:</b> Celebrate Florida: Explain Perspectives, xliii; Document-Based Questions, 41, 115, 178, 225, 265, 317, 399, 445, 567, 607, 673, 719; Primary Source: The Magna Carta, 89–90; Travels: Ibn Battuta, 160–161; The Destruction of the Indies: Barolome de Las Casas, 294–295; English Bill of Rights, 350–351; Two Treatises of Government, John Locke, 360–361; Declaration of Independence, 368–369; Declaration of the Rights of Man and the Citizen, 379–380; How the Other Half Lives: Jacob Riis, 430–431; Democracy in America, Alexis de Tocqueville, 495–496; The Fourteen Points, Woodrow Wilson, 595–596; Hind Swaraj, Mohandas Gandhi, 631–632; Charter of the United Nations, 713–717; “Tear Down This Wall”: Ronald Reagan, 759–763; “Freedom from Fear”: Aung San Suu Kyi, 781–782; “Glory and Hope”: Nelson Mandela, 829–830; Universal Declaration of Human Rights, 864–865; also see: Quest!, lxviii–lxix, 3, 47, 121, 183, 231, 271, 323, 405, 451, 515, 573, 613, 679, 725, 771, 817</p> <p><b>TE Only:</b> Quest: Project-Based Learning, 1C–1D, 44C–44D, 118C–118D, 180C–180D, 228C–228D, 268C–268D, 320C–320D, 402C–402D, 448C–448D, 512C–512D, 570C–570D, 610C–610D, 676C–679D, 722C–722D, 768C–768D, 814C–814D</p>
LAFS.910.RH.3.9:	Compare and contrast treatments of the same topic in several primary and secondary sources.	<p><b>SE/TE:</b> Document-Based Questions, 41, 115, 178, 225, 265, 317, 399, 445, 567, 607, 673, 719; Quest!: What is Your Viewpoint? Writing a Magazine Article, 271; Primary Sources: English Bill of Rights, 350–351; Two Treatises of Government, John Locke, 360–361; 21<sup>st</sup> Century Skills: Compare Viewpoints, 929–930; also see the following Digital Resources (listed on page xxx): Distinguish Between Fact and Opinion; Identify Evidence; Support Ideas with Evidence</p>

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LAFS.910.RH.4.10:	By the end of grade 10, read and comprehend history/social studies texts in the grades 9–10 text complexity band independently and proficiently.	<b>SE/TE:</b> Florida Topic Assessment, 40, 114, 176, 224, 264, 316, 398, 444, 508, 566, 606, 672, 718; Document-Based Questions, 41, 115, 178, 225, 265, 317, 399, 445, 509, 567, 607, 673, 719; Primary Sources, 89–90, 160–161, 350–351, 360–361, 368–369, 430–431, 495–496, 595–596, 631–632, 698–699, 713–717, 759–763, 781–782, 791–792, 829–830, 864–865; 21 <sup>st</sup> Century Skills: Interpret Sources, 918; Analyze Political Cartoons, 922–923; Analyze Primary and Secondary Sources, 928–929; Compare Viewpoints, 929–930 <b>TE only:</b> English Language Learners: Reading, 4, 10, 18, 50, 62, 80, 93, 132, 245, 305, 331, 334, 348, 354, 363, 371, 374, 383, 394, 410, 415, 434, 457, 462, 467, 469, 474, 478, 482, 492, 498, 502, 517, 518, 524, 530, 532
LAFS.910.SL.1.1:	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.	<b>SE/TE:</b> Quest!: Create an Early Civilization Video Game, 3; Participating in a Civic Discussion, 121; The Historian’s Round Table, 183; Preparing for a Debate, 451; Civic Discussion: Lenin and Stalin, 613; 21 <sup>st</sup> Century Skills: Compare Viewpoints, 929–930; Participate in a Discussion or Debate, 933 <b>TE only:</b> Quest: Project-Based Learning, 1C–1D, 118C–118D, 180C–180D, 448C–448D, 610C–610D; Active Classroom (examples), 4, 215, 234, 492; Guided Reading and Discussion (examples), 5, 10, 17, 23, 214; English Language Learners: Speaking (examples), 72, 99, 101, 104, 142, 164, 186, 194, 200, 209, 218, 236, 240, 273, 274, 280, 290, 298, 310, 327, 340, 353

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LAFS.910.SL.1.1a:	a. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.	<b>SE/TE:</b> Quest!: Create an Early Civilization Video Game, 3; Participating in a Civic Discussion, 121; The Historian’s Round Table, 183; Preparing for a Debate, 451; Civic Discussion: Lenin and Stalin, 613; 21 <sup>st</sup> Century Skills: Compare Viewpoints, 929–930; Participate in a Discussion or Debate, 933 <b>TE only:</b> Quest: Project-Based Learning 1C–1D, 118C–118D, 180C–180D, 448C–448D, 610C–610D
LAFS.910.SL.1.1b:	b. Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed.	<b>SE/TE:</b> 21 <sup>st</sup> Century Skills: Participate in a Discussion or Debate, 933; Quest!: Create an Early Civilization Video Game, 3; Participating in a Civic Discussion, 121; The Historian’s Round Table, 183; Preparing for a Debate, 451; Civic Discussion: Lenin and Stalin, 613 <b>TE only:</b> Quest: Project-Based Learning 1C–1D, 118C–118D, 180C–180D, 448C–448D, 610C–610D



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LAFS.910.SL.1.1c:	c. Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.	<b>SE/TE:</b> 21 <sup>st</sup> Century Skills: Participate in a Discussion or Debate, 933; Quest!: Create an Early Civilization Video Game, 3; Participating in a Civic Discussion, 121; The Historian’s Round Table, 183; Preparing for a Debate, 451; Civic Discussion: Lenin and Stalin, 613 <b>TE only:</b> Quest: Project-Based Learning 1C-1D, 118C-118D, 180C-180D, 448C-448D, 610C-610D; Active Classroom (examples), 4, 215, 234, 492
LAFS.910.SL.1.1d:	d. Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.	<b>SE/TE:</b> Quest!: Create an Early Civilization Video Game, 3; Participating in a Civic Discussion, 121; The Historian’s Round Table, 183; Preparing for a Debate, 451; Civic Discussion: Lenin and Stalin, 613; 21 <sup>st</sup> Century Skills: Compare Viewpoints, 929-930; Participate in a Discussion or Debate, 933 <b>TE only:</b> Quest: Project-Based Learning 1C-1D, 118C-118D, 180C-180D, 448C-448D, 610C-610D

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LAFS.910.SL.1.2:	Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.	<b>SE/TE:</b> Celebrate Florida: Evaluate an Election, lv; Florida’s Place in the World, lxii–lxv; Quest!, lxviii–lxix, 3, 47, 121, 183, 231, 271, 323, 405, 451, 515, 573, 613, 679, 725, 771, 817; Document–Based Questions, 41, 115, 178, 2; 25, 265, 317, 399, 445, 509, 567, 607, 673, 719; 21st Century Skills: Analyze Data and Models, 919–920; Read Charts, Graphs, and Tables, 920–921; Analyze Political Cartoons, 922–923; Read Physical Maps, 923–924; Read Political Maps, 924–925; Use Parts of a Map, 927–928; also see the following Digital Resource (listed on page xxx): Analyze; Media Content <b>TE Only:</b> Quest: Project-Based Learning 1C–1D, 44C–44D, 118C–118D, 180C–180D, 228C–228D, 268C–268D, 320C–320D, 402C–402D, 448C–448D, 512C–512D, 570C–570D, 610C–610D, 676C–679D, 722C–722D, 768C–768D, 814C–814D
LAFS.910.SL.1.3:	Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.	<b>SE/TE:</b> Primary Source: Travels: Ibn Battuta, 160–161; The Destruction of the Indies: Barolome de Las Casas, 294–295; Two Treatises of Government, John Locke, 360–361; How the Other Half Lives: Jacob Riis, 430–431; Democracy in America, Alexis de Tocqueville, 495–496; The Fourteen Points, Woodrow Wilson, 595–596; Hind Swaraj, Mohandas Gandhi, 631–632; "Tear Down This Wall": Ronald Reagan, 759–763; "Freedom from Fear": Aung San Suu Kyi, 781–782; "Glory and Hope": Nelson Mandela, 829–830; Quest!: Participating in a Civic Discussion, 121; The Historian’s Round Table, 183; What is your viewpoint? Writing a magazine article, 271; Becoming a Human Rights Advocate, 323; Making Policy Decisions, 405; Preparing for a debate, 451; Civic Discussion: Lenin and Stalin, 613; Launching a Seminar, 725; Presenting a position paper, 771; 21 <sup>st</sup> Century Skills: Identify Bias, 930–931; Evaluate Existing Arguments, 931–932; Consider and Counter Opposing Arguments, 932 <b>TE only:</b> English Language Learners: Listening (examples), 28, 32, 84, 93, 94, 108, 192, 198, 205, 210

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LAFS.910.SL.2.4:	Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.	<b>SE/TE:</b> Florida Quest: Exploring Florida's Identity Today, lxviii–lxix; Quest!: Participating in a Civic Discussion, 121; The Historian's Round Table, 183; Preparing for a debate, 451; Create a Power Point Presentation, 515; Create a Video Docudrama about World War I, 573; Launching a Seminar, 725; 21 <sup>st</sup> Century Skills: Summarize, 914; Compare Viewpoints, 929–930; Participate in a Discussion or Debate, 933 <b>TE only:</b> English Language Learners: Speaking (examples), 72, 99, 101, 104, 142, 164, 186, 194, 200, 209, 218, 236, 240, 273, 274, 280, 290, 298, 310, 327, 340, 353; Quest: Project-Based Learning 1C–1D, 118C–118D, 180C–180D, 448C–448D, 512C–512D, 570C–570D, 722C–722D
LAFS.910.WHST.1.1:	Write arguments focused on <i>discipline-specific content</i> .	<b>SE/TE:</b> Writing, lxi, 41, 317, 719; Quest! (Document-Based Writing Activity): What is Your Viewpoint? Writing a Magazine Article, 271; Becoming a Human Rights Advocate, 323; Making Policy Decisions, 405; Preparing for a Debate, 451; Create a Power Point Presentation, 515; Presenting a Position Paper, 771; 21 <sup>st</sup> Century Skills: Evaluate Existing Arguments, 931–932; Consider and Counter Opposing Arguments, 932; Write an Essay, 934
LAFS.910.WHST.1.1a:	a. Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among the claim(s), counterclaims, reasons, and evidence.	<b>SE/TE:</b> 21 <sup>st</sup> Century Skills: Write an Outline and Generate a Thesis, 934; Writing, lxi, 41, 317, 719; Quest! (Document-Based Writing Activity): What is Your Viewpoint? Writing a Magazine Article, 271; Becoming a Human Rights Advocate, 323; Making Policy Decisions, 405; Preparing for a Debate, 451; Create a Power Point Presentation, 515; Presenting a Position Paper, 771; 21 <sup>st</sup> Century Skills: Evaluate Existing Arguments, 931–932; Consider and Counter Opposing Arguments, 932

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LAFS.910.WHST.1.1b:	b. Develop claim(s) and counterclaims fairly, supplying data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form and in a manner that anticipates the audience’s knowledge level and concerns.	<b>SE/TE:</b> Writing, lxi, 41, 317, 719; Quest! (Document-Based Writing Activity): What is Your Viewpoint? Writing a Magazine Article, 271; Becoming a Human Rights Advocate, 323; Making Policy Decisions, 405; Preparing for a Debate, 451; Create a Power Point Presentation, 515; Presenting a Position Paper, 771; 21 <sup>st</sup> Century Skills: Evaluate Existing Arguments, 931–932; Consider and Counter Opposing Arguments, 932; Write an Essay, 934
LAFS.910.WHST.1.1c:	c. Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.	<b>SE/TE:</b> Writing, lxi, 41, 317, 719; Quest! (Document-Based Writing Activity): What is Your Viewpoint? Writing a Magazine Article, 271; Becoming a Human Rights Advocate, 323; Making Policy Decisions, 405; Preparing for a Debate, 451; Create a Power Point Presentation, 515; Presenting a Position Paper, 771; 21 <sup>st</sup> Century Skills: Evaluate Existing Arguments, 931–932; Consider and Counter Opposing Arguments, 932; Write an Essay, 934
LAFS.910.WHST.1.1d:	d. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.	<b>SE/TE:</b> Writing, lxi, 41, 317, 719; Quest! (Document-Based Writing Activity): What is Your Viewpoint? Writing a Magazine Article, 271; Becoming a Human Rights Advocate, 323; Making Policy Decisions, 405; Preparing for a Debate, 451; Create a Power Point Presentation, 515; Presenting a Position Paper, 771; 21 <sup>st</sup> Century Skills: Evaluate Existing Arguments, 931–932; Consider and Counter Opposing Arguments, 932; Write an Essay, 934

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LAFS.910.WHST.1.1e:	e. Provide a concluding statement or section that follows from or supports the argument presented.	<b>SE/TE:</b> 21 <sup>st</sup> Century Skills: Draft your essay, 934; Writing, lxi, 41, 317, 719; Quest! (Document-Based Writing Activity): What is Your Viewpoint? Writing a Magazine Article, 271; Becoming a Human Rights Advocate, 323; Making Policy Decisions, 405; Preparing for a Debate, 451; Create a Power Point Presentation, 515; Presenting a Position Paper, 771; 21 <sup>st</sup> Century Skills: Evaluate Existing Arguments, 931–932; Consider and Counter Opposing Arguments, 932
LAFS.910.WHST.1.2:	Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.	<b>SE/TE:</b> Writing: Research, xlili, xlix, lv; Informative/Analytical, lxv, 40, 114, 115, 176, 177, 224, 225, 264, 265, 316, 317, 398, 399, 444, 445, 508, 509, 566, 567, 606, 607, 672, 673, 718, 764, 765, 810, 811; 21 <sup>st</sup> Century Skills: Write an Essay, 934; also see the following Digital Resource (listed on page xxx): Develop a Clear Thesis, Organize Your Ideas
LAFS.910.WHST.1.2a:	a. Introduce a topic and organize ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.	<b>SE/TE:</b> 21 <sup>st</sup> Century Skills: Write an Outline and Generate a Thesis, 934; Writing: Research, xlili, xlix, lv; Informative/Analytical, lxv, 40, 114, 115, 176, 177, 224, 225, 264, 265, 316, 317, 398, 399, 444, 445, 508, 509, 566, 567, 606, 607, 672, 673, 718, 764, 765, 810, 811; also see the following Digital Resource (listed on page xxx): Develop a Clear Thesis, Organize Your Ideas

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LAFS.910.WHST.1.2b:	b. Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience’s knowledge of the topic.	<b>SE/TE:</b> Writing: Research, xliii, xlix, lv; Informative/Analytical, lxv, 40, 114, 115, 176, 177, 224, 225, 264, 265, 316, 317, 398, 399, 444, 445, 508, 509, 566, 567, 606, 607, 672, 673, 718, 764, 765, 810, 811; 21st Century Skills: Write an Essay, 934; also see the following Digital Resource (listed on page xxx): Develop a Clear Thesis, Organize Your Ideas
LAFS.910.WHST.1.2c:	c. Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among ideas and concepts.	<b>SE/TE:</b> 21 <sup>st</sup> Century Skills: Write an Outline and Generate a Thesis, 934; Writing: Research, xliii, xlix, lv; Informative/Analytical, lxv, 40, 114, 115, 176, 177, 224, 225, 264, 265, 316, 317, 398, 399, 444, 445, 508, 509, 566, 567, 606, 607, 672, 673, 718, 764, 765, 810, 811; also see the following Digital Resource (listed on page xxx): Develop a Clear Thesis, Organize Your Ideas
LAFS.910.WHST.1.2d:	d. Use precise language and domain-specific vocabulary to manage the complexity of the topic and convey a style appropriate to the discipline and context as well as to the expertise of likely readers.	<b>SE/TE:</b> 21 <sup>st</sup> Century Skills: Revise, 934; Writing: Research, xliii, xlix, lv; Informative/Analytical, lxv, 40, 114, 115, 176, 177, 224, 225, 264, 265, 316, 317, 398, 399, 444, 445, 508, 509, 566, 567, 606, 607, 672, 673, 718, 764, 765, 810, 811; also see the following Digital Resource (listed on page xxx): Develop a Clear Thesis, Organize Your Ideas

<b>BENCHMARK CODE</b>	<b>BENCHMARK</b>	<b>LESSONS WHERE STANDARD/BENCHMARK IS DIRECTLY ADDRESSED IN MAJOR TOOL (MOST IN-DEPTH COVERAGE LISTED FIRST)</b> (Include the student edition and teacher edition with the page numbers of lesson, a link to lesson, or other identifier for easy lookup by reviewers.)
LAFS.910.WHST.1.2e:	e. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.	<b>SE/TE:</b> 21 <sup>st</sup> Century Skills: Revise, 934; Writing: Research, xlili, xlix, lv; Informative/Analytical, lxv, 40, 114, 115, 176, 177, 224, 225, 264, 265, 316, 317, 398, 399, 444, 445, 508, 509, 566, 567, 606, 607, 672, 673, 718, 764, 765, 810, 811; also see the following Digital Resource (listed on page xxx): Develop a Clear Thesis, Organize Your Ideas
LAFS.910.WHST.1.2f:	f. Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).	<b>SE/TE:</b> 21 <sup>st</sup> Century Skills: Draft your essay, 934; Writing: Research, xlili, xlix, lv; Informative/Analytical, lxv, 40, 114, 115, 176, 177, 224, 225, 264, 265, 316, 317, 398, 399, 444, 445, 508, 509, 566, 567, 606, 607, 672, 673, 718, 764, 765, 810, 811; also see the following Digital Resource (listed on page xxx): Develop a Clear Thesis, Organize Your Ideas
LAFS.910.WHST.2.4:	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.	<b>SE/TE:</b> Writing: Research, xlili, xlix, lv; Informative/Analytical, lxv, 40, 114, 115, 176, 177, 224, 225, 264, 265, 316, 317, 398, 399, 444, 445, 508, 509, 566, 567, 606, 607, 672, 673, 718, 764, 765, 810, 811; Argumentative/Persuasive, lxi, 41, 719; Quest!: What is Your Viewpoint? Writing a Magazine Article, 271; Becoming a Human Rights Advocate, 323; Making Policy Decisions, 405; Preparing for a debate, 451; Create a Power Point Presentation, 515; Presenting a Position Paper, 771; 21st Century Skills: Write an Essay, 934; also see the following Digital Resource (listed on page xxx): Develop a Clear Thesis, Organize Your Ideas <b>TE only:</b> English Language Learners, 22, 58, 70, 146, 241

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LAFS.910.WHST.2.5:	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.	<b>SE/TE:</b> Writing: Research, xlili, xlix, lv; Informative/Analytical, lxv, 40, 114, 115, 176, 177, 224, 225, 264, 265, 316, 317, 398, 399, 444, 445, 508, 509, 566, 567, 606, 607, 672, 673, 718, 764, 765, 810, 811; Argumentative/Persuasive, lxi, 41, 719; Quest!: What is Your Viewpoint? Writing a Magazine Article, 271; Becoming a Human Rights Advocate, 323; Making Policy Decisions, 405; Preparing for a Debate, 451; Create a Power Point Presentation, 515; Presenting a Position Paper, 771; 21st Century Skills: Summarize, 914; Write an Essay, 934; also see the following Digital Resource (listed on page xxx): Develop a Clear Thesis, Organize Your Ideas; Support Ideas With Evidence <b>TE only:</b> English Language Learners, 22, 58, 70, 146, 241
LAFS.910.WHST.2.6:	Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.	<b>SE/TE:</b> Quest!: Create an Early Civilization Video Game, 3; Publish a Graphic Novel about Medieval Europe, 47; Building a "Hall of Fame" Website, 231; Becoming a Human Rights Advocate, 323; Making Policy Decisions, 405; Create a Power Point Presentation, 515; Create a Video Docudrama about World War I, 573; Creating a Case Study Video, 817; also see the following Digital Resource (listed on page xxx): Evaluate Web Sites <b>TE Only:</b> Quest!, 1C-1D, 44C-44D, 228C-228D, 320C-320D, 402C-402D, 512C-512D, 570C-570D, 814C-814D



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LAFS.910.WHST.3.7:	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.	<b>SE/TE:</b> Quest!, lxviii-lxix, 3, 47, 121, 183, 231, 271, 323, 405, 451, 515, 573, 613, 679, 725, 771, 817; Writing: Research, xliii, xlix, lv; also see the following Digital Resource (listed on page xxx): Ask Questions <b>TE Only:</b> Quest: Project-Based Learning 1C-1D, 44C-44D, 118C-118D, 180C-180D, 228C-228D, 268C-268D, 320C-320D, 402C-402D, 448C-448D, 512C-512D, 570C-570D, 610C-610D, 676C-679D, 722C-722D, 768C-768D, 814C-814D
LAFS.910.WHST.3.8:	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.	<b>SE/TE:</b> Florida Quest: Exploring Florida's Identity Today, lxviii-lxix; Quest!, lxviii-lxix, 3, 47, 121, 183, 231, 271, 323, 405, 451, 515, 573, 613, 679, 725, 771, 817; Writing: Research, xliii, xlix, lv; 21 <sup>st</sup> Century Skills: Interpret Sources, 918; Analyze Data and Models, 919-920; Analyze Primary and Secondary Sources, 928-929; Avoid Plagiarism, 935; also see the following Digital Resource (listed on page xxx): Evaluate Web Sites; Search for Information on the Internet <b>TE only:</b> Quest: Project-Based Learning 1C-1D, 44C-44D, 118C-118D, 180C-180D, 228C-228D, 268C-268D, 320C-320D, 402C-402D, 448C-448D, 512C-512D, 570C-570D, 610C-610D, 676C-679D, 722C-722D, 768C-768D, 814C-814D

<b>BENCHMARK CODE</b>	<b>BENCHMARK</b>	<b>LESSONS WHERE STANDARD/BENCHMARK IS DIRECTLY ADDRESSED IN MAJOR TOOL (MOST IN-DEPTH COVERAGE LISTED FIRST)</b> (Include the student edition and teacher edition with the page numbers of lesson, a link to lesson, or other identifier for easy lookup by reviewers.)
LAFS.910.WHST.3.9:	Draw evidence from informational texts to support analysis, reflection, and research.	<p><b>SE/TE:</b> Florida Quest: Exploring Florida’s Identity Today, lxviii–lxix; Florida Topic Assessment, 40, 114, 176, 224, 264, 316, 398, 444, 508, 566, 606, 672, 718; Document-Based Questions, 41, 115, 178, 225, 265, 317, 399, 445, 509, 567, 607, 673, 719; 21<sup>st</sup> Century Skills: Interpret Sources, 918; Analyze Data and Models, 919–920; Analyze Primary and Secondary Sources, 928–929; Avoid Plagiarism, 935; also see all lesson assessment such as the following: 189, 196, 312, 332, 489, 662</p> <p><b>TE only:</b> Quest: Project-Based Learning 1C–1D, 44C–44D, 228C–228D, 320C–320D, 402C–402D, 512C–512D, 570C–570D, 814C–814D; English Language Learners: Reading, 4, 10, 18, 50, 62, 80, 93, 132, 245, 305, 331, 334, 348, 354, 363, 371, 374, 383, 394, 410, 415, 434, 457, 462, 467, 469, 474, 478, 482, 492, 498, 502, 517, 518, 524, 530, 532</p>
LAFS.910.WHST.4.10:	Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.	<p><b>SE/TE:</b> Writing: Research, xlili, xlix, lv; Informative/Analytical, lxv, 40, 114, 115, 176, 177, 224, 225, 264, 265, 316, 317, 398, 399, 444, 445, 508, 509, 566, 567, 606, 607, 672, 673, 718, 764, 765, 810, 811; Argumentative/Persuasive, lxi, 41, 719; Quest!: What is Your Viewpoint? Writing a Magazine Article, 271; Becoming a Human Rights Advocate, 323; Making Policy Decisions, 405; Preparing for a Debate, 451; Create a Power Point Presentation, 515; Presenting a Position Paper, 771; 21<sup>st</sup> Century Skills: Write an Essay, 934; also see the following Digital Resource (listed on page xxx): Develop a Clear Thesis, Organize Your Ideas</p> <p><b>TE only:</b> English Language Learners, 22, 58, 70, 146, 241</p>

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MAFS.K12.MP.1.1:	<p><b>Make sense of problems and persevere in solving them.</b></p> <p>Mathematically proficient students start by explaining to themselves the meaning of a problem and looking for entry points to its solution. They analyze givens, constraints, relationships, and goals. They make conjectures about the form and meaning of the solution and plan a solution pathway rather than simply jumping into a solution attempt. They consider analogous problems, and try special cases and simpler forms of the original problem in order to gain insight into its solution. They monitor and evaluate their progress and change course if necessary. Older students might, depending on the context of the problem, transform algebraic expressions or</p>	<p><b>SE/TE:</b> Florida’s People: Predict Future Trends, xlix; Florida’s Economy: Solve Problems, lxi; Analyze Data, 157; Analyze Charts, 372; Analyze Graphs, 427; Florida Topic 15 Assessment, 880, 881; 21<sup>st</sup> Century Skills: Create Databases, 918–919; Analyze Data and Models, 919–920; Paying Taxes, 940–941</p> <p><b>TE only:</b> Solve Problems, 424, 426; Background: Kepler’s Laws, 257; Thinking Mathematically, 372</p>

BENCHMARK CODE	BENCHMARK	<b>LESSONS WHERE STANDARD/BENCHMARK IS DIRECTLY ADDRESSED IN MAJOR TOOL (MOST IN-DEPTH COVERAGE LISTED FIRST)</b> (Include the student edition and teacher edition with the page numbers of lesson, a link to lesson, or other identifier for easy lookup by reviewers.)
	<p><b>(Continued)</b>            change the viewing window on their graphing calculator to get the information they need. Mathematically proficient students can explain correspondences between equations, verbal descriptions, tables, and graphs or draw diagrams of important features and relationships, graph data, and search for regularity or trends. Younger students might rely on using concrete objects or pictures to help conceptualize and solve a problem. Mathematically proficient students check their answers to problems using a different method, and they continually ask themselves, "Does this make sense?" They can understand the approaches of others to solving complex problems and identify correspondences between different approaches.</p>	

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MAFS.K12.MP.3.1:	<p><b>Construct viable arguments and critique the reasoning of others.</b>            Mathematically proficient students understand and use stated assumptions, definitions, and previously established results in constructing arguments. They make conjectures and build a logical progression of statements to explore the truth of their conjectures. They are able to analyze situations by breaking them into cases, and can recognize and use counterexamples. They justify their conclusions, communicate them to others, and respond to the arguments of others. They reason inductively about data, making plausible arguments that take into account the context from which the data arose. Mathematically proficient students are also able to compare the effectiveness of</p>	<p><b>SE/TE:</b> Primary Source: Two Treatises of Government, John Locke, 360–361; Quest!: Preparing for a debate, 451; Writing, Ixi, 41, 719, 881; Quest!: Participating in a Civic Discussion, 121; The Historian’s Round Table, 183; What is Your Viewpoint? Writing a Magazine Article, 271; Becoming a Human Rights Advocate, 323; Making Policy Decisions, 405; Preparing for a Debate, 451; Civic Discussion: Lenin and Stalin, 613; Presenting a Position Paper, 771; 21<sup>st</sup> Century Skills: Evaluate Existing Arguments, 931–932; Consider and Counter Opposing Arguments, 932  <b>TE only:</b> Construct and Critique Arguments, 242; Background: Kepler’s Laws, 257; Thinking Mathematically, 372; Solve Problems, 424, 426</p>

BENCHMARK CODE	BENCHMARK	<b>LESSONS WHERE STANDARD/BENCHMARK IS DIRECTLY ADDRESSED IN MAJOR TOOL (MOST IN-DEPTH COVERAGE LISTED FIRST)</b> (Include the student edition and teacher edition with the page numbers of lesson, a link to lesson, or other identifier for easy lookup by reviewers.)
	<p><b>(Continued)</b>            two plausible arguments, distinguish correct logic or reasoning from that which is flawed, and—if there is a flaw in an argument—explain what it is. Elementary students can construct arguments using concrete referents such as objects, drawings, diagrams, and actions. Such arguments can make sense and be correct, even though they are not generalized or made formal until later grades. Later, students learn to determine domains to which an argument applies. Students at all grades can listen or read the arguments of others, decide whether they make sense, and ask useful questions to clarify or improve the arguments.</p>	

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MAFS.K12.MP.5.1:	<p><b>Use appropriate tools strategically.</b></p> <p>Mathematically proficient students consider the available tools when solving a mathematical problem. These tools might include pencil and paper, concrete models, a ruler, a protractor, a calculator, a spreadsheet, a computer algebra system, a statistical package, or dynamic geometry software. Proficient students are sufficiently familiar with tools appropriate for their grade or course to make sound decisions about when each of these tools might be helpful, recognizing both the insight to be gained and their limitations. For example, mathematically proficient high school students analyze graphs of functions and solutions generated using a graphing calculator. They detect possible errors by strategically using estimation</p>	<p><b>SE/TE:</b> Quest!: Create an Early Civilization Video Game, 3; Publish a Graphic Novel about Medieval Europe, 47; Building a “Hall of Fame” Website, 231; Becoming a Human Rights Advocate, 323; Making Policy Decisions, 405; Create a Power Point Presentation, 515; Create a Video Docudrama about World War I, 573; Creating a Case Study Video, 817; 21<sup>st</sup> Century Skills: Analyze Data and Models, 919–920; Read Charts, Graphs, and Tables, 920–921; also see the following Digital Resource (listed on page xxx): Evaluate Web Sites</p> <p><b>TE only:</b> Differentiate (add data to the infographic), 276; Quest!, 1C–1D, 44C–44D, 228C–228D, 320C–320D, 402C–402D, 512C–512D, 570C–570D, 814C–814D; Background: Kepler’s Laws, 257; Thinking Mathematically, 372; Solve Problems, 424, 426</p>

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	<p><b>(Continued)</b>            and other mathematical knowledge. When making mathematical models, they know that technology can enable them to visualize the results of varying assumptions, explore consequences, and compare predictions with data. Mathematically proficient students at various grade levels are able to identify relevant external mathematical resources, such as digital content located on a website, and use them to pose or solve problems. They are able to use technological tools to explore and deepen their understanding of concepts.</p>	



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MAFS.K12.MP.6.1:	<p><b>Attend to precision.</b> Mathematically proficient students try to communicate precisely to others. They try to use clear definitions in discussion with others and in their own reasoning. They state the meaning of the symbols they choose, including using the equal sign consistently and appropriately. They are careful about specifying units of measure, and labeling axes to clarify the correspondence with quantities in a problem. They calculate accurately and efficiently, express numerical answers with a degree of precision appropriate for the problem context. In the elementary grades, students give carefully formulated explanations to each other. By the time they reach high school they have learned to examine claims and make explicit use of definitions.</p>	<p><b>SE/TE:</b> Florida’s People: Predict Future Trends, xlix; Florida’s Economy: Solve Problems, lxi; Analyze Graphs, 293, 427; Analyze Charts, 311, 372, 701, 806; Analyze Information, 648, 656; Analyze Data, 157, 826; Florida Topic 15 Assessment, 880, 881; 21<sup>st</sup> Century Skills: Analyze Data and Models, 919–920; Paying Taxes, 940–941</p> <p><b>TE only:</b> Solve Problems, 424, 426; Background: Kepler’s Laws, 257; Thinking Mathematically, 372</p>

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SS.912.G.1.1:	Design maps using a variety of technologies based on descriptive data to explain physical and cultural attributes of major world regions.	<b>SE/TE:</b> 21 <sup>st</sup> Century Skills: Create Charts and Maps, 921–922 <b>TE only:</b> Differentiate (On–Level): Outline map, 523; Make Development Map of Africa, 827
SS.912.G.1.2:	Use spatial perspective and appropriate geographic terms and tools, including the Six Essential Elements, as organizational schema to describe any given place.	<b>SE/TE:</b> Analyze Maps, 9, 10, 18, 20, 23, 28, 49, 50, 54, 75, 83, 85, 87, 92, 101, 106, 107, 131, 147, 152, 155, 163, 166–167, 185, 198, 205, 209, 234, 254, 273, 287, 289, 297, 303, 327, 334, 340, 363, 382, 390, 394, 409, 412, 456, 458, 465, 467, 491, 525, 530, 551, 559, 562, 579, 581, 584, 593, 601, 624, 635, 638, 659, 687, 690, 693, 703, 704, 707, 729, 746, 750, 755, 775, 785, 794, 798, 802, 837, 844, 847, 853, 857; 21 <sup>st</sup> Century Skills: Create Charts and Maps, 921–922; Read Physical Maps, 923–924; Read Political Maps, 924–925; Read Special–Purpose Maps, 925–926 <b>TE only:</b> Analyze Maps, lxii; Differentiate (On–Level): Outline Map, 523; Make Development Map of Africa, 827
SS.912.G.1.3:	Employ applicable units of measurement and scale to solve simple locational problems using maps and globes.	<b>SE/TE:</b> 21 <sup>st</sup> Century Skills: Use Parts of a Map, 927–928 <b>TE only:</b> Differentiate (map scale), 123, 198

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SS.912.G.2.1:	Identify the physical characteristics and the human characteristics that define and differentiate regions.	<b>SE/TE:</b> Florida's Geography, xxxviii–xlili; Florida's People, xliiv–xlix; Quest! Create an Early Civilization Video Game, 3; The Americas, 22–25; The Medieval Christian Church, 61–68; Economic Expansion and Change: The Crusades and After, 69–78; Russia and Eastern Europe, 103–110; European Colonies in North America, 296–300; The Industrial Revolution Begins, 406–413 Revolutions Sweep Europe, 452–460; Latin American Nations Win Independence, 461–465; Nationalism in Eastern Europe and Russia, 497–504; Southeast Asia and the Pacific, 550–555; Fighting the Great War, 580–585; Axis Powers Advance, 686–691; Victory for the Allies, 706–712; Communism in East Asia, 743–747; The Modern Middle East Takes Shape, 793–800; Conflicts in the Middle East, 801–807; Latin American Nations Move Toward Democracy, 836–842; The Industrialized World, 843–850; Social and Environmental Issues, 856–863 <b>TE only:</b> Quest: Project-Based Learning, 1C–1D
SS.912.G.2.2:	Describe the factors and processes that contribute to the differences between developing and developed regions of the world.	<b>SE/TE:</b> Challenges of Development, 818–822; Challenges for African Nations, 823–828; Rapid Development in China and India, 831–835; Poverty Challenges Latin America, 836–838; The Industrialized World, 843–850; Florida Topic Quick Study Guide, 878; Florida Topic Assessment, 880
SS.912.G.2.3:	Use geographic terms and tools to analyze case studies of regional issues in different parts of the world that have critical economic, physical, or political ramifications.	<b>SE/TE:</b> The Importance of Oil in the Middle East, 798–799; Assessment, 800; African Nations Face Economic Choices, 825–826; Continuing Challenges to Development, 826–828

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SS.912.G.4.1:	Interpret population growth and other demographic data for any given place.	<b>SE/TE:</b> Population Of Florida, xvii; New Invasions Pound Europe, 54–55; The Black Death Spreads Across Europe, 98–99; Industry Causes Urban Growth, 414–415; The Rise of New Social Classes, 415–416; Malthus on Population Growth, 419; Better Medicine, Nutrition, and Health, 426; Analyze Graphs, 427; Document-Based Questions, 445; The Strain of Population Growth, 536; Support a Point of View with Evidence, 537; Analyze Information, 656, 696; Populations Skyrocket, 820; Analyze Data, 826 <b>TE only:</b> Summarize, 51; Differentiation Challenge/Gifted, 576
SS.912.G.4.2:	Use geographic terms and tools to analyze the push/pull factors contributing to human migration within and among places.	<b>SE/TE:</b> Migrations Increase Diversity, 108–109; Migration of People and Ideas, 150–151; Effects of Global Contact, 309–313; Migration, 841; People Search for a Better Life, 858–859 <b>TE only:</b> History Background, Changing U.S. Immigration Policies, 859
SS.912.G.4.3:	Use geographic terms and tools to analyze the effects of migration both on the place of origin and destination, including border areas.	<b>SE/TE:</b> Immigration and Migration, xlvi; Migrations Increase Diversity, 108–109; Migration of People and Ideas, 150–151; Effects of Global Contact, 309–313; Migration, 841; People Search for a Better Life, 858–859
SS.912.G.4.7:	Use geographic terms and tools to explain cultural diffusion throughout places, regions, and the world.	<b>SE/TE:</b> Cultural diffusion, 7; Muslim Armies Advance Into Europe, 52; Diffusion of Learning, 137; Migration of People and Ideas, 150–151; Indian Culture Spreads, 218–219; The Columbian Exchange, 309–310 <b>TE only:</b> Interactive Map: Mesopotamian Empires, 9; Guided Reading and Discussion, 10, 13; Differentiate, 107

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SS.912.G.4.9:	Use political maps to describe the change in boundaries and governments within continents over time.	<b>SE/TE:</b> Analyze Maps, 54, 101, 147, 185, 205, 254, 327, 334, 363, 382, 390, 394, 465, 467, 491, 525, 530, 559, 562, 593, 601, 624, 635, 638, 687, 690, 755, 775, 785, 794, 798, 802, 847
SS.912.H.1.3:	Relate works in the arts to various cultures.	<b>SE/TE:</b> The Vedas, 15; Art in ancient Greece, 29; Art in ancient Rome, 34; Art in high Middle Ages, 96–97; Art in Muslim world, 141; Art in Ottoman empire, 146; Art in Safavid empire, 147–148; Art in Africa, 171–172; Art in Japan, 215–216; The Italian Renaissance, 232–238; The Renaissance in Northern Europe, 239–243; Art in Spain, 328; Art in France, 331–332; Art in the Enlightenment, 357–358; The Romantics Turn from Reason, 437–439; Realism, 439–440; Photography, 440; Postimpressionism, 441; Impressionism, 441; Art post World War I, 644; Socialist Realism, 659; Art in USSR, 659
SS.912.H.3.1:	Analyze the effects of transportation, trade, communication, science, and technology on the preservation and diffusion of culture.	<b>SE/TE:</b> Early Civilizations in South Asia, 14–15; The Americas, 22–25; Economic Expansion and Change: The Crusades and After, 69–78; A Muslim Empire, 129–136; Primary Source: Travels: Ibn Battuta, 160–161; Lesson 7: Trading States of East Africa, 162–167; Mongols Conquer China, 197–198; The Renaissance in Northern Europe, 239–243; Europeans Explore Overseas, 272–277; Europeans Gain Footholds in Asia, 278–284; European Conquests in the Americas, 285–293; Primary Source: The Destruction of the Indies: Barolome de Las Casas, 294–295; European Colonies in North America, 296–300; The Slave Trade and Its Impact on Africa, 301–306; Effects of Global Contact, 309–313; The Industrial Revolution Begins, 406–413; Social Impact of Industrialism, 414–422; The Second Industrial Revolution, 423–429; Changing Ways of Life and Thought, 432–441; Globalization and Trade, 851–855; Advances in Science and Technology, 872–876

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SS.912.W.1.1:	Use timelines to establish cause and effect relationships of historical events.	<b>SE/TE:</b> Timelines, 2, 46, 120, 120, 182, 230, 230, 322, 322, 404, 422, 450, 450, 514, 572, 678, 724, 770, 816; 21 <sup>st</sup> Century Skills: Sequence, 909; Analyze Cause and Effect, 911–912
SS.912.W.1.2:	Compare time measurement systems used by different cultures.	<b>SE/TE:</b> Hijri (lunar calendar), 123; Chinese mechanical clocks, 193 <b>TE only:</b> History Background: Marking Time, 63
SS.912.W.1.3:	Interpret and evaluate primary and secondary sources.	<b>SE/TE:</b> Document–Based Questions, 41, 115, 178, 225, 265, 317, 399, 445, 567, 607, 673, 719; Primary Sources, 89–90, 127–128, 160–161, 350–351, 360–361, 368–369, 430–431, 495–496, 595–596, 631–632, 698–699, 713–717, 759–763, 781–782, 791–792, 829–830, 864–865; 21 <sup>st</sup> Century Skills: Interpret Sources, 918; Analyze Political Cartoons, 922–923; Analyze Primary and Secondary Sources, 928–929; Compare Viewpoints, 929–930
SS.912.W.1.4:	Explain how historians use historical inquiry and other sciences to understand the past.	<b>SE/TE:</b> Learning About Our Past, 4–5; Document–Based Questions, 41; Quest!: The Historian’s Round Table, 183; Create a Video Docudrama about World War I, 573; Civic Discussion: Lenin and Stalin, 613; Create a World War II tribute, 679; Creating a Case Study Video, 817; Primary Source: Travels: Ibn Battuta, 160–161; The Destruction of the Indies: Barolome de Las Casas, 294–295; How the Other Half Lives: Jacob Riis, 430–431; Democracy in America, Alexis de Tocqueville, 495–496; 21 <sup>st</sup> Century Skills: Interpret Sources, 918, Analyze Data and Models, 919–920, Identify Bias, 930–931, Make Predictions, 915–916, Read Charts, Graphs, and Tables, 920–921, Read Physical Maps, 923–924, Read Political Maps, 924–925, Read Special–Purpose Maps, 925–926, Analyze Primary and Secondary Sources, 928–929, Solve Problems, 935–936

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SS.912.W.1.5:	Compare conflicting interpretations or schools of thought about world events and individual contributions to history (historiography).	<b>SE/TE:</b> Quest!: The Historian’s Round Table, 183; Preparing for a debate, 451; Create a Power Point Presentation, 515; Document–Based Questions, 719, 881; Topic 12 Document–Based Questions; 21 <sup>st</sup> Century Skills: Compare Viewpoints, 929–930; Evaluate Existing Arguments, 931–932
SS.912.W.1.6:	Evaluate the role of history in shaping identity and character.	<b>SE/TE:</b> Justinian’s Code and Its Impact, 50; Mansa Musa: Mali’s Greatest Ruler, 156–157; Genghis Khan 197–198; Leonardo da Vinci, Michelangelo, 236; Raphael, 237, Martin Luther’s Protests Bring Change, 245–248; John Calvin Challenges the Church, 248–249, Copernicus Offers a New Theory, 256–257; Cortés, 286–288, Reforms of an Absolute Monarch, 335, The Enlightenment, 352–359, The Age of Napoleon, 388–395, Cavour, 474–475, Bismarck Becomes the Architect of German Unity, 467–469; Revolution in Russia, 597–602, India Seeks Self–Rule, 627–630, New Forces in China and Japan, 633–639, Fascism Emerges in Italy, 651–654, The Soviet Union Under Stalin, 655–662, The Rise of Nazi Germany, 663–668, Gorbachev Tries Reform, 754–755, Challenges for African Nations, 823–828
SS.912.W.2.1:	Locate the extent of Byzantine territory at the height of the empire.	<b>SE/TE:</b> Analyze Maps: Byzantine Empire to 1360, 51

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SS.912.W.2.10:	Describe the orders of medieval social hierarchy, the changing role of the Church, the emergence of feudalism, and the development of private property as a distinguishing feature of Western Civilization.	<b>SE/TE:</b> Feudalism and the Manor Economy, 56–60 The Medieval Christian Church, 61–68; Florida Topic Quick Study Guide, 112–113; Florida Topic Assessment 114 <b>TE only:</b> History Background, 57; Guided Reading and Discussion, 57
SS.912.W.2.11:	Describe the rise and achievements of significant rulers in medieval Europe.	<b>SE/TE:</b> The Byzantine Empire Thrives, 48–49; The Age of Justinian, 49–51; Charlemagne Builds an Empire, 53–54; Assessment, 55; English Kings Expand Their Power, 80–81; Philip Augustus Increases Power and Prosperity, 83
SS.912.W.2.12:	Recognize the importance of Christian monasteries and convents as centers of education, charitable and missionary activity, economic productivity, and political power.	<b>SE/TE:</b> Life in Monasteries and Convents, 63–64; The Growth of Church Power, 64–65; Assessment, 68



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SS.912.W.2.13:	Explain how Western civilization arose from a synthesis of classical Greco-Roman civilization, Judeo-Christian influence, and the cultures of northern European peoples promoting a cultural unity in Europe.	<b>SE/TE:</b> A Blending of Cultures, 49; A Time of Decline, 52; Germanic Kingdoms, 52; The Legacy of Judeo-Christian Teachings, 65
SS.912.W.2.14:	Describe the causes and effects of the Great Famine of 1315-1316, The Black Death, The Great Schism of 1378, and the Hundred Years War on Western Europe.	<b>SE/TE:</b> The Black Death Spreads Across Europe, 98-100; Crisis in the Church, 100 -101; The Hundred Years' War, 101-102; Florida Topic Quick Study Guide, 112; Florida Topic Assessment, 114 <b>TE only:</b> History Background: The Great Famine of 1315-1316, 100
SS.912.W.2.15:	Determine the factors that contributed to the growth of a modern economy.	<b>SE/TE:</b> A Commercial Revolution, 310-312; Mercantilism, 312-313; Florida Topic Assessment, 316
SS.912.W.2.16:	Trace the growth and development of a national identity in the countries of England, France, and Spain.	<b>SE/TE:</b> Feudal Monarchs Begin to Centralize Power, 79; English Kings Expand Their Power, 80-81; Developing New Traditions of Government, 81-82; Growth of the French Monarchy, 83-84; Florida Topic Quick Study Guide, 112; Absolute Monarchy in Spain and France, 324-332; Triumph of Parliament in England, 342-349; Florida Topic Quick Study Guide, 396; Florida Topic Assessment, 398

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SS.912.W.2.17:	Identify key figures, artistic, and intellectual achievements of the medieval period in Western Europe.	<b>SE/TE:</b> Learning, Literature, and Arts of the Middle Ages, 91–97; Florida Topic Quick Study Guide, 112; Florida Topic Assessment, 114
SS.912.W.2.18:	Describe developments in medieval English legal and constitutional history and their importance to the rise of modern democratic institutions and procedures.	<b>SE/TE:</b> Developing New Traditions of Government, 81–83; Primary Source: The Magna Carta, 89–90; Florida Topic Assessment, 114; Triumph of Parliament in England, 342–349; Primary Source: English Bill of Rights, 350–351; Florida Topic Quick Study Guide, 396; Florida Topic Assessment, 398
SS.912.W.2.19:	Describe the impact of Japan's physiography on its economic and political development.	<b>SE/TE:</b> Japan's Geography, 208-209; Assessment, 215; Florida Topic Assessment, 224
SS.912.W.2.2:	Describe the impact of Constantine the Great's establishment of "New Rome" (Constantinople) and his recognition of Christianity as a legal religion.	<b>SE/TE:</b> The Empire is Divided, 33; The Byzantine Empire Thrives, 48–49; Assessment, 55; Florida Topic Assessment, 114

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SS.912.W.2.20:	Summarize the major cultural, economic, political, and religious developments in medieval Japan.	<b>SE/TE:</b> Japanese Culture in the Heian Period, 211-213; Japanese Feudal Culture Evolves, Assessment, 216; Florida Topic Assessment, 224; Document-Based Questions, 225
SS.912.W.2.21:	Compare Japanese feudalism with Western European feudalism during the Middle Ages.	<b>SE/TE:</b> Feudalism and the Manor Economy, 56-60; Japan's Feudal Age, 212-213; A United Japan, 214; Japanese Feudal Culture Evolves, 215-216; Florida Topic Assessment: Critical Thinking: Make Comparisons, 224
SS.912.W.2.22:	Describe Japan's cultural and economic relationship to China and Korea.	<b>SE/TE:</b> The Sea Sets Japan Apart, 208; Contact With Korea, 210; Chinese Influence in Japan, 210-211; Assessment, 216
SS.912.W.2.3:	Analyze the extent to which the Byzantine Empire was a continuation of the old Roman Empire and in what ways it was a departure.	<b>SE/TE:</b> The Byzantine Empire Thrives, 48-49
SS.912.W.2.4:	Identify key figures associated with the Byzantine Empire.	<b>SE/TE:</b> The Byzantine Empire Thrives, 48-49; The Age of Justinian, 49-51; Assessment, 55; Florida Topic Assessment, 114; Florida EOC Practice, 116
SS.912.W.2.5:	Explain the contributions of the Byzantine Empire.	<b>SE/TE:</b> The Byzantine Empire Thrives, 48-49; The Age of Justinian, 49-51; Assessment, 55; The Byzantine Heritage, 97; Florida Topic Assessment, 114; Florida EOC Practice, 116

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SS.912.W.2.6:	Describe the causes and effects of the Iconoclast controversy of the 8th and 9th centuries and the 11th century Christian schism between the churches of Constantinople and Rome.	<b>SE/TE:</b> The Christian Church Is Divided, 67–68; Florida EOC Practice, 117
SS.912.W.2.7:	Analyze causes (Justinian's Plague, ongoing attacks from the "barbarians," the Crusades, and internal political turmoil) of the decline of the Byzantine Empire.	<b>SE/TE:</b> The Empire Declines, 51; The Crusades, 74–76; Assessment, 78; Florida Topic Quick Study Guide, 112; Florida Topic Assessment, 114
SS.912.W.2.8:	Describe the rise of the Ottoman Turks, the conquest of Constantinople in 1453, and the subsequent growth of the Ottoman empire under the sultanate including Mehmet the Conqueror and Suleyman the Magnificent.	<b>SE/TE:</b> The Ottoman and Safavid Empires, 144–148; Florida Topic Quick Study Guide, 174; Florida EOC Practice, 179 <b>TE only:</b> History Background: Mehmet the Conqueror, 145

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SS.912.W.2.9:	Analyze the impact of the collapse of the Western Roman Empire on Europe.	<b>SE/TE:</b> Changes in Western Europe, 51–52; Assessment, 55
SS.912.W.3.1:	Discuss significant people and beliefs associated with Islam.	<b>SE/TE:</b> The Origins of Islam, 122–126; Primary Source: The Quran, 127–128; Literature, Art, and Architecture, 140–141; An Emphasis on Knowledge, 141–143; Florida Topic Quick Study Guide, 174; Florida Topic Assessment, 176
SS.912.W.3.10:	Identify key significant economic, political, and social characteristics of Ghana.	<b>SE/TE:</b> Ghana, 155–156; Assessment, 159; Primary Source: Travels: Ibn Battuta, 160–161; Florida Topic Quick Study Guide, 174–175
SS.912.W.3.11:	Identify key figures and significant economic, political, and social characteristics associated with Mali.	<b>SE/TE:</b> Mali, 156–157; Assessment, 159; Florida Topic Quick Study Guide, 174–175; Document-Based Questions, 177
SS.912.W.3.12:	Identify key figures and significant economic, political, and social characteristics associated with Songhai.	<b>SE/TE:</b> Songhai, 157–158; Assessment, 159; Florida Topic Quick Study Guide, 174–175; Florida Topic Assessment, 176

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SS.912.W.3.13:	Compare economic, political, and social developments in East, West, and South Africa.	<b>SE/TE:</b> The Geography of Africa, 149–150; Migration of People and Ideas, 150–151; Kingdoms of West Africa, 154–159; Trading States of East Africa, 162–167; Florida Topic Quick Study Guide, 174–175; Florida Topic Assessment, 176
SS.912.W.3.14:	Examine the internal and external factors that led to the fall of the empires of Ghana, Mali, and Songhai.	<b>SE/TE:</b> Ghana Declines, 156; Invaders from the North, 158
SS.912.W.3.15:	Analyze the legacies of the Olmec, Zapotec, and Chavin on later Meso and South American civilizations.	<b>SE/TE:</b> Olmec Civilization Emerges, 22; Analyze Maps, 23 <b>TE only:</b> History Background: Influential Ancient Peoples, 23
SS.912.W.3.16:	Locate major civilizations of Mesoamerica and Andean South America.	<b>SE/TE:</b> Map: Civilizations of Mesoamerica, 23
SS.912.W.3.17:	Describe the roles of people in the Maya, Inca, and Aztec societies.	<b>SE/TE:</b> Civilizations of Middle America, 22–23; The World of the Incas, 23–24; Assessment, 25; Florida Topic Quick Study Guide, 38; Florida Topic Assessment, 40
SS.912.W.3.18:	Compare the key economic, cultural, and political characteristics of the major civilizations of Meso and South America.	<b>SE/TE:</b> Civilizations of Middle America, 22–23; The World of the Incas, 23–24; Assessment, 25; Florida Topic Quick Study Guide, 38; Florida Topic Assessment, 40

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SS.912.W.3.19:	Determine the impact of significant Meso and South American rulers such as Pacal the Great, Moctezuma I, and Huayna Capac.	<b>SE/TE:</b> The World of the Incas, 23; Moctezuma's Dilemma, 287; Cortés Takes Tenochtitlán, 287; Atahualpa Resists, 288 <b>TE only:</b> Differentiate On-Level, 23; History Background: Child Kings, 24
SS.912.W.3.2:	Compare the major beliefs and principles of Judaism, Christianity, and Islam.	<b>SE/TE:</b> The Hebrews and the Origins of Judaism, 10–11; Assessment, 13; The Origins of Christianity, 35–36; Assessment, 37; The Origins of Islam, 122–126; Primary Source: The Quran, 127–128; Florida Topic Quick Study Guide, 174; Florida Topic Assessment, 176
SS.912.W.3.3:	Determine the causes, effects, and extent of Islamic military expansion through Central Asia, North Africa, and the Iberian Peninsula.	<b>SE/TE:</b> A Muslim Empire, 129–136; Florida Topic Quick Study Guide, 174–175; Florida Topic Assessment, 176; The Delhi Sultanate and Mughal India, 184–189 Florida Topic Quick Study Guide, 222; Florida Topic Assessment, 224
SS.912.W.3.4:	Describe the expansion of Islam into India and the relationship between Muslims and Hindus.	<b>SE/TE:</b> The Delhi Sultanate, 184–185; The Meeting of Islam and Hinduism, 186–187; Assessment, 189; Florida Topic Quick Study Guide, 222; Florida Topic Assessment, 223
SS.912.W.3.5:	Describe the achievements, contributions, and key figures associated with the Islamic Golden Age.	<b>SE/TE:</b> Literature, Art, and Architecture, 140–141; An Emphasis on Knowledge, 141–143; Florida Topic Quick Study Guide, 174; Florida Topic Assessment, 176

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SS.912.W.3.6:	Describe key economic, political, and social developments in Islamic history.	<b>SE/TE:</b> A Muslim Empire, 129–136; Achievements of Muslim Civilization, 137–143; Florida Topic Quick Study Guide, 174; Florida Topic Assessment, 176
SS.912.W.3.7:	Analyze the causes, key events, and effects of the European response to Islamic expansion beginning in the 7th century.	<b>SE/TE:</b> Muslim Armies Advance Into Europe, 52; The Crusades, 74–76; Assessment, 78
SS.912.W.3.8:	Identify important figures associated with the Crusades.	<b>SE/TE:</b> The Crusades, 74–76; Document-Based Questions, 115 <b>TE only:</b> Differentiate Challenge/Gifted, 75
SS.912.W.3.9:	Trace the growth of major sub-Saharan African kingdoms and empires.	<b>SE/TE:</b> Kingdoms of West Africa, 154–159; Ethiopia, 163–164
SS.912.W.4.1:	Identify the economic and political causes for the rise of the Italian city-states (Florence, Milan, Naples, Rome, Venice).	<b>SE/TE:</b> Florence and the Medicis, 234–235; Map: Italy's City-States and Sea Trade, 234 <b>TE only:</b> Analyze Images, 234



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SS.912.W.4.10:	Identify the major contributions of individuals associated with the Scientific Revolution.	<b>SE/TE:</b> The Scientific Revolution, 256–260; Florida Topic Quick Study Guide, 262–263; Florida Topic Assessment, 264
SS.912.W.4.11:	Summarize the causes that led to the Age of Exploration, and identify major voyages and sponsors.	<b>SE/TE:</b> Causes of European Exploration, 272–273; Portugal Explores the Seas, 273–274; Columbus Searches for a Route to Asia, 274–276; The Search for a Route to the Pacific, 276–277; Florida Topic Quick Study Guide, 314–315; Florida Topic Assessment, 316; Document-Based Questions, 317
SS.912.W.4.12:	Evaluate the scope and impact of the Columbian Exchange on Europe, Africa, Asia, and the Americas.	<b>SE/TE:</b> Quest! What is Your Viewpoint? Writing a Magazine Article, 271; The Columbian Exchange, 309–310; Assessment, 313; Florida Topic Quick Study Guide, 314; Florida Topic Assessment, 316 <b>TE only:</b> Quest: Project-Based Learning, 268C–268D
SS.912.W.4.13:	Examine the various economic and political systems of Portugal, Spain, the Netherlands, France, and England in the Americas.	<b>SE/TE:</b> European Conquests in the Americas, 285–293; Primary Source: The Destruction of the Indies: Bartolomé de Las Casas, 294–295; Lesson 4: European Colonies in North America, 296–300; Florida Topic Quick Study Guide, 314; Florida Topic Assessment, 316
SS.912.W.4.14:	Recognize the practice of slavery and other forms of forced labor experienced during the 13th through 17th centuries in East Africa, West Africa, Europe, Southwest Asia, and the Americas.	<b>SE/TE:</b> The Slave Trade and Its Impact on Africa, 301–306; Primary Source: The Interesting Narrative of the Life of Olaudah Equiano, 307–308; Florida Topic Quick Study Guide, 314; Florida Topic Assessment, 316; Florida EOC Practice, 319; Primary Source: Democracy in America, Alexis de Tocqueville, 495–496

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SS.912.W.4.15:	Explain the origins, developments, and impact of the trans-Atlantic slave trade between West Africa and the Americas.	<b>SE/TE:</b> The Atlantic Slave Trade, 303; Horrors of the Middle Passage, 304; Impact of the Slave Trade, 304–306; Primary Source: The Interesting Narrative of the Life of Olaudah Equiano, 307–308; Florida Topic Quick Study Guide, 314; Florida Topic Assessment, 316; Florida EOC Practice, 319
SS.912.W.4.2:	Recognize major influences on the architectural, artistic, and literary developments of Renaissance Italy (Classical, Byzantine, Islamic, Western European).	<b>SE/TE:</b> The Byzantine Heritage, 97; Art Reflects New Ideas and Attitudes, 235; New Techniques and Styles, 235; Renaissance Architecture, 236
SS.912.W.4.3:	Identify the major artistic, literary, and technological contributions of individuals during the Renaissance.	<b>SE/TE:</b> Quest! Building a “Hall of Fame” Website, 231; The Italian Renaissance, 232–238; The Renaissance in Northern Europe, 239–243; Florida Topic Quick Study Guide, 262–263; Florida Topic Assessment, 264–265 <b>TE only:</b> Quest: Project-Based Learning, 228C–228D
SS.912.W.4.4:	Identify characteristics of Renaissance humanism in works of art.	<b>SE/TE:</b> Quest! Building a “Hall of Fame” Website, 231; Renaissance Humanism, 233; Art Flourishes in the Renaissance, 235; Northern Renaissance Humanists and Writers, 240–241; Assessment, 243; Florida Topic Assessment, 264 <b>TE only:</b> Guided Reading and Discussion: Infer, 241; Draw Inferences, 246; Quest: Project-Based Learning, 228C–228D
SS.912.W.4.5:	Describe how ideas from the Middle Ages and Renaissance led to the Scientific Revolution.	<b>SE/TE:</b> Changing Views of the Universe, 256–257; Assessment, 260; Florida Topic Assessment, 264

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SS.912.W.4.6:	Describe how scientific theories and methods of the Scientific Revolution challenged those of the early classical and medieval periods.	<b>SE/TE:</b> Quest! Building a “Hall of Fame” Website, 231; Changing Views of the Universe, 256–257; A New Scientific Method, 257–258; Assessment, 260; Florida Topic Assessment, 264 <b>TE only:</b> Quest: Project-Based Learning, 228C–228D
SS.912.W.4.7:	Identify criticisms of the Roman Catholic Church by individuals such as Wycliffe, Hus and Erasmus and their impact on later reformers.	<b>SE/TE:</b> Northern Renaissance Humanists and Writers, 240–241; Abuses Within the Church, 244; Early Reformers, 245
SS.912.W.4.8:	Summarize religious reforms associated with Luther, Calvin, Zwingli, Henry VIII, and John of Leyden and the effects of the Reformation on Europe.	<b>SE/TE:</b> Martin Luther’s Protests Bring Change, 245–247; John Calvin Challenges the Church, 248–249; An Explosion of Protestant Sects, 250–251; The English Reformation, 251–252; Florida Topic Quick Study Guide, 262; Florida Topic Assessment, 264 <b>TE only:</b> Background: John of Leyden, 251
SS.912.W.4.9:	Analyze the Roman Catholic Church’s response to the Protestant Reformation in the forms of the Counter and Catholic Reformation.	<b>SE/TE:</b> The Catholic Reformation, 252–254; Assessment, 255; Florida Topic Assessment, 264

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SS.912.W.5.1:	Compare the causes and effects of the development of constitutional monarchy in England with those of the development of absolute monarchy in France, Spain, and Russia.	<b>SE/TE:</b> Developing New Traditions of Government, 81–82; Growth of the French Monarchy, 83–84; Assessment, 88; Primary Source: The Magna Carta, 89–90; Absolute Monarchy in Spain and France, 324–332; Rise of Austria, Prussia, and Russia, 333–341; Triumph of Parliament in England, 342–349; Primary Source: English Bill of Rights, 350–351; Florida Topic Quick Study Guide, 396; Florida Topic Assessment, 398
SS.912.W.5.2:	Identify major causes of the Enlightenment.	<b>SE/TE:</b> The Enlightenment, 352–359; Florida Topic Quick Study Guide, 396–397; Florida Topic Assessment, 398
SS.912.W.5.3:	Summarize the major ideas of Enlightenment philosophers.	<b>SE/TE:</b> The Enlightenment, 352–359; Primary Source: Two Treatises of Government, John Locke, 360–361; Florida Topic Quick Study Guide, 396–397; Florida Topic Assessment, 398
SS.912.W.5.4:	Evaluate the impact of Enlightenment ideals on the development of economic, political, and religious structures in the Western world.	<b>SE/TE:</b> Primary Source: Two Treatises of Government, John Locke, 360–361; The American Revolution, 362–367; Primary Source: Declaration of Independence, 368–369; The National Assembly, 375–377; Primary Source: Declaration of the Rights of Man and the Citizen, 379–380; Comparison with the American Revolution, 386; Enlightenment Ideas Reach Latin America, 462
SS.912.W.5.5:	Analyze the extent to which the Enlightenment impacted the American and French Revolutions.	<b>SE/TE:</b> Primary Source: English Bill of Rights, 350–351; The American Revolution, 365; The United States Constitution, 366–367; Primary Source: Declaration of Independence, 368–369; The National Assembly, 375–377; Primary Sources: Two Treatises of Government, John Locke, 360–361; Declaration of the Rights of Man and the Citizen, 379–380

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SS.912.W.5.6:	Summarize the important causes, events, and effects of the French Revolution including the rise and rule of Napoleon.	<b>SE/TE:</b> The French Revolution Begins, 370–378; Primary Source: Declaration of the Rights of Man and the Citizen, 379–380; A Radical Phase, 381–387; The Age of Napoleon, 388–395; Florida Topic Quick Study Guide, 396–397; Florida Topic Assessment, 398
SS.912.W.5.7:	Describe the causes and effects of 19th Latin American and Caribbean independence movements led by people including Bolivar, de San Martin, and L' Ouverture.	<b>SE/TE:</b> Latin American Nations Win Independence, 461–465; Florida Topic Quick Study Guide, 506–507; Florida Topic Assessment, 508
SS.912.W.6.1:	Describe the agricultural and technological innovations that led to industrialization in Great Britain and its subsequent spread to continental Europe, the United States, and Japan.	<b>SE/TE:</b> The Industrial Revolution Begins, 406–413; The Second Industrial Revolution, 423–429; Florida Topic Quick Study Guide, 442–443; Florida Topic Assessment, 444–445; Florida EOC Practice, 446–447
SS.912.W.6.2:	Summarize the social and economic effects of the Industrial Revolution.	<b>SE/TE:</b> Social Impact of Industrialism, 414–422; The Rise of Big Business, 425–426; Better Medicine, Nutrition, and Health, 426–427; City Life Changes, 427–428; The Working Class Wins New Rights, 428–429; Primary Source: How the Other Half Lives: Jacob Riis, 430–431; Florida Topic Quick Study Guide, 442–443; Florida Topic Assessment, 444–445

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SS.912.W.6.3:	Compare the philosophies of capitalism, socialism, and communism as described by Adam Smith, Robert Owen, and Karl Marx.	<b>SE/TE:</b> Laissez-Faire Economics, 418–419; Utilitarians Support Limited Government, 420; Socialist Thought Emerges, 420–421; Marx and the Origins of Communism, 421–422; Florida Topic Assessment, 444
SS.912.W.6.4:	Describe the 19th and early 20th century social and political reforms and reform movements and their effects in Africa, Asia, Europe, the United States, the Caribbean, and Latin America.	<b>SE/TE:</b> The Struggle for Women’s Rights, 433–434; The Rise of Public Education, 434–435; Assessment, 441; Demands for Reform Spread, 456–457; Latin American Nations Win Independence, 461–465; Democratic Reforms in Britain, 477–484; Divisions and Democracy in France, 485–489; Growth of the United States, 490–494; Nationalism in Eastern Europe and Russia, 497–504; Florida Topic Quick Study Guide, 506–507; Florida Topic Assessment, 508–509; Revolution and Nationalism in Latin America, 614–619; Nationalist Movements in Africa and the Middle East, 620–626; India Seeks Self-Rule, 627–630; Primary Source: Hind Swaraj, Mohandas Gandhi, 631–632; New Forces in China and Japan, 633–639; Florida Topic Quick Study Guide, 670; Florida Topic Assessment, 672–673
SS.912.W.6.5:	Summarize the causes, key events, and effects of the unification of Italy and Germany.	<b>SE/TE:</b> The Unification of Germany, 466–472; The Unification of Italy, 473–476; Florida Topic Quick Study Guide, 506–507; Florida Topic Assessment, 508; Florida EOC Practice, 511
SS.912.W.6.6:	Analyze the causes and effects of imperialism.	<b>SE/TE:</b> Quest! Create a Power Point Presentation, 515; The New Imperialism, 516–521; European Colonies in Africa, 522–528; Europe and the Muslim World, 529–533; India Becomes a British Colony, 534–538; China and the West, 539–543; The Modernization of Japan, 544–549; Southeast Asia and the Pacific, 550–555; The Americas in the Age of Imperialism, 556–563; Florida Topic Quick Study Guide, 564–565; Florida Topic Assessment, 566–567; Florida EOC Practice, 568–569 <b>TE only:</b> Quest: Project-Based Learning, 512C–512D

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SS.912.W.6.7:	Identify major events in China during the 19th and early 20th centuries related to imperialism.	<b>SE/TE:</b> China and the West, 539–543; Florida Topic Quick Study Guide, 564; Florida Topic Assessment, 566
SS.912.W.7.1:	Analyze the causes of World War I including the formation of European alliances and the roles of imperialism, nationalism, and militarism.	<b>SE/TE:</b> World War I Begins, 574–579; Florida Topic Quick Study Guide, 604–605; Florida Topic Assessment, 606; Florida EOC Practice, 608
SS.912.W.7.10:	Summarize the causes and effects of President Truman's decision to drop the atomic bombs on Japan.	<b>SE/TE:</b> A Powerful New Weapon, 708–709; Document-Based Questions, 719
SS.912.W.7.11:	Describe the effects of World War II.	<b>SE/TE:</b> Aftermath of the War, 709–711; The United Nations Is Formed, 711–712; Primary Source: Charter of the United Nations, 713–714; Florida Topic Assessment, 718
SS.912.W.7.2:	Describe the changing nature of warfare during World War I.	<b>SE/TE:</b> A New Kind of War, 580–582; Modern Military Technology, 582–583; Assessment, 585; Florida Topic Assessment, 606
SS.912.W.7.3:	Summarize significant effects of World War I.	<b>SE/TE:</b> Quest! Create a Video Docudrama About World War I, 573; World War I Ends, 586–594; Primary Source: The Fourteen Points, Woodrow Wilson, 595–596; Florida Topic Quick Study Guide, 694–695; Florida Topic Assessment, 606; Document-Based Questions, 607; Primary Source: Universal Declaration of Human Rights, 864–865 <b>TE only:</b> Quest: Project-Based Learning, 570C–570D

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SS.912.W.7.4:	Describe the causes and effects of the German economic crisis of the 1920s and the global depression of the 1930s, and analyze how governments responded to the Great Depression.	<b>SE/TE:</b> The Great Depression, 648–649; Western Democracies React to the Depression, 649–650; The Weimar Republic, 663–664; Florida Topic Quick Study Guide, 670; Florida Topic Assessment, 672
SS.912.W.7.5:	Describe the rise of authoritarian governments in the Soviet Union, Italy, Germany, and Spain, and analyze the policies and main ideas of Vladimir Lenin, Joseph Stalin, Benito Mussolini, Adolf Hitler, and Francisco Franco.	<b>SE/TE:</b> Lenin Leads the Bolsheviks, 598–599; The Communist Soviet Union Emerges, 601–602; Quest! Civic Discussion: Lenin and Stalin, 613; Fascism Emerges in Italy, 651–654; The Soviet Union Under Stalin, 655–662; The Rise of Nazi Germany, 663–668; Florida Topic Quick Study Guide, 670–671; Florida Topic Assessment, 672–673; Aggression, Appeasement, and War, 680–685 <b>TE only:</b> Quest: Project-Based Learning, 610C–610D
SS.912.W.7.6:	Analyze the restriction of individual rights and the use of mass terror against populations in the Soviet Union, Nazi Germany, and occupied territories.	<b>SE/TE:</b> Mussolini’s Totalitarian Rule, 652–653; Forced Collectivization in Agriculture Causes Misery, 656–657; Control Through Terror, 657–658; Censoring the Arts, 659; Assessment, 662; Hitler’s Ideological Manifesto, 665; Anti-Semitism Campaign Begins, 666; The Holocaust, 692–697; Florida Topic Quick Study Guide, 716; Florida Topic Assessment, 718; Florida EOC Practice, 721



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SS.912.W.7.7:	Trace the causes and key events related to World War II.	<b>SE/TE:</b> Quest! Create a World War II Tribute, 679; Aggression, Appeasement, and War, 680–685 Axis Powers Advance, 686–691; The Holocaust, 692–697; Primary Source: The Diary of a Young Girl: Anne Frank, 698–699; The Allies Turn the Tide, 700–705; Victory for the Allies, 706–712; Primary Source: Charter of the United Nations, 713–714; Quick Study Guide & Visual Review, 716–717; Florida Topic Assessment, 718–719; Florida EOC Practice, 720–721 <b>TE only:</b> Quest: Project-Based Learning, 676C–676D
SS.912.W.7.8:	Explain the causes, events, and effects of the Holocaust (1933-1945) including its roots in the long tradition of anti-Semitism, 19th century ideas about race and nation, and Nazi dehumanization of the Jews and other victims.	<b>SE/TE:</b> Jewish Communities in Medieval Europe, 66–67; Social Upheaval, 99; Jews Settle in Eastern Europe, 109; The Holocaust, 692–697 Primary Source: The Diary of a Young Girl: Anne Frank, 698–699; Florida Topic Quick Study Guide, 716; Florida Topic Assessment, 718; Florida EOC Practice, 721
SS.912.W.7.9:	Identify the wartime strategy and post-war plans of the Allied leaders.	<b>SE/TE:</b> Progress on Three Fronts, 701–703; A Second Front in Europe, 703–705; Victory for the Allies, 706–712; Primary Source: Charter of the United Nations, 713–714; Florida Topic Quick Study Guide, 716; Florida Topic 12 Assessment, 718; Primary Source: Universal Declaration of Human Rights, 864–865
SS.912.W.8.1:	Identify the United States and Soviet aligned states of Europe, and contrast their political and economic characteristics.	<b>SE/TE:</b> Wartime Alliance Breaks Apart, 726–727; Soviet Aggression Grows, 727–728; Two Opposing Sides in Europe, 729–730; The Cold War Around the World, 731–732; The Soviet Union During the Cold War, 732–733; The United States in the Cold War, 733–734; Florida Topic Quick Study Guide, 762–763; Florida Topic Assessment, 764–765

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SS.912.W.8.10:	Explain the impact of religious fundamentalism in the last half of the 20th century, and identify related events and forces in the Middle East over the last several decades.	<b>SE/TE:</b> Religious and Ethnic Divisions, 794; An Islamic Revolution in Iran, 797–798; Islam and the Modern World, 799–800; Obstacles to Peace, 803; The Rise of ISIL, 806–807; Florida Topic Assessment, 810; Islamic Fundamentalism, 868-869; Al Qaeda and the September 11 Attacks, 869; Assessment, 871 <b>TE only:</b> Israel and Palestine, 801
SS.912.W.8.2:	Describe characteristics of the early Cold War.	<b>SE/TE:</b> Wartime Alliance Breaks Apart, 726–727; Soviet Aggression Grows, 727–729; Two Opposing Sides in Europe, 729–730; Assessment, 734; Florida Topic Assessment, 764; Document-Based Questions, 765
SS.912.W.8.3:	Summarize key developments in post-war China.	<b>SE/TE:</b> Trouble in the Chinese Republic, 633–635; Nationalists and Communists, 634–636; China Faces Japanese Imperialism, 636; Assessment, 639; Florida Topic Quick Study Guide, 670; The Chinese Communist Victory, 743–744; China and the Cold War, 745–746; Florida Topic Assessment, 764
SS.912.W.8.4:	Summarize the causes and effects of the arms race and proxy wars in Africa, Asia, Latin America, and the Middle East.	<b>SE/TE:</b> Two Opposing Sides in Europe; The Nuclear Arms Race, 730–731; The Cold War Around the World, 731–732; Assessment, 734; Communism in East Asia, 743–747; War in Southeast Asia, 748–752; Florida Topic Quick Study Guide, 762–763; Florida Topic Assessment, 764; Florida EOC Practice, 767; Outside Influences on African Nations, 785–786
SS.912.W.8.5:	Identify the factors that led to the decline and fall of communism in the Soviet Union and Eastern Europe.	<b>SE/TE:</b> Quest! Launching a Seminar, 725; The Cold War Ends, 753–758; Primary Source: "Tear Down This Wall": Ronald Reagan, 759–760; Florida Topic Quick Study Guide, 762–763; Florida Topic Assessment, 764; Florida EOC Practice, 767 <b>TE only:</b> Quest: Project-Based Learning, 722C–722D

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SS.912.W.8.6:	Explain the 20th century background for the establishment of the modern state of Israel in 1948 and the ongoing military and political conflicts between Israel and the Arab-Muslim world.	<b>SE/TE:</b> Nationalism and Conflict in the Middle East, 624–626; The Founding of Israel, 794–795; Israel and Palestine, 801–802; The Difficult Road to Peace, 802–804; Assessment, 807; Florida Topic Assessment, 810; Florida EOC Practice, 813 <b>TE only:</b> Identify Cause and Effect, 697
SS.912.W.8.7:	Compare post-war independence movements in African, Asian, and Caribbean countries.	<b>SE/TE:</b> Nationalist Movements in Africa and the Middle East, 620–626; India Seeks Self-Rule, 627–630; Primary Source: <i>Hind Swaraj</i> , Mohandas Gandhi, 631–632; New Forces in China and Japan, 633–639; Florida Topic Quick Study Guide, 670–671; Florida Topic Assessment, 672–673; Florida EOC Practice, 674–675; New Nations in South Asia and Southeast Asia, 772–780; Nations Win Independence, 783–790
SS.912.W.8.8:	Describe the rise and goals of nationalist leaders in the post-war era and the impact of their rule on their societies.	<b>SE/TE:</b> The Mexican Revolution, 614–615; Economic and Social Reforms, 615–617; Nationalist Movements in Africa and the Middle East, 620–626; India Seeks Self-Rule, 627–630; Primary Source: <i>Hind Swaraj</i> , Mohandas Gandhi, 631–632; Communism and Mao Zedong, 635; Florida Topic Quick Study Guide, 670; Florida Topic Assessment, 672; New Nations in South Asia and Southeast Asia, 772–780; Primary Source: "Freedom from Fear": Aung San Suu Kyi, 781–782 African Nations Win Independence, 783–790; Primary Source: Autobiography: Kwame Nrumah, 791–792; The Modern Middle East Takes Shape, 793–800; Challenges for African Nations, 823–828; Primary Source: "Glory and Hope": Nelson Mandela, 829–830

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SS.912.W.8.9:	Analyze the successes and failures of democratic reform movements in Africa, Asia, the Caribbean, and Latin America.	<b>SE/TE:</b> Revolution and Nationalism in Latin America, 614–619; Nationalist Movements in Africa and the Middle East, 620–626; India Seeks Self-Rule, 627–630; Primary Source: <i>Hind Swaraj</i> , Mohandas Gandhi, 631–632; New Forces in China and Japan, 633–639; Florida Topic Quick Study Guide, 670–671; Florida Topic Assessment, 672; New Nations in South Asia and Southeast Asia, 772–780; Primary Source: "Freedom from Fear": Aung San Suu Kyi, 781–782; African Nations Win Independence, 783–790; The Modern Middle East Takes Shape, 793–800; Florida Topic Quick Study Guide, 808; Florida Topic Assessment, 810; Challenges for African Nations, 823–828; Latin American Nations Move Toward Democracy, 836–842; Florida Topic Quick Study Guide, 878; Florida Topic Assessment, 880
SS.912.W.9.1:	Identify major scientific figures and breakthroughs of the 20th century, and assess their impact on contemporary life.	<b>SE/TE:</b> Space Exploration, 872–874; The Computer Revolution, 874; Breakthroughs in Medicine and Biotechnology, 874–876; Florida Topic Quick Study Guide: Influential Technology in the Twentieth Century, 879; Florida Topic Assessment, 880
SS.912.W.9.2:	Describe the causes and effects of post-World War II economic and demographic changes.	<b>SE/TE:</b> Postwar Prosperity in the United States, 735–736; Rebuilding Western Europe, 738–740; Japan Is Transformed, 740–742; Florida Topic Assessment, 764; Challenges of Development, 818–822; Challenges for African Nations, 823–828; Rapid Development in China and India, 831–835; The Industrialized World, 843–850; Florida Topic Assessment, 880

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SS.912.W.9.3:	Explain cultural, historical, and economic factors and governmental policies that created the opportunities for ethnic cleansing or genocide in Cambodia, the Balkans, Rwanda, and Darfur, and describe various governmental and non-governmental responses to them.	<b>SE/TE:</b> Politically Motivated Mass Murder in Cambodia, 752; Quest! Presenting a Position Paper, 771; Ethnic Conflict and Genocide, 788–790; Florida Topic Assessment, 810; Florida EOC Practice, 812; Civil War in Bosnia, 848–849 <b>TE only:</b> Quest: Project-Based Learning, 768C–768D
SS.912.W.9.4:	Describe the causes and effects of twentieth century nationalist conflicts.	<b>SE/TE:</b> Revolution and Nationalism in Latin America, 614–619; Nationalist Movements in Africa and the Middle East, 620–626; New Forces in China and Japan, 633–639; The West After World War I, 640–650; Fascism Emerges in Italy, 651–654; The Soviet Union Under Stalin, 655–662; The Rise of Nazi Germany, 663–668; Florida Topic Quick Study Guide, 670–671; Florida Topic Assessment, 672–673; Florida EOC Practice, 674–675; The Cold War Era, 722–723; Communism in East Asia, 743–747; New Nations in South Asia and Southeast Asia, 772–780; Primary Source: "Freedom from Fear": Aung San Suu Kyi, 781–782; African Nations Win Independence, 783–790; The Modern Middle East Takes Shape, 793–800; Document-Based Questions, 811; Challenges for African Nations, 823–828; Primary Source: "Glory and Hope": Nelson Mandela, 829–830; Rapid Development in China and India, 831–835

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SS.912.W.9.5:	Assess the social and economic impact of pandemics on a global scale, particularly within the developing and under-developed world.	<b>SE/TE:</b> Global Diseases, 858; The Rights and Protection of Children, 860–861; Florida Topic Assessment, 880
SS.912.W.9.6:	Analyze the rise of regional trade blocs such as the European Union and NAFTA, and predict the impact of increased globalization in the 20th and 21st centuries.	<b>SE/TE:</b> Global Organizations and Trade Agreements, 853–854; Benefits and Costs of Globalization, 854–855; Florida Topic Quick Study Guide, 878–879; Florida Topic Assessment, 880; Florida EOC Practice, 882
SS.912.W.9.7:	Describe the impact of and global response to international terrorism.	<b>SE/TE:</b> Terrorism and International Security, 866–871; Florida Topic Quick Study Guide, 878; Florida Topic Assessment, 880; Florida EOC Practice, 883