

A Correlation of

★ ★ ★ **SCOTT FORESMAN** ★ ★ ★
SOCIAL STUDIES

© 2006

to the

Florida

Sunshine State Standards
& Grade Level Expectations

Grades K-5



T/SS-8A

Scott Foresman Social Studies

This document demonstrates how **Scott Foresman Social Studies** meets the objectives of the Florida Sunshine State Standards and Grade Level Expectations. Correlation page references are to the Teacher's Edition (TE) and associated Student Edition (SE).

Scott Foresman is pleased to introduce our new **Scott Foresman Social Studies**, Kindergarten through Grade 5 - the social studies program that helps every child become an active, involved, and informed citizen.

Content

Scott Foresman Social Studies content covers the key social studies strands: Citizenship, Culture, Economics, Geography, Government, History and Science/Technology. **Scott Foresman Social Studies** content is organized for a flexible teaching plan. If time is short, teachers may use the Quick Teaching Plan to cover the core content and skills or to add depth, teachers may use the wealth of information in each unit.

Accessibility

Scott Foresman Social Studies provides systematic instruction to improve comprehension and to reach out to all learners. In every unit, reading skills are developed through built-in lessons. Target comprehension skills are pre-taught and then applied throughout the unit for sustained practice. Graphic organizers provide support for every skill.

Motivation

Scott Foresman Social Studies is filled with compelling visuals, intriguing facts, and exciting real-world learning. Colonial Williamsburg Lessons provide exciting, special features from the nation's largest living museum. Dorling Kindersley Visual Lessons provide bold, large-as life photographs with interesting, easy-to-read expository captions. Music lessons introduce or reinforce important concepts and vocabulary. Discovery Channel School projects provide exclusive, hands-on unit projects that synthesize and enhance learning. A special feature entitled You Are There provides captivating suspense-packed reading that builds excitement and lets students experience the event from a personal perspective. A Web-Based Information Center continually updates information, maps, and biographies.

Accountability

Scott Foresman Social Studies provides built-in skill lessons in every unit and multiple assessment tools to develop thinking citizens. Informal assessment opportunities monitor children's learning and provide If/then guidelines with specific reteaching strategies and effective practice. Formal assessment opportunities assess children's learning and provide practice for key test-taking skills. Test-taking strategy lessons provide test preparation for national and state tests.

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Note: Abbreviation 'AC' refers to Scott Foresman Social Studies - Ancient Communities



**CORRELATION
SUNSHINE STATE STANDARDS
& GRADE LEVEL EXPECTATIONS**

SUBJECT: SOCIAL STUDIES

SUBMISSION TITLE: SCOTT FORESMAN SOCIAL STUDIES—HERE WE GO

PUBLISHER: PEARSON SCOTT FORESMAN

GRADE: KINDERGARTEN

STRAND A: TIME, CONTINUITY, AND CHANGE [HISTORY]

STANDARD 1: THE STUDENT UNDERSTANDS HISTORICAL CHRONOLOGY AND
THE HISTORICAL PERSPECTIVE.

BENCHMARK	GRADE LEVEL EXPECTATIONS	PAGES(S) OR LOCATIONS(S) WHERE TAUGHT	I/M*
Benchmark SS.A.1.1.1: The student compares everyday life in different places and times and understands that people, places, and things change over time.	1. listens to, views, and discusses stories, poems, and other media about people from other places and times.	K: 127-130, 156, 199, 242-243, 244-245, 255-258, 259-262, 263-266, 268-270, 276-278, 313-316	I

*Indepth/Mentioned

BENCHMARK	GRADE LEVEL EXPECTATIONS	PAGES(S) OR LOCATIONS(S) WHERE TAUGHT	I/M*
Benchmark SS.A.1.1.2: The student understands that history tells the story of people and events of other times and places.	1. understands that history tells the story of people and events of other times and places.	K: 199, 255-258, 259-262, 263-266, 267-270, 276-278	I
Benchmark SS.A.1.1.3: The student knows a family history through two or three generations (e.g., customs, beliefs, and traditions of ancestors and their homelands).	1. knows selected roles of family members in various settings (for example, work, play, home).	K: 11, 19-22, 27-30, 35, 47, 49-50, 119-122, 291, 292-293, 294-295, 301-304, 305-308, 309-312, 317-320, 321-324, 325-328, 329-332	I
Benchmark SS.A.1.1.4: The student understands broad categories of time (e.g., past, present, and future: yesterday, today, and tomorrow) and calendar time (days, weeks, months, and years).	1. distinguishes among past, present, and future.	K: 127-130, 189-192, 244-245, 255, 262, 264-265, 271-274, 275-277, 313-316, TR17-TR28	I



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GRADE: KINDERGARTEN

STRAND A: TIME, CONTINUITY, AND CHANGE [HISTORY]

STANDARD 2: THE STUDENT UNDERSTANDS THE WORLD FROM ITS BEGINNINGS TO THE TIME OF THE RENAISSANCE.

BENCHMARK	GRADE LEVEL EXPECTATIONS	PAGES(S) OR LOCATIONS(S) WHERE TAUGHT	I/M*
Benchmark SS.A.2.1.1: The student knows methods of communication from long ago and the technological developments that facilitated communications (e.g., speaking by gestures; transmitting stories orally; the use of pictographs, hieroglyphics and different alphabets; writing by hand and printing with machines).	1. understands basic modes of communication (for example, gestures, oral, written symbols).	K: 36, 63, 77-80, 245, 258, 315	I

*Indepth/Mentioned

BENCHMARK	GRADE LEVEL EXPECTATIONS	PAGES(S) OR LOCATIONS(S) WHERE TAUGHT	I/M*
Benchmark SS.A.2.1.2: The student understands the differences in the methods of travel from various times in human history and the advantages and disadvantages of each (e.g. ,the use of animals such as horses and camels; nonmotorized vehicles such as chariots and travoises).	1. understands basic modes of transportation (for example, walking, riding animals, various kinds of animal-drawn wagons, boats, trains, bicycles, cars, airplanes, space shuttles).	K: 71, 86-87, 100, 113, 160-162, 219, 271-274, 275-277, 313-316	I
Benchmark SS.A.2.1.3: The student understands the significance and historical contributions of historical figures during this period (e.g., the journeys of famous explorers).	1. listens to, views, and discusses stories, poems and other media about selected men and women during the historical period before the Renaissance.	K: 244-245, 259-262	I



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STRAND A: TIME, CONTINUITY, AND CHANGE [HISTORY]

STANDARD 3: THE STUDENT UNDERSTANDS WESTERN AND EASTERN CIVILIZATION SINCE THE RENAISSANCE.

BENCHMARK	GRADE LEVEL EXPECTATIONS	PAGES(S) OR LOCATIONS(S) WHERE TAUGHT	I/M*
Benchmark SS.A.3.1.1: The student knows the accomplishments of major scientists and inventors (e.g., specific scientists and inventors, what they created, and how their creations have influenced society).	1. listens to, views, and discusses stories, poems, and other media about selected scientists and inventors during the historical period since the Renaissance.	K: 245, 275-276, 278	I

*Indepth/Mentioned

BENCHMARK	GRADE LEVEL EXPECTATIONS	PAGES(S) OR LOCATIONS(S) WHERE TAUGHT	I/M*
Benchmark SS.A.3.1.2: The student understands the daily life, history, and beliefs of a country as reflected in dance, music, or other art forms (e.g., such as paintings, sculptures, and masks).	1. knows selected art forms from various cultures (for example, dances, musical styles).	K: 93-96, 242-243, 256-258, 280	I
Benchmark SS.A.3.1.3: The student understands the cultural traditions and contributions of various societies since the Renaissance (e.g., the role of folktales and literature in transmitting cultural beliefs and the holidays and ceremonies of different cultures).	1. understands that art can differ in various cultures.	K: 93-96, 256-258	I
	2. knows selected patriotic songs associated with the United States.	K: 242-243, 253, 267, 280	I

*Indepth/Mentioned



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STRAND A: TIME, CONTINUITY, AND CHANGE [HISTORY]

STANDARD 4: THE STUDENT UNDERSTANDS UNITED STATES HISTORY TO 1880.

BENCHMARK	GRADE LEVEL EXPECTATIONS	PAGES(S) OR LOCATIONS(S) WHERE TAUGHT	I/M*
Benchmark SS.A.4.1.1: The student knows significant individuals in United States history to 1880 (e.g., revolutionary leaders, individuals important to American democracy, and individuals who fought for human rights, equality, and the common good).	1. listens to, views, and discusses stories, poems, and other media about selected men and women in the period of United States history before 1880.	K: 245, 256, 258, 259-262, 263-266, 268-270, 276-278	I

*Indepth/Mentioned

BENCHMARK	GRADE LEVEL EXPECTATIONS	PAGES(S) OR LOCATIONS(S) WHERE TAUGHT	I/M*
Benchmark SS.A.4.1.2: The student knows people and events honored in commemorative holidays that originated prior to 1880 (e.g., Columbus Day, Thanksgiving Day, Flag Day, Memorial Day, Independence Day, Veterans Day, and Presidents’ Day).	1. listens to, views, and discusses stories, poems, and other media about people and events prior to 1880 honored in commemorative holidays (for example, Columbus Day, Thanksgiving Day, Flag Day, Independence Day).	K: 94-96, 241-243, 260-261, 263-266, 267-270	I
Benchmark SS.A.4.1.3: The student knows the history of American symbols (e.g., the eagle, the Liberty Bell, George Washington as the “father of our country,” and the American flag).	1. listens to, views, and discusses stories, poems, and other media about selected American symbols that have emerged from past events, legends, and historical accounts (for example, the eagle, the Liberty Bell, George Washington as the “father of our country,” the American flag).	K: 215, 240, 241-243, 244-245, 251-254, 265, 267, 270, 281-282	I

*Indepth/Mentioned

BENCHMARK	GRADE LEVEL EXPECTATIONS	PAGES(S) OR LOCATIONS(S) WHERE TAUGHT	I/M*
Benchmark SS.A.4.1.4: The student understands the changes that occurred in people’s lives when they moved from faraway places to the United States.	1. listens to, views, and discusses stories, poems, and other media about changes that occurred in people’s lives when they moved from faraway places to the United States.	K: 217, 220, 263-266	I



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STRAND A: TIME, CONTINUITY, AND CHANGE [HISTORY]

STANDARD 5: THE STUDENT UNDERSTANDS UNITED STATES HISTORY FROM 1880 TO THE PRESENT DAY.

BENCHMARK	GRADE LEVEL EXPECTATIONS	PAGES(S) OR LOCATIONS(S) WHERE TAUGHT	I/M*
Benchmark SS.A.5.1.1: The student knows significant individuals in United States history since 1880 (e.g., presidents, scientists and inventors, significant women, and people who have worked to achieve equality and improve individual lives).	1. listens to, views, and discusses stories, and other media about selected men and women in the historical period of United States history since 1880.	K: 268-270, 275-278	I

*Indepth/Mentioned

BENCHMARK	GRADE LEVEL EXPECTATIONS	PAGES(S) OR LOCATIONS(S) WHERE TAUGHT	I/M*
Benchmark SS.A.5.1.2: The student knows why important buildings, statues, and monuments (e.g., the White House, Lincoln Memorial, Statue of Liberty, Ellis Island, Angel Island, Mt. Rushmore, and veterans' memorials) are associated with state and national history.	1. listens to, views, and discusses stories, poems, and other media about selected important buildings, statues, and monuments associated with state and national history.	K: 241, 244-245, 252-254, 281	I
Benchmark SS.A.5.1.3: The student knows people and events after 1880 that are honored in commemorative holidays (e.g., Martin Luther King, Jr. Day).	1. listens to, views, and discusses stories, poems, and other media about people and events after 1880 honored in commemorative holidays.	K: 96, 241, 268-270	I

*Indepth/Mentioned

BENCHMARK	GRADE LEVEL EXPECTATIONS	PAGES(S) OR LOCATIONS(S) WHERE TAUGHT	I/M*
Benchmark SS.A.5.1.4: The student understands changes in community life over time (e.g., changes in goods and services; changes in architecture and landscape; and changes in jobs, schooling, transportation, communication, religion, and recreation).	1. listens to, views, and discusses stories, poems, and other media about changes in community life over time.	K: 91, 127-129, 157, 263-265, 267	I



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GRADE: KINDERGARTEN

STRAND B: PEOPLE, PLACES, AND ENVIRONMENTS [GEOGRAPHY]

STANDARD 1: THE STUDENT UNDERSTANDS THE WORLD IN SPATIAL TERMS.

BENCHMARK	GRADE LEVEL EXPECTATIONS	PAGES(S) OR LOCATIONS(S) WHERE TAUGHT	I/M*
Benchmark SS.B.1.1.1: The student determines the absolute and relative location of people, places, and things.	1. knows terms that describe relative location (for example, near, far, up, down, left, right, behind, in front).	K: 31-34, 63, 73-76, 209-212	I
	2. knows the locations of various places in the school (for example, office, library, playground, cafeteria, bathrooms).	K: 10, 34, 38, 45, 72	I

*Indepth/Mentioned

BENCHMARK	GRADE LEVEL EXPECTATIONS	PAGES(S) OR LOCATIONS(S) WHERE TAUGHT	I/M*
Benchmark SS.B.1.1.2: The student uses simple maps, globes, and other three-dimensional models to identify and locate places.	1. knows that the globe is a model of the earth.	K: 175, 190, 221-224	I
Benchmark SS.B.1.1.3: The student identifies physical and human features of places in terms of the four spatial elements (point, line, area, and volume).	1. identifies physical and human features of familiar places.	K: 60-61, 62-63, 69-72, 73-76, 89-92, 174, 176-177, 178-179, 193-196, 197-200, 201-204, 205-208, 209-212, 216, 229-232	I
Benchmark SS.B.1.1.4: The student knows areas that can be classified as regions.	<i>Content addressed in SS.B.1.1.3</i>	K: 60-61, 62-63, 69-72, 73-76, 89-92, 174, 176-177, 178-179, 193-196, 197-200, 201-204, 205-208, 209-212, 216, 229-232	I



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STRAND B: PEOPLE, PLACES, AND ENVIRONMENTS [GEOGRAPHY]

STANDARD 2: THE STUDENT UNDERSTANDS THE INTERACTIONS
OF PEOPLE AND THE PHYSICAL ENVIRONMENT.

BENCHMARK	GRADE LEVEL EXPECTATIONS	PAGES(S) OR LOCATIONS(S) WHERE TAUGHT	I/M*
Benchmark SS.B.2.1.1: The student identifies some physical and human characteristics of places.	1. knows types of shelter, food, and clothing used by people in the community.	K: 23-26, 49, 72, 109, 111, 112-113, 143-146, 147-150, 151-154, 155-158, 164-165	I

*Indepth/Mentioned

BENCHMARK	GRADE LEVEL EXPECTATIONS	PAGES(S) OR LOCATIONS(S) WHERE TAUGHT	I/M*
Benchmark SS.B.2.1.2: The student knows how different communities have changed physically and demographically.	<i>Content addressed in first and second grades.</i>	1: SS.B.2.1.2.GLE 1: 28a, 28-31, 56a, 58-59, 78-79, 85, 164a, 164-167 2: SS.B.2.1.2.GLE 1: E2-E3, E17, H17, 22-23, 27, 29a, 68a, 68-69, 71, 72-73, 211, 228-229	I
Benchmark SS.B.2.1.3: The student knows basic needs and how families in the United States and other countries meet them.	1. knows basic needs of families (for example, food, shelter, clothing, companionship).	K: 23-26, 49, 72, 111, 112-113, 143-146, 147-150, 151-154, 155-158, 164-165, 255	I
Benchmark SS.B.2.1.4: The student knows the role that resources play in our daily lives.	<i>Content addressed in second and third grade.</i>	K: 160, 162, 175, 195, 225-228, 229, 231, 255, 257 1: SS.B.2.1.4.GLE 1: 135, 136-137, 138-139, 156a, 156-159, 160-161, 162-163, 163a, 170a, 170-173, 174-175, 175a, 178-179, 181 2: SS.B.2.1.4.GLE 1: E12-E13, E22, 50-51, 52-53, 76a, 79, 81a, 82a, 82-85, 86-87, 88-89, 89a, 90a, 92, 95 3: 160-165, 166-167, 168-169, 318-323, 329-330, 342-343	I

BENCHMARK	GRADE LEVEL EXPECTATIONS	PAGES(S) OR LOCATIONS(S) WHERE TAUGHT	I/M*
Benchmark SS.B.2.1.5: The student knows the modes of transportation used to move people, products, and ideas from place to place, their importance, and their advantages and disadvantages.	1. listens to, views, and discusses stories and other media about modes of transportation used to move people, products, and ideas from place to place, their importance, and their advantages and disadvantages.	K: 71, 86-87, 100, 113, 160-162, 219, 271-274, 275-278, 313-316	I



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PUBLISHER: PEARSON SCOTT FORESMAN

GRADE: KINDERGARTEN

STRAND C: GOVERNMENT AND THE CITIZEN [CIVICS AND GOVERNMENT]

STANDARD 1 : THE STUDENT UNDERSTANDS THE STRUCTURE, FUNCTIONS, AND PURPOSE OF GOVERNMENT AND HOW THE PRINCIPLES AND VALUES OF AMERICAN DEMOCRACY ARE REFLECTED IN AMERICAN CONSTITUTIONAL GOVERNMENT.

BENCHMARK	GRADE LEVEL EXPECTATIONS	PAGES(S) OR LOCATIONS(S) WHERE TAUGHT	I/M*
Benchmark SS.C.1.1.1: The student knows how various symbols are used to depict Americans’ shared values, principles, and beliefs.	<i>Content addressed in SS.A.4.1.2.3.</i>	K: 215, 240, 241-243, 244-245, 251-254, 265, 267, 270, 281-282	I

*Indepth/Mentioned

BENCHMARK	GRADE LEVEL EXPECTATIONS	PAGES(S) OR LOCATIONS(S) WHERE TAUGHT	I/M*
Benchmark SS.C.1.1.2: The student knows traditionally patriotic activities and various holidays that reflect the shared values, principles, and beliefs of Americans.	<i>Content addressed in SS.A.4.1.2.3.</i>	K: 96, 241-243, 260-261, 263-266, 267-270	I
Benchmark SS.C.1.1.3: The student understands how and why rules are made and knows that a good rule or law solves a specific problem, is fair, and “does not go too far.”	1. understands why rules are necessary.	K: 13, 30, 35-38, 63, 77-80, 81-84, 269	I
Benchmark SS.C.1.1.4: The student recognizes major elected officials.	<i>Content addressed in first and second grades.</i>	K: 125, 269 1: SS.C.1.1.4.GLE 1: E15, 70a, 70-71, 73a, 82, 85, 218a, 220-221, 226, 229 2: SS.C.1.1.4.GLE 1: E14-E15, 33, 114, 148-149, 150-151, 154a, 154-157, 159a, 160a, 160-163, 165a, 166a, 166-168, 171a, 175, 176-177, 188a, 194	I

BENCHMARK	GRADE LEVEL EXPECTATIONS	PAGES(S) OR LOCATIONS(S) WHERE TAUGHT	I/M*
Benchmark SS.C.1.1.5: The student knows examples of authority and power without authority and knows that people in positions of authority have limits on their authority.	<i>Content addressed in SS.C.1.1.3.</i>	K: 13, 35-38, 59, 77-80, 81-84, 269	I
Benchmark SS.C.1.1.6: The student understands that the Constitution is a written document that states that the fundamental purposes of American government are to protect individual rights and promote the common good.	<i>Content addressed in first and second grades.</i>	1: SS.C.1.1.6.GLE 1: 4, 16, 18-19, 22a, 22-25, 26-27, 27a, 38, 41, 70a, 70, 73a, 82, 186, 203-204, 207a, 210, 214, 218a, 218-219, 221, 223a, 226 SS.C.1.1.6.GLE 2: E14, 22, 24-25, 70a, 70-71, 219, 220-221 2: SS.C.1.1.6.GLE 1: E14-E15, 10, 110-111, 150, 166a, 169, 170-171, 172a, 172-175, 178-179, 179a, 180a, 180-183, 187a, 188a, 190, 193, 194	I



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GRADE: KINDERGARTEN

STRAND C: GOVERNMENT AND THE CITIZEN [CIVICS AND GOVERNMENT]

STANDARD 2 : THE STUDENT UNDERSTANDS THE ROLE OF THE
CITIZEN IN AMERICAN DEMOCRACY.

BENCHMARK	GRADE LEVEL EXPECTATIONS	PAGES(S) OR LOCATIONS(S) WHERE TAUGHT	I/M*
Benchmark SS.C.2.1.1: The student knows the qualities of a good citizen (e.g., honesty, courage and patriotism).	1. listens to, views, and discusses stories, poems, and other media about qualities of a good citizen.	K: 35-38, 39-42, 72, 77-80, 81-84, 87, 175, 225-228, 229, 231-232, 243, 253, 254, 266, 270	I
	2. knows some actions associated with good citizenship (for example, taking turns, sharing).	K: 13, 27-30, 35-38, 39-42, 72, 77-80, 81-84, 87, 119-122, 163, 175, 225-228, 229, 231-232, 266	I

*Indepth/Mentioned

BENCHMARK	GRADE LEVEL EXPECTATIONS	PAGES(S) OR LOCATIONS(S) WHERE TAUGHT	I/M*
Benchmark SS.C.2.1.2: The student knows that a responsibility is a duty to do something or not to do something.	1. knows that a responsibility is a duty to do something or not to do something.	K: 13, 27-30, 35-38, 39-42, 81-84, 163	I
Benchmark SS.C.2.1.3: The student knows the sources of responsibility, examples of situations involving responsibility, and some of the benefits of fulfilling responsibilities.	1. knows examples of situations involving responsibility (for example, in the home, classroom).	K: 13, 27-30, 35-38, 39-42, 72, 77-80, 81-84, 87, 119-122, 163, 175, 225-228, 229, 231-232, 266, 322	I
Benchmark SS.C.2.1.4: The student knows that the right to privacy is a personal right guaranteed by the United States Constitution and knows when privacy is expected.	1. knows examples of privacy.	K: 29	I



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GRADE: KINDERGARTEN

STRAND D: PRODUCTION, DISTRIBUTION, AND CONSUMPTION [ECONOMICS]

STANDARD 1: THE STUDENT UNDERSTANDS HOW SCARCITY REQUIRES INDIVIDUALS AND INSTITUTIONS TO MAKE CHOICES ABOUT HOW TO USE RESOURCES.

BENCHMARK	GRADE LEVEL EXPECTATIONS	PAGES(S) OR LOCATIONS(S) WHERE TAUGHT	I/M*
Benchmark SS.D.1.1.1: The student understands how scarcity affects the choices people make in everyday situations.	1. knows some examples of scarcity.	K: 40-41	I

*Indepth/Mentioned

BENCHMARK	GRADE LEVEL EXPECTATIONS	PAGES(S) OR LOCATIONS(S) WHERE TAUGHT	I/M*
Benchmark SS.D.1.1.2: The student knows the differences among human resources, natural resources, and capital resources and how these resources are used to produce goods and services.	<i>Content addressed in second grade.</i>	K: 160, 162, 175, 195, 225-228, 229, 231, 255, 257 1: SS.D.1.1.2.GLE 1: 135, 136-137, 138-139, 156a, 156-159, 160-161, 162-163, 163a, 170a, 170-173, 174-175, 175a, 178-179, 181 2: SS.D.1.1.2.GLE 1: E12-E13, 52-53, 57, 68a, 68-71, 76a, 76-79, 81a, 82a, 82-85, 86-87, 88-89, 89a, 90a, 92, 95, 104a, 104-107, 111a, 112a, 112-115, 119a, 120a, 120-123, 125a, 132-133, 142, 145	I
Benchmark SS.D.1.1.3: The student knows the difference between goods and services and between consumers and producers.	<i>Content addressed in first and second grades.</i>	K: 125, 136-137, 150, 160, 162 1: SS.D.1.1.3.GLE 1: E4, 77, 90-91, 108a, 108-111, 124a, 124-125, 127, 130, 133, 238a, 238-239, 241a, 253, 267, 271 2: SS.D.1.1.3.GLE 1: E4, 100-101, 104a, 104-107, 111a, 112a, 112-115, 119a, 128-129, 134a, 134-137, 138-139, 142, 145, 146 SS.D.1.1.3.GLE 2: 52-53, 57, 68a, 68-71, 75a, 92, 98-99, 104a, 104-107, 120a, 120-123, 125a, 132-133, 134, 142, 145	I

BENCHMARK	GRADE LEVEL EXPECTATIONS	PAGES(S) OR LOCATIONS(S) WHERE TAUGHT	I/M*
Benchmark SS.D.1.1.4: The student understands that when consumers (e.g., individuals, households, businesses, governments, or societies) make economic choices, they must consider the costs incurred and the benefits received.	<i>Content addressed in first and second grades.</i>	K: 109, 135-138, 139-142 1: SS.D.1.1.4.GLE 1: E4-E5, 23, 87h, 90, 101, 104a, 104-105, 107a, 133, 171, 267 2: SS.D.1.1.4.GLE 1: E5, 98-99, 100, 102-103, 104a, 104-107, 108-109, 111a, 123, 126a, 126-129, 134a, 138-139, 139a, 145, 162	I



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GRADE: KINDERGARTEN

STRAND D: PRODUCTION, DISTRIBUTION, AND CONSUMPTION [ECONOMICS]

STANDARD 2: THE STUDENT UNDERSTANDS THE CHARACTERISTICS OF
DIFFERENT ECONOMIC SYSTEMS AND INSTITUTIONS.

BENCHMARK	GRADE LEVEL EXPECTATIONS	PAGES(S) OR LOCATIONS(S) WHERE TAUGHT	I/M*
Benchmark SS.D.2.1.1: The student understands that most people work in jobs in which they produce a few special goods or services.	1. knows simple descriptions of work and jobs that people do.	K: 13, 43-46, 59, 85-88, 97-98, 100, 108-109, 110-111, 112-113, 119-122, 123-126, 127-130, 132-134, 136, 154, 163, 165-166	I
Benchmark SS.D.2.1.2: The student understands the basic concepts of markets and exchanges.	1. understands the basic concept of exchanging money for goods.	K: 109, 113, 125, 131-134, 135-138, 139-142, 144, 160-161	I

*Indepth/Mentioned

BENCHMARK	GRADE LEVEL EXPECTATIONS	PAGES(S) OR LOCATIONS(S) WHERE TAUGHT	I/M*
Benchmark SS.D.2.1.3: The student understands the basic functions of a bank.	1. understands the concept of saving money for future needs and wants.	K: 140-142	I
Benchmark SS.D.2.1.4: The student understands that people in different places around the world depend on each other for the exchange of goods and services.	<i>Content addressed at second and third grades.</i>	K: 161 1: SS.D.12.1.4.GLE 1: 77, 80, 124a, 124-125, 253 2: SS.D.2.1.4.GLE 1: 134a, 134-137, 142, 202a, 208-209, 276-277 3: 328-330, 334-336, 338-339, 340-341, 342-343	I

*Indepth/Mentioned



**CORRELATION
SUNSHINE STATE STANDARDS
& GRADE LEVEL EXPECTATIONS**

SUBJECT: SOCIAL STUDIES

SUBMISSION TITLE: SCOTT FORESMAN SOCIAL STUDIES—ALL TOGETHER

PUBLISHER: PEARSON SCOTT FORESMAN

GRADE: ONE

STRAND A: TIME, CONTINUITY, AND CHANGE [HISTORY]

STANDARD 1: THE STUDENT UNDERSTANDS HISTORICAL CHRONOLOGY AND
THE HISTORICAL PERSPECTIVE.

BENCHMARK	GRADE LEVEL EXPECTATIONS	PAGES(S) OR LOCATIONS(S) WHERE TAUGHT	I/M*
Benchmark SS.A.1.1.1: The student compares everyday life in different places and times and understands that people, places, and things change over time.	1. knows ways people in different cultures live, work, play, move about, and communicate.	1: E2-E3, E6-E7, 35a, 62a, 64, 66-67, 69a, 106-107, 169, 174-175, 175a, 190a, 190-191, 192-193, 194-195, 195a, 203, 234-235, 244-245, 247, 258a, 258-261, 262-263, 264-265, 265a, 271	I

*Indepth/Mentioned

BENCHMARK	GRADE LEVEL EXPECTATIONS	PAGES(S) OR LOCATIONS(S) WHERE TAUGHT	I/M*
Benchmark SS.A.1.1.2: The student understands that history tells the story of people and events of other times and places.	1. extends and refines understanding that history tells the story of people and events of other times and places.	1: E2-E3, 10-11, 12-13, 28a, 28-31, 32-33, 34-35, 35a, 58-59, 68-69, 72-73, 78-79, 79a, 102-103, 114-115, 122-123, 125, 148-149, 164a, 164-167, 168-169, 169a, 176-177, 186-187, 190a, 190-191, 192-193, 194-195, 195a, 196a, 196-199, 200-201, 201a, 202a, 202-205, 206-207, 207a, 210-211, 212a, 212-215, 216-217, 217a, 222-223, 226-227, 229, 230, 234, 240-241, 242a, 242-243, 245a, 246a, 246-249, 250-251, 252a, 252-253, 268-269, 271	I
Benchmark SS.A.1.1.3: The student knows a family history through two or three generations (e.g., customs, beliefs, and traditions of ancestors and their homelands).	1. knows ways to investigate and document a family history.	1: 28, 31, 233, 239, 244-245	I

BENCHMARK	GRADE LEVEL EXPECTATIONS	PAGES(S) OR LOCATIONS(S) WHERE TAUGHT	I/M*
Benchmark SS.A.1.1.4: The student understands broad categories of time (e.g., past, present, and future: yesterday, today, and tomorrow) and calendar time (days, weeks, months, and years).	1. understands calendar time (days, weeks, months, years).	1: 14a, 20-21, 21a, 40, TR15-TR28	I

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PUBLISHER: PEARSON SCOTT FORESMAN

GRADE: ONE

STRAND A: TIME, CONTINUITY, AND CHANGE [HISTORY]

STANDARD 2: THE STUDENT UNDERSTANDS THE WORLD FROM ITS BEGINNINGS TO THE TIME OF THE RENAISSANCE.

BENCHMARK	GRADE LEVEL EXPECTATIONS	PAGES(S) OR LOCATIONS(S) WHERE TAUGHT	I/M*
Benchmark SS.A.2.1.1: The student knows methods of communication from long ago and the technological developments that facilitated communications (e.g., speaking by gestures; transmitting stories orally; the use of pictographs, hieroglyphics and	1. knows ways in which communication methods have changed (for example, the transition from the block printing process to the invention of the printing press).	1: E6-E7, E19, 244-245, 246-247, 251a, 271	I

*Indepth/Mentioned

BENCHMARK	GRADE LEVEL EXPECTATIONS	PAGES(S) OR LOCATIONS(S) WHERE TAUGHT	I/M*
different alphabets; writing by hand and printing with machines).	2. knows ways changes in communication have affected the daily lives of people.	1: E19, 244-245, 246-247, 251a, 271	I
Benchmark SS.A.2.1.2: The student understands the differences in the methods of travel from various times in human history and the advantages and disadvantages of each (e.g. ,the use of animals such as horses and camels; nonmotorized vehicles such as chariots and travoises).	1. knows ways in which transportation technology has changed the daily lives of people (for example, the advent of the automobile led to drive-through restaurants).	1: E2-E3, E9, 78-79, 116a, 118-119, 124a, 124-125, 126-127, 127a, 130, 232-233, 252a, 252-253, 257a	I

BENCHMARK	GRADE LEVEL EXPECTATIONS	PAGES(S) OR LOCATIONS(S) WHERE TAUGHT	I/M*
Benchmark SS.A.2.1.3: The student understands the significance and historical contributions of historical figures during this period (e.g., the journeys of famous explorers).	1. knows significant aspects of the lives and accomplishments of selected men and women in the historical period before the Renaissance (for example, Cleopatra, Mansa Musa, Augustus Caesar).	1: 196a, 196-197, 200-201, 201a, 240-241	I



**CORRELATION
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PUBLISHER: PEARSON SCOTT FORESMAN

GRADE: ONE

STRAND A: TIME, CONTINUITY, AND CHANGE [HISTORY]

STANDARD 3: THE STUDENT UNDERSTANDS WESTERN AND EASTERN CIVILIZATION SINCE THE RENAISSANCE.

BENCHMARK	GRADE LEVEL EXPECTATIONS	PAGES(S) OR LOCATIONS(S) WHERE TAUGHT	I/M*
Benchmark SS.A.3.1.1: The student knows the accomplishments of major scientists and inventors (e.g., specific scientists and inventors ,what they created, and how their creations have influenced society).	1. knows significant aspects of the lives and accomplishments of selected scientists and inventors in the historical period since the Renaissance.	1: 206-207, 234-235, 246a, 246-249, 250, 268, 271	I

*Indepth/Mentioned

BENCHMARK	GRADE LEVEL EXPECTATIONS	PAGES(S) OR LOCATIONS(S) WHERE TAUGHT	I/M*
Benchmark SS.A.3.1.2: The student understands the daily life, history, and beliefs of a country as reflected in dance, music, or other art forms (e.g., such as paintings, sculptures, and masks).	1. understands ways in which selected art forms reflect daily life, history, and beliefs (for example, prehistoric cave paintings, hunting dances of primitive peoples).	1: E2-E3, E10-E11, 64, 66-67, 194-195, 195a	I
Benchmark SS.A.3.1.3: The student understands the cultural traditions and contributions of various societies since the Renaissance (e.g., the role of folktales and literature in transmitting cultural beliefs and the holidays and ceremonies of different cultures).	1. understands the main ideas found in selected folktales, fables, legends, myths, and holidays from around the world that reflect the beliefs, ways of living, and traditions of various cultures of times past.	1: E10-E11, E21, 61a, 64, 66-67, 69a, 123a, 176a, 176-177, 184-185, 188-189, 195a, 212a, 212-215, 217a, 226, 229, 244-245, 266a, 266-267	I



**CORRELATION
SUNSHINE STATE STANDARDS
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SUBJECT: SOCIAL STUDIES

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GRADE: ONE

STRAND A: TIME, CONTINUITY, AND CHANGE [HISTORY]

STANDARD 4: THE STUDENT UNDERSTANDS UNITED STATES HISTORY TO 1880.

BENCHMARK	GRADE LEVEL EXPECTATIONS	PAGES(S) OR LOCATIONS(S) WHERE TAUGHT	I/M*
Benchmark SS.A.4.1.1: The student knows significant individuals in United States history to 1880 (e.g., revolutionary leaders, individuals important to American democracy, and individuals who fought for human rights, equality, and the common good).	1. knows significant aspects of the lives and accomplishments of selected men and women in the period of United States history before 1880 (for example, Sacajawea, George Washington, Betsy Ross, Abraham Lincoln, Harriet Tubman).	1: 62a, 68-69, 114-115, 168-169, 169a, 176a, 176-177, 196a, 196-197, 200-201, 202a, 202-205, 206-207, 207a, 211, 212a, 215, 216-217, 217a, 224, 226-227, 229, 246a, 246-249, 250, 269	I

*Indepth/Mentioned

BENCHMARK	GRADE LEVEL EXPECTATIONS	PAGES(S) OR LOCATIONS(S) WHERE TAUGHT	I/M*
<p>Benchmark SS.A.4.1.2: The student knows people and events honored in commemorative holidays that originated prior to 1880 (e.g., Columbus Day, Thanksgiving Day, Flag Day, Memorial Day, Independence Day, Veterans Day, and Presidents’ Day).</p>	<p>1. knows selected people and events prior to 1880 honored in commemorative holidays (for example, Columbus Day, Thanksgiving Day, Flag Day, Memorial Day, Independence Day, Veterans Day, Presidents’ Day).</p>	<p>1: E12-E13, 20-21, 62, 65, 183, 184-185, 186-187, 196-197, 199, 201a, 202a, 202-203, 205, 212a, 212-215, 217a, 226, 229</p>	<p>I</p>
<p>Benchmark SS.A.4.1.3: The student knows the history of American symbols (e.g., the eagle, the Liberty Bell, George Washington as the “father of our country,” and the American flag).</p>	<p>1. knows selected American symbols that have emerged from past events, legends, and historical accounts (for example, the eagle, the Liberty Bell, George Washington as the “father of our country,” and the American flag).</p>	<p>1: E12-E13, H7-H9, 4-5, 16-17, 38-39, 62a, 184-185, 186-187, 205, 208a, 208-209, 210-211, 211a, 224-225, 226, 228-229</p>	<p>I</p>

BENCHMARK	GRADE LEVEL EXPECTATIONS	PAGES(S) OR LOCATIONS(S) WHERE TAUGHT	I/M*
Benchmark SS.A.4.1.4: The student understands the changes that occurred in people’s lives when they moved from faraway places to the United States.	1. knows that people move from place to place for a variety of reasons.	1: E2-E3, 53, 58-59, 68-69, 78-79, 165-166, 191, 196a, 198-199, 266a	I



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GRADE: ONE

STRAND A: TIME, CONTINUITY, AND CHANGE [HISTORY]

STANDARD 5: THE STUDENT UNDERSTANDS UNITED STATES HISTORY FROM 1880 TO THE PRESENT DAY.

BENCHMARK	GRADE LEVEL EXPECTATIONS	PAGES(S) OR LOCATIONS(S) WHERE TAUGHT	I/M*
Benchmark SS.A.5.1.1: The student knows significant individuals in United States history since 1880 (e.g., presidents, scientists and inventors, significant women, and people who have worked to achieve equality and improve individual lives).	1. knows significant aspects of the lives and accomplishments of selected men and women, including African Americans and Hispanics, in the period of United States history since 1880.	1: E2-E3, 8a, 10-11, 14a, 18-19, 28a, 32-33, 62a, 68-69, 70a, 72-73, 74a, 78-79, 108a, 112-113, 114-115, 116a, 122-123, 156a, 160-161, 162-163, 214-215, 218a, 222-223, 229, 242a, 244-245, 246-247, 248-244, 252a, 256-257, 258a, 262-263, 269	I

*Indepth/Mentioned

BENCHMARK	GRADE LEVEL EXPECTATIONS	PAGES(S) OR LOCATIONS(S) WHERE TAUGHT	I/M*
Benchmark SS.A.5.1.2: The student knows why important buildings, statues, and monuments (e.g., the White House, Lincoln Memorial, Statue of Liberty, Ellis Island, Angel Island, Mt. Rushmore, and veterans' memorials) are associated with state and national history.	1. knows selected important buildings, statues, and monuments associated with state and national history (for example, Capitol, White House, Lincoln Memorial, Statue of Liberty).	1: E16, H7-H9, 185, 208a, 208-209, 226, 228	I
Benchmark SS.A.5.1.3: The student knows people and events after 1880 that are honored in commemorative holidays (e.g., Martin Luther King, Jr. Day).	1. knows about people and events after 1880 honored in commemorative holidays (for example, Veterans Day, Labor Day, Martin Luther King Day).	1: 20, 63, 109, 212a, 212-215, 226, 229	I

BENCHMARK	GRADE LEVEL EXPECTATIONS	PAGES(S) OR LOCATIONS(S) WHERE TAUGHT	I/M*
Benchmark SS.A.5.1.4: The student understands changes in community life over time (e.g., changes in goods and services; changes in architecture and landscape; and changes in jobs, schooling, transportation, communication, religion, and recreation).	1. knows changes in community life over time (for example, jobs, schooling, transportation, communication, religion, recreation).	1: E17, 18-19, 28a, 28-31, 34-35, 35a, 56a, 58-59, 74a, 78-79, 85, 100a, 102-103, 164a, 164-167, 169a, 242a, 242-243, 245a, 252a, 252-253	I



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SUNSHINE STATE STANDARDS
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SUBJECT: SOCIAL STUDIES

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GRADE: ONE

STRAND B: PEOPLE, PLACES, AND ENVIRONMENTS [GEOGRAPHY]

STANDARD 1: THE STUDENT UNDERSTANDS THE WORLD IN SPATIAL TERMS.

BENCHMARK	GRADE LEVEL EXPECTATIONS	PAGES(S) OR LOCATIONS(S) WHERE TAUGHT	I/M*
Benchmark SS.B.1.1.1: The student determines the absolute and relative location of people, places, and things.	1. knows terms used to describe distance (for example, feet, yards, meters, miles, kilometers).	1: H18, H21, 254	I
	2. knows the locations of the four hemispheres and selected countries on a map and globe.	1: 16, 61, 74a, 74-77, 82, 106-107, 174-175, 197-198, 200-201, 227, 259, 265a, R4-R9	I
Benchmark SS.B.1.1.2: The student uses simple maps, globes, and other three-dimensional models to identify and locate places.	1. understands that a map represents a real place.	1: H21-H25, 50-51, 54-55, 55a, 83, 120-121, 123a, 131, 154-155	I
	2. knows the four cardinal directions (for example, north, south, east, west).	1: 46, 56a, 60-61, 61a, 75, 84, 120-121, 131, 154-155, 155a, 200-201, 227, 237	I

*Indepth/Mentioned

BENCHMARK	GRADE LEVEL EXPECTATIONS	PAGES(S) OR LOCATIONS(S) WHERE TAUGHT	I/M*
Benchmark SS.B.1.1.3: The student identifies physical and human features of places in terms of the four spatial elements (point, line, area, and volume).	1. understands ways physical environments in other parts of the world are similar to and different from one’s own (for example, mountains, deserts, plains, shore).	1: E8-E9, H10-H11, 137, 138, 150a, 150-153, 155, 155a, 176a, 178-179, R10-R11	I
Benchmark SS.B.1.1.4: The student knows areas that can be classified as regions.	1. understands that certain areas have common characteristics and can be called regions (for example, mountain ranges, neighborhoods, counties, states, countries).	1: H16-H19, 149a, 151, 152	I



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GRADE: ONE

STRAND B: PEOPLE, PLACES, AND ENVIRONMENTS [GEOGRAPHY]

STANDARD 2: THE STUDENT UNDERSTANDS THE INTERACTIONS OF PEOPLE AND THE PHYSICAL ENVIRONMENT.

BENCHMARK	GRADE LEVEL EXPECTATIONS	PAGES(S) OR LOCATIONS(S) WHERE TAUGHT	I/M*
Benchmark SS.B.2.1.1: The student identifies some physical and human characteristics of places.	1. understands similarities and differences between life in cities, towns, suburbs, and farms.	1: 44, 56a, 56-57, 61a, 74-75, 82	I
Benchmark SS.B.2.1.2: The student knows how different communities have changed physically and demographically.	1. knows ways different communities have changed physically and demographically.	1: 28a, 28-31, 56a, 58-59, 78-79, 85, 164a, 164-167	I

*Indepth/Mentioned

BENCHMARK	GRADE LEVEL EXPECTATIONS	PAGES(S) OR LOCATIONS(S) WHERE TAUGHT	I/M*
Benchmark SS.B.2.1.3: The student knows basic needs and how families in the United States and other countries meet them.	1. knows ways families meet their basic needs.	1: 80, 87, 90-91, 100a, 100-101, 103a, 107a, 130, 238a, 238-239, 241a, 267	I
Benchmark SS.B.2.1.4: The student knows the role that resources play in our daily lives.	1. understands ways natural resources affect our daily life.	1: 135, 136-137, 138-139, 141, 156a, 156-159, 160-161, 162-163, 163a, 170a, 170-173, 175a, 178-179, 181	I
Benchmark SS.B.2.1.5: The student knows the modes of transportation used to move people, products, and ideas from place to place, their importance, and their advantages and disadvantages.	1. knows modes of transportation used to move people, products, and ideas from place to place, their importance, and their advantages and disadvantages.	1: E2-E3, E4-E5, E17, 78-79, 90-91, 124a, 124-125, 126-127, 127a, 130, 157, 158, 232-233, 252a, 252-253, 257a, 271	I



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& GRADE LEVEL EXPECTATIONS**

SUBJECT: SOCIAL STUDIES

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PUBLISHER: PEARSON SCOTT FORESMAN

GRADE: ONE

STRAND C: GOVERNMENT AND THE CITIZEN [CIVICS AND GOVERNMENT]

STANDARD 1 : THE STUDENT UNDERSTANDS THE STRUCTURE, FUNCTIONS, AND PURPOSE OF GOVERNMENT AND HOW THE PRINCIPLES AND VALUES OF AMERICAN DEMOCRACY ARE REFLECTED IN AMERICAN CONSTITUTIONAL GOVERNMENT.

BENCHMARK	GRADE LEVEL EXPECTATIONS	PAGES(S) OR LOCATIONS(S) WHERE TAUGHT	I/M*
Benchmark SS.C.1.1.1: The student knows how various symbols are used to depict Americans’ shared values, principles, and beliefs.	<i>Content addressed in SS.A.4.1.2.3.</i>	1: E12-E13, H7-H9, 4-5, 16-17, 38-39, 62a, 184-185, 186-187, 205, 208a, 208-209, 210-211, 211a, 224-225, 226, 228-229	I

*Indepth/Mentioned

BENCHMARK	GRADE LEVEL EXPECTATIONS	PAGES(S) OR LOCATIONS(S) WHERE TAUGHT	I/M*
Benchmark SS.C.1.1.2: The student knows traditionally patriotic activities and various holidays that reflect the shared values, principles, and beliefs of Americans.	<i>Content addressed in SS.A.4.1.2.3.</i>	1: E12-E13, 20-21, 62, 65, 183, 184-185, 186-187, 196-197, 199, 201a, 202a, 202-203, 205, 212a, 212-215, 217a, 226, 229	I
Benchmark SS.C.1.1.3: The student understands how and why rules are made and knows that a good rule or law solves a specific problem, is fair, and “does not go too far.”	1. knows similarities and differences between rules and responsibilities at home and at school.	1: E14-E15, E23, H8, 5, 22a, 22-25, 27a, 38, 41, 70a	I
Benchmark SS.C.1.1.4: The student recognizes major elected officials.	1. knows selected major elected officials (for example, president, governor).	1: E15, 70a, 70-71, 73a, 82, 85, 218a, 220-221, 226, 229	I

BENCHMARK	GRADE LEVEL EXPECTATIONS	PAGES(S) OR LOCATIONS(S) WHERE TAUGHT	I/M*
Benchmark SS.C.1.1.5: The student knows examples of authority and power without authority and knows that people in positions of authority have limits on their authority.	1. knows responsibilities of authority figures at home, school, and in the community (for example, parents, teachers, police officers).	1: E14-E15, 18-19, 22a, 22-25, 27a, 70a, 70-71, 73a, 82, 85	I
Benchmark SS.C.1.1.6: The student understands that the Constitution is a written document that states that the fundamental purposes of American government are to protect individual rights and promote the common good.	1. knows some individual rights and responsibilities.	1: 4, 16, 18-19, 22a, 22-25, 26-27, 27a, 38, 41, 70a, 70, 73a, 82, 186, 203-204, 207a, 210, 214, 218a, 218-219, 221, 223a, 226	I
	2. understands that there are sources of authority for those who make laws and rules in the school, community, state, and country (for example, school board policy, city code, state and national constitutions).	1: E14, 22, 24-25, 70a, 70-71, 219, 220-221	I



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PUBLISHER: PEARSON SCOTT FORESMAN

GRADE: ONE

STRAND C: GOVERNMENT AND THE CITIZEN [CIVICS AND GOVERNMENT]

STANDARD 2 : THE STUDENT UNDERSTANDS THE ROLE OF THE
CITIZEN IN AMERICAN DEMOCRACY.

BENCHMARK	GRADE LEVEL EXPECTATIONS	PAGES(S) OR LOCATIONS(S) WHERE TAUGHT	I/M*
Benchmark SS.C.2.1.1: The student knows the qualities of a good citizen (e.g., honesty, courage and patriotism).	1. understands some basic civic values (for example, fair play, good sportsmanship, individual responsibility)	1: E12-E13, H2-H3, 4-5, 18-19, 21a, 22a, 22-25, 26-27, 27a, 32-33, 38-39, 41, 62a, 68-69, 70a, 70-71, 72-73, 73a, 82, 108a, 112-113, 114-115, 156a, 159, 160-161, 162-163, 170a, 170-173, 175a, 179, 181, 186, 196, 198-199, 204, 209, 214, 218a, 218-219, 222-223, 223a, 225, 226, 229, 245	I
Benchmark SS.C.2.1.2: The student knows that a responsibility is a duty to do something or not to do something.	1. extends and refines understanding that a responsibility is a duty to do something or not to do something.	1: E14-E15, E23, H2, 5, 22a, 22, 22-25, 26-27, 27a, 38, 41, 70a, 70-71, 73a, 82, 94a, 94-97, 99a, 156a, 160-161, 186, 218a, 218-219, 223a, 226	I

*Indepth/Mentioned

BENCHMARK	GRADE LEVEL EXPECTATIONS	PAGES(S) OR LOCATIONS(S) WHERE TAUGHT	I/M*
Benchmark SS.C.2.1.3: The student knows the sources of responsibility, examples of situations involving responsibility, and some of the benefits of fulfilling responsibilities.	1. refines and extends knowledge examples of situations that involve responsibilities (for example, in the neighborhood or community).	1: E14-E15, E23, H2, 5, 22a, 22, 22-25, 26-27, 27a, 38, 41, 70a, 70-71, 73a, 82, 94a, 94-97, 99a, 156a, 160-161, 186, 218a, 218-219, 223a, 226	I
Benchmark SS.C.2.1.4: The student knows that the right to privacy is a personal right guaranteed by the United States Constitution and knows when privacy is expected.	1. knows when privacy is expected.	1: 22	I
	2. knows that the consequences of privacy can be beneficial and costly.	1: 22	I



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GRADE: ONE

STRAND D: PRODUCTION, DISTRIBUTION, AND CONSUMPTION [ECONOMICS]

STANDARD 1: THE STUDENT UNDERSTANDS HOW SCARCITY REQUIRES
INDIVIDUALS AND INSTITUTIONS TO MAKE CHOICES ABOUT
HOW TO USE RESOURCES.

BENCHMARK	GRADE LEVEL EXPECTATIONS	PAGES(S) OR LOCATIONS(S) WHERE TAUGHT	I/M*
Benchmark SS.D.1.1.1: The student understands how scarcity affects the choices people make in everyday situations.	1. understands the basic concept of scarcity.	1: 158, 170a, 170-173, 175a	I

*Indepth/Mentioned

BENCHMARK	GRADE LEVEL EXPECTATIONS	PAGES(S) OR LOCATIONS(S) WHERE TAUGHT	I/M*
Benchmark SS.D.1.1.2: The student knows the differences among human resources, natural resources, and capital resources and how these resources are used to produce goods and services.	<i>Content addressed in second grade.</i>	1: 135, 136-137, 138-139, 156a, 156-159, 160-161, 162-163, 163a, 170a, 170-173, 174-175, 175a, 178-179, 181 2: SS.D.1.1.2.GLE 1: E12-E13, 52-53, 57, 68a, 68-71, 76a, 76-79, 81a, 82a, 82-85, 86-87, 88-89, 89a, 90a, 92, 95, 104a, 104-107, 111a, 112a, 112-115, 119a, 120a, 120-123, 125a, 132-133, 142-143, 145	I
Benchmark SS.D.1.1.3: The student knows the difference between goods and services and between consumers and producers.	1. understands the difference between goods and services.	1: E4, 77, 90-91, 108a, 108-111, 115a, 124a, 124-125, 127, 130, 133, 238a, 238-239, 241a, 253, 267, 271	I
Benchmark SS.D.1.1.4: The student understands that when consumers (e.g., individuals, households, businesses, governments, or societies) make economic choices, they must consider the costs incurred and the benefits received.	1. understands cost (for example, something one gives up when one decides to do something) and benefit (for example, something that satisfies wants).	1: E4-E5, 23, 87h, 90, 101, 104a, 104-105, 107a, 133, 171, 267	I



**CORRELATION
SUNSHINE STATE STANDARDS
& GRADE LEVEL EXPECTATIONS**

SUBJECT: SOCIAL STUDIES

SUBMISSION TITLE: SCOTT FORESMAN SOCIAL STUDIES—ALL TOGETHER

PUBLISHER: PEARSON SCOTT FORESMAN

GRADE: ONE

STRAND D: PRODUCTION, DISTRIBUTION, AND CONSUMPTION [ECONOMICS]

STANDARD 2: THE STUDENT UNDERSTANDS THE CHARACTERISTICS OF DIFFERENT ECONOMIC SYSTEMS AND INSTITUTIONS.

BENCHMARK	GRADE LEVEL EXPECTATIONS	PAGES(S) OR LOCATIONS(S) WHERE TAUGHT	I/M*
Benchmark SS.D.2.1.1: The student understands that most people work in jobs in which they produce a few special goods or services.	1. knows how different types of work benefit the family and community.	1: E4, 35, 87, 88-89, 90-91, 94a, 94-97, 98-99, 99a, 108a, 108-111, 115a, 116a, 116-119, 123a, 126-127, 128a, 128-129, 130, 132-133, 134, 151, 267	I
Benchmark SS.D.2.1.2: The student understands the basic concepts of markets and exchanges.	1. knows ways in which people exchange goods and services (for example, barter, payment).	1: E4-E5, E11, 90, 104a, 104-105, 106, 107a, 238a, 238-239, 241a, 267	I

*Indepth/Mentioned

BENCHMARK	GRADE LEVEL EXPECTATIONS	PAGES(S) OR LOCATIONS(S) WHERE TAUGHT	I/M*
Benchmark SS.D.2.1.3: The student understands the basic functions of a bank.	1. knows different ways to save money.	1: 87h, 104a, 104-105, 107a, 133	I
Benchmark SS.D.2.1.4: The student understands that people in different places around the world depend on each other for the exchange of goods and services.	<i>Content addressed at second and third grades.</i>	1: 77, 80, 124a, 124-125, 253 2: SS.D.2.1.4.GLE 1: 134a, 134-137, 142, 202a, 208-209, 276-277 3: 328-330, 334-336, 338-339, 340-341, 342-343	I



**CORRELATION
SUNSHINE STATE STANDARDS
& GRADE LEVEL EXPECTATIONS**

SUBJECT: SOCIAL STUDIES

SUBMISSION TITLE: SCOTT FORESMAN SOCIAL STUDIES—PEOPLE AND PLACES

PUBLISHER: PEARSON SCOTT FORESMAN

GRADE: TWO

STRAND A: TIME, CONTINUITY, AND CHANGE [HISTORY]

STANDARD 1: THE STUDENT UNDERSTANDS HISTORICAL CHRONOLOGY AND
THE HISTORICAL PERSPECTIVE.

BENCHMARK	GRADE LEVEL EXPECTATIONS	PAGES(S) OR LOCATIONS(S) WHERE TAUGHT	I/M*
Benchmark SS.A.1.1.1: The student compares everyday life in different places and times and understands that people, places, and things change over time.	1. knows similarities and differences among selected Native American cultures from different regions and times (for example, nomadic groups, agricultural groups, city building, relationship with the environment).	2: E2-E3, 62a, 66-67, 195, 198-199, 202a, 202-205, 206-207, 208-209, 209a, 212-213, 215, 215a, 222-223, 227, 229a, 241, 281	I

*Indepth/Mentioned

BENCHMARK	GRADE LEVEL EXPECTATIONS	PAGES(S) OR LOCATIONS(S) WHERE TAUGHT	I/M*
	2. knows ways technology changes how people in a community live (for example, advances in communication, transportation).	2: E6-E7, 22-23, 25, 70, 82a, 86-87, 120a, 120-123, 125a, 208-209, 222a, 228-229, 246-247, 264, 268-269, 272a, 272-275, 278a, 278-281, 282-283, 283a, 286	I
Benchmark SS.A.1.1.2: The student understands that history tells the story of people and events of other times and places.	1. extends and refines understanding that history tells the story of people and events of other times and places.	2: E2-E3, 16a, 22-23, 25, 34-35, 62a, 66-67, 70, 112a, 113, 116-117, 129, 134a, 138-139, 165a, 171a, 172a, 176-177, 178-179, 182-183, 195, 196-197, 198-199, 202a, 202-205, 206-207, 208-209, 209a, 210a, 210-213, 215a, 216a, 216-219, 220-221, 221a, 222a, 222-224, 228-229, 229a, 230a, 230-233, 234-235, 236-237, 238-239, 241, 242, 243, 244-245, 250a, 250-253, 255a, 278a, 280-281, 282-283, 283a, 286, 289	I
Benchmark SS.A.1.1.3: The student knows a family history through two or three generations (e.g., customs, beliefs, and traditions of ancestors and their homelands).	<i>Content addressed at kindergarten and first grade.</i>	K: SS.A.1.1.3.GLE 1: 11, 19-22, 27-30, 35, 47, 49-50, 119-122, 291, 292-293, 294-295, 301-304, 305-308, 309-312, 317-320, 321-324, 325-328, 329-332 1: SS.A.1.1.3.GLE 1: 28, 31, 233, 239, 244-245 2: E2, 68, 92, 243a, 243, 244-245, 248-249, 250a, 250-253, 259, 263a	I

BENCHMARK	GRADE LEVEL EXPECTATIONS	PAGES(S) OR LOCATIONS(S) WHERE TAUGHT	I/M*
Benchmark SS.A.1.1.4: The student understands broad categories of time (e.g., past, present, and future: yesterday, today, and tomorrow) and calendar time (days, weeks, months, and years).	1. applies calendar time to events in school or community (for example, placing school holidays on a calendar).	2: 259, 262-263, 277a, 287, 289, TR15-TR28	I



**CORRELATION
SUNSHINE STATE STANDARDS
& GRADE LEVEL EXPECTATIONS**

SUBJECT: SOCIAL STUDIES

SUBMISSION TITLE: SCOTT FORESMAN SOCIAL STUDIES—PEOPLE AND PLACES

PUBLISHER: PEARSON SCOTT FORESMAN

GRADE: TWO

STRAND A: TIME, CONTINUITY, AND CHANGE [HISTORY]

STANDARD 2: THE STUDENT UNDERSTANDS THE WORLD FROM ITS BEGINNINGS TO THE TIME OF THE RENAISSANCE.

BENCHMARK	GRADE LEVEL EXPECTATIONS	PAGES(S) OR LOCATIONS(S) WHERE TAUGHT	I/M*
Benchmark SS.A.2.1.1: The student knows methods of communication from long ago and the technological developments that facilitated communications (e.g., speaking by gestures; transmitting stories orally; the use of pictographs,	1. knows various systems of long-distance communication and their effects (for example, runners, the “talking drums ” of Africa, smoke signals of Native Americans, modern electronic communication systems).	2: E19, 246-247, 273, 278a, 278-279, 283a, 284, 286	I

*Indepth/Mentioned

BENCHMARK	GRADE LEVEL EXPECTATIONS	PAGES(S) OR LOCATIONS(S) WHERE TAUGHT	I/M*
hieroglyphics and different alphabets; writing by hand and printing with machines).			
Benchmark SS.A.2.1.2: The student understands the differences in the methods of travel from various times in human history and the advantages and disadvantages of each (e.g., the use of animals such as horses and camels; nonmotorized vehicles such as chariots and travoises).	1. knows some advantages and disadvantages of different types of transportation (for example, cars are able to move us from place to place quickly, but their engines pollute the atmosphere).	2: 100-101, 134a, 134-137, 139a, 142, 222a, 228-229, 278a, 280-281, 282-283, 283a	I
Benchmark SS.A.2.1.3: The student understands the significance and historical contributions of historical figures during this period (e.g., the journeys of famous explorers).	1. extends and refines knowledge and understanding of significant aspects of the lives and accomplishments of selected men and women in the historical period before the Renaissance (for example, Marco Polo finding a trade route to the Far East).	2: 273, 276-277	I



**CORRELATION
SUNSHINE STATE STANDARDS
& GRADE LEVEL EXPECTATIONS**

SUBJECT: SOCIAL STUDIES

SUBMISSION TITLE: SCOTT FORESMAN SOCIAL STUDIES—PEOPLE AND PLACES

PUBLISHER: PEARSON SCOTT FORESMAN

GRADE: TWO

STRAND A: TIME, CONTINUITY, AND CHANGE [HISTORY]

STANDARD 3: THE STUDENT UNDERSTANDS WESTERN AND EASTERN CIVILIZATION SINCE THE RENAISSANCE.

BENCHMARK	GRADE LEVEL EXPECTATIONS	PAGES(S) OR LOCATIONS(S) WHERE TAUGHT	I/M*
Benchmark SS.A.3.1.1: The student knows the accomplishments of major scientists and inventors (e.g., specific scientists and inventors, what they created, and how their creations have influenced society).	1. extends and refines knowledge and understanding of significant aspects of the lives and accomplishments of selected scientists and inventors in the historical period since the Renaissance.	2: 30a, 34-35, 82a, 86-87, 250a, 254-255, 278a, 280-281, 282-283, 283a	I

*Indepth/Mentioned

BENCHMARK	GRADE LEVEL EXPECTATIONS	PAGES(S) OR LOCATIONS(S) WHERE TAUGHT	I/M*
Benchmark SS.A.3.1.2: The student understands the daily life, history, and beliefs of a country as reflected in dance, music, or other art forms (e.g., such as paintings, sculptures, and masks).	1. knows some works of art that reflect the cultural heritage of the community or country (for example, paintings, statues).	2: E2-E3, H17, 17, 67, 177, 180a, 182, 190, 198-199, 204-205, 209, 232, 246-247, 264-267, 268-269, 270-271, 271a, 272a, 272-275, 277a	I
Benchmark SS.A.3.1.3: The student understands the cultural traditions and contributions of various societies since the Renaissance (e.g., the role of folktales and literature in transmitting cultural beliefs and the holidays and ceremonies of different cultures).	1. understands the role of literature in transmitting the beliefs of different cultures.	2: 37, 67a, 202a, 204, 206-207, 209a, 236-237, 255a, 263a, 275, 284a, 284-285, 289	I
	2. knows ways selected holidays and ceremonies transmit cultural history and beliefs.	2: E10-E11, E21, 18, 23a, 210a, 212-213, 215a, 219, 221a, 240, 246-247, 256a, 256-259, 260-261, 263a, 286-287, 289	I



**CORRELATION
SUNSHINE STATE STANDARDS
& GRADE LEVEL EXPECTATIONS**

SUBJECT: SOCIAL STUDIES

SUBMISSION TITLE: SCOTT FORESMAN SOCIAL STUDIES—PEOPLE AND PLACES

PUBLISHER: PEARSON SCOTT FORESMAN

GRADE: TWO

STRAND A: TIME, CONTINUITY, AND CHANGE [HISTORY]

STANDARD 4: THE STUDENT UNDERSTANDS UNITED STATES HISTORY TO 1880.

BENCHMARK	GRADE LEVEL EXPECTATIONS	PAGES(S) OR LOCATIONS(S) WHERE TAUGHT	I/M*
Benchmark SS.A.4.1.1: The student knows significant individuals in United States history to 1880 (e.g., revolutionary leaders, individuals important to American democracy, and individuals who fought for human rights, equality, and the common good).	1. extends and refines knowledge of significant aspects of the lives and accomplishments of selected men and women in the period of United States history before 1880.	2: H10-H11, 30a, 34-35, 112a, 116-117, 172a, 177, 178-179, 179a, 186, 211-212, 216a, 217, 218-219, 220-221, 221a, 222a, 222-223, 226-227, 229a, 230a, 230-233, 234-235, 235a, 236a, 266, 278a, 281, 282-283, 283a, TR22, TR23	I

*Indepth/Mentioned

BENCHMARK	GRADE LEVEL EXPECTATIONS	PAGES(S) OR LOCATIONS(S) WHERE TAUGHT	I/M*
Benchmark SS.A.4.1.2: The student knows people and events honored in commemorative holidays that originated prior to 1880 (e.g., Columbus Day, Thanksgiving Day, Flag Day, Memorial Day, Independence Day, Veterans Day, and Presidents’ Day).	1. extends and refines knowledge about people and events prior to 1880 honored in commemorative holidays.	2: 210a, 212-213, 215a, 216-217, 219, 240, 256a, 256-257, 260-261, 263a, 289, TR19, TR20, TR28	I
Benchmark SS.A.4.1.3: The student knows the history of American symbols (e.g., the eagle, the Liberty Bell, George Washington as the “father of our country,” and the American flag).	1. extends and refines knowledge and understanding of selected American symbols that have emerged from past events, legends, and historical accounts.	2: E16, E24, H6-H9, 22, 35a, 180a, 180-183, 186-187, 188a, 188-189, 198, 221a, 243a, 244, 246, 250a, 264a, 264-267, 271a, 289, TR18, TR27	I
Benchmark SS.A.4.1.4: The student understands the changes that occurred in people’s lives when they moved from faraway places to the United States.	1. understands the movements of people called migration or immigration.	2: 195h, 195, 196-197, 198-199, 210a, 210-213, 222a, 224-225, 228-229, 229a, 238, 241, 244-245, 246-247, 248-249, 250a, 250-253, 254, 255a, 263a, 286, 289	I



**CORRELATION
SUNSHINE STATE STANDARDS
& GRADE LEVEL EXPECTATIONS**

SUBJECT: SOCIAL STUDIES

SUBMISSION TITLE: SCOTT FORESMAN SOCIAL STUDIES—PEOPLE AND PLACES

PUBLISHER: PEARSON SCOTT FORESMAN

GRADE: TWO

STRAND A: TIME, CONTINUITY, AND CHANGE [HISTORY]

STANDARD 5: THE STUDENT UNDERSTANDS UNITED STATES HISTORY FROM 1880 TO THE PRESENT DAY.

BENCHMARK	GRADE LEVEL EXPECTATIONS	PAGES(S) OR LOCATIONS(S) WHERE TAUGHT	I/M*
Benchmark SS.A.5.1.1: The student knows significant individuals in United States history since 1880 (e.g., presidents, scientists and inventors, significant women, and people who have worked to achieve equality and improve individual lives).	1. extends and refines knowledge and understanding of significant aspects of the lives and accomplishments of selected men and women, including African Americans and Hispanics, in the historical period of United States history since 1880.	2: 24a, 28-29, 68a, 74-75, 82a, 86-87, 90, 126a, 132-133, 154a, 158-159, 166a, 170-171, 172a, 178-179, 179a, 180a, 182-183, 188, 202a, 206-207, 233, 250a, 254-255, 264a, 266, 268-269, 279-281, 283a, 287	I

*Indepth/Mentioned

BENCHMARK	GRADE LEVEL EXPECTATIONS	PAGES(S) OR LOCATIONS(S) WHERE TAUGHT	I/M*
Benchmark SS.A.5.1.2: The student knows why important buildings, statues, and monuments (e.g., the White House, Lincoln Memorial, Statue of Liberty, Ellis Island, Angel Island, Mt. Rushmore, and veterans memorials) are associated with state and national history.	1. extends and refines knowledge and understanding about selected important buildings, statues, and monuments associated with state and national history (for example, Ellis Island, Angel Island, Mt. Rushmore, veterans' memorials).	2: 35a, 148-149, 150-151, 165a, 167-169, 182, 184-185, 243a, 244-245, 246, 250a, 250-253, 257, 264a, 264-267, 269, 271a, 286, 289	I
Benchmark SS.A.5.1.3: The student knows people and events after 1880 that are honored in commemorative holidays (e.g., Martin Luther King, Jr. Day).	1. extends and refines knowledge about people and events after 1880 honored in commemorative holidays.	2: 180a, 183, 256a, 256-257, 263a, 281, 286	I

BENCHMARK	GRADE LEVEL EXPECTATIONS	PAGES(S) OR LOCATIONS(S) WHERE TAUGHT	I/M*
Benchmark SS.A.5.1.4: The student understands changes in community life over time (e.g., changes in goods and services; changes in architecture and landscape; and changes in jobs, schooling, transportation, communication, religion, and recreation).	1. extends and refines understanding of changes in community life over time (for example, goods and services, architecture, landscape).	2: E17, 16a, 22-23, 29a	I



**CORRELATION
SUNSHINE STATE STANDARDS
& GRADE LEVEL EXPECTATIONS**

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PUBLISHER: PEARSON SCOTT FORESMAN

GRADE: TWO

STRAND B: PEOPLE, PLACES, AND ENVIRONMENTS [GEOGRAPHY]

STANDARD 1: THE STUDENT UNDERSTANDS THE WORLD IN SPATIAL TERMS.

BENCHMARK	GRADE LEVEL EXPECTATIONS	PAGES(S) OR LOCATIONS(S) WHERE TAUGHT	I/M*
Benchmark SS.B.1.1.1: The student determines the absolute and relative location of people, places, and things.	1. knows the locations of the community, city, state, and country on a map and globe.	2: E3, E5, E7, E9, E11, E13, E15, H10-H14, H18-H26, 12, 20-21, 29, 30a, 31, 32, 35, 35a, 38, 40-41, 41a, 46, 60-61, 62, 63, 64, 65, 75, 87, 88, 93, 110, 124-125, 133, 144, 158, 160a, 160, 161, 165a, 171, 179, 184-185, 186-187, 192, 210a, 214-215, 215a, 221, 222a, 223, 225, 228, 235, 239, 250, 252, 254, 267, 270-271, 277, 283a, R4-R9	I

*Indepth/Mentioned

BENCHMARK	GRADE LEVEL EXPECTATIONS	PAGES(S) OR LOCATIONS(S) WHERE TAUGHT	I/M*
Benchmark SS.B.1.1.2: The student uses simple maps, globes, and other three-dimensional models to identify and locate places.	1. knows map legends, coordinates, key symbols, and cardinal and intermediate directions to read simple maps.	2: H20-H26, 20-21, 23a, 31-33, 41a, 46, 56a, 60-61, 65, 120a, 124-125, 125a, 144, 161, 180a, 184-185, 192, 202, 223, 225, 228, 267, R4-R5	I
	2. understands the elements of scale, distance, relative location and spatial relationships.	2: E3, E5, E7, E9, E11, E13, E15, H10-H14, H16, H21, 12, 20-21, 29, 30a, 31, 32, 35, 35a, 37, 38, 40-41, 41a, 46, 60-61, 62, 63, 64, 65, 75, 82, 83, 87, 88, 93, 110, 117, 124-125, 133, 144, 158, 160a, 161, 165a, 171, 179, 184-185, 186-187, 192, 202, 205, 206, 210a, 214-215, 215a, 221, 222a, 235, 239, 254, 267, 269, 270-271, 283a, R4-R9	I
Benchmark SS.B.1.1.3: The student identifies physical and human features of places in terms of the four spatial elements (point, line, area, and volume).	1. knows the similarities and differences among geographic locations, regions, and environments in different parts of the world in terms of the four spatial elements: point, line, area, volume (for example, location [point] transportation and communication routes [line], regions [area], lakes filled with water [volume]).	2: H19, 62a, 62-65, 67a, 285	I

BENCHMARK	GRADE LEVEL EXPECTATIONS	PAGES(S) OR LOCATIONS(S) WHERE TAUGHT	I/M*
Benchmark SS.B.1.1.4: The student knows areas that can be classified as regions.	1. knows that areas can be classified as regions according to physical criteria (for example, landform regions, soil regions, vegetation regions, climate regions, water basins) and human criteria (political regions, population regions, economic regions, language regions).	2: H17, 57, 62, 64, 66, 78, 205, 274, 283a, 285	I



**CORRELATION
SUNSHINE STATE STANDARDS
& GRADE LEVEL EXPECTATIONS**

SUBJECT: SOCIAL STUDIES

SUBMISSION TITLE: SCOTT FORESMAN SOCIAL STUDIES—PEOPLE AND PLACES

PUBLISHER: PEARSON SCOTT FORESMAN

GRADE: TWO

STRAND B: PEOPLE, PLACES, AND ENVIRONMENTS [GEOGRAPHY]

STANDARD 2: THE STUDENT UNDERSTANDS THE INTERACTIONS
OF PEOPLE AND THE PHYSICAL ENVIRONMENT.

BENCHMARK	GRADE LEVEL EXPECTATIONS	PAGES(S) OR LOCATIONS(S) WHERE TAUGHT	I/M*
Benchmark SS.B.2.1.1: The student identifies some physical and human characteristics of places.	1. understands ways climate, location, and physical surroundings affect the way people live (for example, food, clothing, shelter, transportation, recreation).	2: E8-E9, 24a, 24-27, 42-43, 44, 47, 52, 57, 62a, 62-65, 66-67, 67a, 69-70, 78, 143, 202a, 203-205, 209a, 210, 222a, 263, 274	I
Benchmark SS.B.2.1.2: The student knows how different communities have changed physically and demographically.	1. knows ways in which people have modified the physical environment (for example, building roads, clearing land for urban development, mining coal) and the consequences of these modifications.	2: E2-E3, E17, H17, 22-23, 27, 29a, 68a, 68-69, 71, 72-73, 211, 228-229	I

*Indepth/Mentioned

BENCHMARK	GRADE LEVEL EXPECTATIONS	PAGES(S) OR LOCATIONS(S) WHERE TAUGHT	I/M*
Benchmark SS.B.2.1.3: The student knows basic needs and how families in the United States and other countries meet them.	1. knows ways trade helps families in different places meet their basic needs of clothing, food, and shelter.	2: 68a, 68-71, 75a, 97, 100-101, 120a, 120-123, 125a, 134a, 134-137, 138-139, 139a, 142, 202a, 208-209, 212, 276-277	I
Benchmark SS.B.2.1.4: The student knows the role that resources play in our daily lives.	1. knows ways people can conserve and replenish natural resources.	2: E12-E13, E22, 15, 49, 50-51, 52-53, 76a, 79, 81a, 82a, 82-85, 86-87, 88-89, 89a, 90a, 92, 95	I
Benchmark SS.B.2.1.5: The student knows the modes of transportation used to move people, products, and ideas from place to place, their importance, and their advantages and disadvantages.	1. extends and refines knowledge of the transportation used to move people, products, and ideas from place to place, their importance, and their advantages and disadvantages.	2: E6-E7, 2-3, 10, 16a, 24a, 24-25, 70, 97, 100-101, 120a, 123, 134a, 134-137, 139a, 142, 203, 205, 222a, 224, 228-229, 229a, 251, 278a, 280-281, 282-283, 283a	I



**CORRELATION
SUNSHINE STATE STANDARDS
& GRADE LEVEL EXPECTATIONS**

SUBJECT: SOCIAL STUDIES

SUBMISSION TITLE: SCOTT FORESMAN SOCIAL STUDIES—PEOPLE AND PLACES

PUBLISHER: PEARSON SCOTT FORESMAN

GRADE: TWO

STRAND C: GOVERNMENT AND THE CITIZEN [CIVICS AND GOVERNMENT]

STANDARD 1 : THE STUDENT UNDERSTANDS THE STRUCTURE, FUNCTIONS, AND PURPOSE OF GOVERNMENT AND HOW THE PRINCIPLES AND VALUES OF AMERICAN DEMOCRACY ARE REFLECTED IN AMERICAN CONSTITUTIONAL GOVERNMENT.

BENCHMARK	GRADE LEVEL EXPECTATIONS	PAGES(S) OR LOCATIONS(S) WHERE TAUGHT	I/M*
Benchmark SS.C.1.1.1: The student knows how various symbols are used to depict Americans’ shared values, principles, and beliefs.	<i>Content addressed in SS.A.4.1.2.3.</i>	2: H6-H9, 22, 35a, 180a, 180-183, 186-187, 188a, 188-189, 198, 221a, 243a, 244, 246, 250a, 264a, 264-267, 271a, 289, TR18, TR27	I

*Indepth/Mentioned

BENCHMARK	GRADE LEVEL EXPECTATIONS	PAGES(S) OR LOCATIONS(S) WHERE TAUGHT	I/M*
Benchmark SS.C.1.1.2: The student knows traditionally patriotic activities and various holidays that reflect the shared values, principles, and beliefs of Americans.	<i>Content addressed in SS.A.4.1.2.3.</i>	2: 180a, 185, 210a, 212-213, 215a, 216-217, 219, 240, 256a, 256-257, 260-261, 263a, 289, TR19, TR20, TR22, TR28	I
Benchmark SS.C.1.1.3: The student understands how and why rules are made and knows that a good rule or law solves a specific problem, is fair, and “does not go too far.”	1. understands there might be consequences for breaking rules.	2: E14-E15, 10-11, 110-111, 156, 163	I
	2. participates in making class rules.	2: E15, 11, 15a, 175, 177	I
Benchmark SS.C.1.1.4: The student recognizes major elected officials.	1. knows the roles of selected elected officials in their community (for example, mayor, city commissioners, county commissioners).	2: E14-E15, 33, 114, 148-149, 150-151, 154a, 154-157, 159a, 160a, 160-163, 165a, 166a, 166-169, 171a, 175, 176-177, 188a, 194	I

BENCHMARK	GRADE LEVEL EXPECTATIONS	PAGES(S) OR LOCATIONS(S) WHERE TAUGHT	I/M*
Benchmark SS.C.1.1.5: The student knows examples of authority and power without authority and knows that people in positions of authority have limits on their authority.	1. knows that people in positions of authority have limits on their authority (for example, a crossing guard cannot act as police officer).	2: 9, 169	I
Benchmark SS.C.1.1.6: The student understands that the Constitution is a written document that states that the fundamental purposes of American government are to protect individual rights and promote the common good.	1. understands that rights and responsibilities reinforce each other and promote the common good.	2: E14-E15, 10, 110-111, 150, 166a, 169, 170-171, 172a, 172-175, 178-179, 179a, 180a, 180-183, 187a, 188a, 190, 193, 194	I
	2. knows that the United States Constitution is a written document that outlines the rights and responsibilities of all citizens of the country.	2: E14, 166-167, 169, 171a, 179, 180-181	I



**CORRELATION
SUNSHINE STATE STANDARDS
& GRADE LEVEL EXPECTATIONS**

SUBJECT: SOCIAL STUDIES

SUBMISSION TITLE: SCOTT FORESMAN SOCIAL STUDIES—PEOPLE AND PLACES

PUBLISHER: PEARSON SCOTT FORESMAN

GRADE: TWO

STRAND C: GOVERNMENT AND THE CITIZEN [CIVICS AND GOVERNMENT]

STANDARD 2 : THE STUDENT UNDERSTANDS THE ROLE OF THE
CITIZEN IN AMERICAN DEMOCRACY.

BENCHMARK	GRADE LEVEL EXPECTATIONS	PAGES(S) OR LOCATIONS(S) WHERE TAUGHT	I/M*
Benchmark SS.C.2.1.1: The student knows the qualities of a good citizen (e.g., honesty, courage and patriotism).	1. extends and refines understanding of characteristics of good citizenship (for example, belief in the importance of justice, truth, equality, responsibility for the common good).	2: E12-E13, E22, H2-H9, 4, 8a, 9-11, 12-13, 14-15, 15a, 24a, 28-29, 35, 35a, 36a, 68a, 74-75, 82a, 82-85, 86-87, 88-89, 89a, 98, 104a, 105, 110-111, 111a, 113, 116-117, 118, 132-133, 133a, 148, 151, 154a, 154-157, 158-159, 159a, 166a, 170-171, 172a, 172-175, 178-179, 179a, 180a, 180-183, 181a, 185a, 187a, 188a, 188-189, 190, 194, 202a, 206-207, 211, 220-221, 230a, 230-233, 234-235, 238, 241, 242, 250a, 254-255, 269, 279, 290	I

*Indepth/Mentioned

BENCHMARK	GRADE LEVEL EXPECTATIONS	PAGES(S) OR LOCATIONS(S) WHERE TAUGHT	I/M*
Benchmark SS.C.2.1.2: The student knows that a responsibility is a duty to do something or not to do something.	1. understands that there are consequences of fulfilling or not fulfilling responsibilities.	2: E14-E15, 8a, 10-11, 12-13, 95, 105, 115, 156, 163	I
Benchmark SS.C.2.1.3: The student knows the sources of responsibility, examples of situations involving responsibility, and some of the benefits of fulfilling responsibilities.	1. knows some benefits of fulfilling responsibilities (for example, praise and approval, increased confidence, self-esteem).	2: E12-E13, E22, 8a, 10-11, 12-13, 82a, 88-89, 104a, 105, 110-111, 133a, 154a, 158-159, 202a, 206-207, 250a, 254-255	I
Benchmark SS.C.2.1.4: The student knows that the right to privacy is a personal right guaranteed by the United States Constitution and knows when privacy is expected.	1. knows that the right to privacy is a personal right guaranteed by the United States Constitution.	2: 169	I
	2. understands conflicts over the scopes and limits of privacy (for example, situations in which keeping a secret could be harmful).	2: 169	I



**CORRELATION
SUNSHINE STATE STANDARDS
& GRADE LEVEL EXPECTATIONS**

SUBJECT: SOCIAL STUDIES

SUBMISSION TITLE: SCOTT FORESMAN SOCIAL STUDIES—PEOPLE AND PLACES

PUBLISHER: PEARSON SCOTT FORESMAN

GRADE: TWO

STRAND D: PRODUCTION, DISTRIBUTION, AND CONSUMPTION [ECONOMICS]

STANDARD 1: THE STUDENT UNDERSTANDS HOW SCARCITY REQUIRES INDIVIDUALS AND INSTITUTIONS TO MAKE CHOICES ABOUT HOW TO USE RESOURCES.

BENCHMARK	GRADE LEVEL EXPECTATIONS	PAGES(S) OR LOCATIONS(S) WHERE TAUGHT	I/M*
Benchmark SS.D.1.1.1: The student understands how scarcity affects the choices people make in everyday situations.	1. understands ways scarcity affects the choices people make in everyday situations.	2: 14, 69, 108, 143, 224	I

*Indepth/Mentioned

BENCHMARK	GRADE LEVEL EXPECTATIONS	PAGES(S) OR LOCATIONS(S) WHERE TAUGHT	I/M*
Benchmark SS.D.1.1.2: The student knows the differences among human resources, natural resources, and capital resources and how these resources are used to produce goods and services.	1. knows the differences among human resources (for example, people at work), natural resources (for example, water, soil, ore, wood, oil), and capital (for example, machines, tools) and ways they are used to produce different goods and services.	2: E12-E13, 52-53, 57, 68a, 68-71, 76a, 76-79, 81a, 82a, 82-85, 86-87, 88-89, 89a, 90a, 92, 95, 104a, 104-107, 111a, 112a, 112-115, 119a, 120a, 120-123, 125a, 132-133, 142, 145	I
Benchmark SS.D.1.1.3: The student knows the difference between goods and services and between consumers and producers.	1. knows the difference between goods and services.	2: E4, 100-101, 104a, 104-107, 111a, 112a, 112-115, 119a, 128-129, 134a, 134-137, 138-139, 142, 145, 146	I
	2. knows the difference between consumers and producers.	2: 52-53, 57, 68a, 68-71, 75a, 92, 98-99, 104a, 104-107, 120a, 120-123, 125a, 132-133, 134, 142, 145	I
Benchmark SS.D.1.1.4: The student understands that when consumers (e.g., individuals, households, businesses, governments, or societies) make economic choices, they must consider the costs incurred and the benefits received.	1. knows examples of economic choices and what is given up when making a choice.	2: E5, 98-99, 100, 104a, 104-107, 108-109, 111a, 123, 126a, 126-129, 134a, 138-139, 139a, 145, 162	I



**CORRELATION
SUNSHINE STATE STANDARDS
& GRADE LEVEL EXPECTATIONS**

SUBJECT: SOCIAL STUDIES

SUBMISSION TITLE: SCOTT FORESMAN SOCIAL STUDIES—PEOPLE AND PLACES

PUBLISHER: PEARSON SCOTT FORESMAN

GRADE: TWO

STRAND D: PRODUCTION, DISTRIBUTION, AND CONSUMPTION [ECONOMICS]

STANDARD 2: THE STUDENT UNDERSTANDS THE CHARACTERISTICS OF DIFFERENT ECONOMIC SYSTEMS AND INSTITUTIONS.

BENCHMARK	GRADE LEVEL EXPECTATIONS	PAGES(S) OR LOCATIONS(S) WHERE TAUGHT	I/M*
Benchmark SS.D.2.1.1: The student understands that most people work in jobs in which they produce a few special goods or services.	1. knows some requirements of various jobs and characteristics of a job well performed.	2: 68a, 68-71, 72, 74-75, 85, 86-87, 100-101, 107, 111a, 112a, 112-115, 116-117, 118-119, 119a, 132-133, 140-141, 142, 145	I
	2. understands that work provides income to purchase goods and services.	2: 71, 97, 98-99, 100, 104a, 104-107, 108-109, 111a, 123, 126a, 126, 129, 142, 145	I
Benchmark SS.D.2.1.2: The student understands the basic concepts of markets and exchanges.	1. understands the purpose of markets (for example, sellers compete to sell the same or similar products and buyers have choices).	2: 68a, 70-71, 75a, 104a, 105, 123	I

*Indepth/Mentioned

BENCHMARK	GRADE LEVEL EXPECTATIONS	PAGES(S) OR LOCATIONS(S) WHERE TAUGHT	I/M*
Benchmark SS.D.2.1.3: The student understands the basic functions of a bank.	1. knows ways in which individuals contribute to the functioning of a bank (for example, by investing, saving, borrowing, using services).	2: 126a, 126-129, 133a	I
Benchmark SS.D.2.1.4: The student understands that people in different places around the world depend on each other for the exchange of goods and services.	1. understands that people in different places around the world depend on each other for the exchange of goods and services.	2: 134a, 134-137, 202a, 208-209, 212, 276-277	I



**CORRELATION
SUNSHINE STATE STANDARDS
& GRADE LEVEL EXPECTATIONS**

SUBJECT: SOCIAL STUDIES

SUBMISSION TITLE: SCOTT FORESMAN SOCIAL STUDIES—COMMUNITIES

PUBLISHER: PEARSON SCOTT FORESMAN

GRADE: THREE

STRAND A: TIME, CONTINUITY, AND CHANGE [HISTORY]

STANDARD 1: THE STUDENT UNDERSTANDS HISTORICAL CHRONOLOGY AND THE HISTORICAL PERSPECTIVE.

BENCHMARK	GRADE LEVEL EXPECTATIONS	PAGES(S) OR LOCATIONS(S) WHERE TAUGHT	I/M*
Benchmark SS.A.1.2.1: The student understands how individuals, ideas, decisions, and events can influence history.	1. understands ways selected individuals, ideas, and decisions influenced historical events (for example, in ancient times).	3: 44-45, 46-47, 82-83, 92, 94-95, 118-119, 121, 126-127, 172-173, 176-177, 179, 181, 187-189, 196-197, 202-203, 205, 208-211, 214-217, 220-221, 224-225, 228-229, 230-233, 236-237, 238-239, 242-247, 250-254, 258-261, 266-267, 274-275, 278-279, 290, 312-313, 326-327, 337, 344-345, 352-353, 358-361, 362-363, 364-365, 366-368, 370-371, 372-373, 374-375, 380-381, 396-397, 402-403, 408-409 AC SE: 4-5, 9, 15, 21-23, 25, 28-29, 32-35, 39, 42, 46-47, 50-51, 53, 55, 56, 76-77, 79, 84 TE: 8, 11, 13-14, 15, 16-18, 19, 20-21, 23, 29, 31	I

*Indepth/Mentioned
 AC refers to Scott Foresman Social Studies - Ancient Communities

BENCHMARK	GRADE LEVEL EXPECTATIONS	PAGES(S) OR LOCATIONS(S) WHERE TAUGHT	I/M*
Benchmark SS.A.1.2.2: The student uses a variety of methods and sources to understand history (e.g., interpreting diaries, letters, newspapers; and reading maps and graphs) and knows the difference between primary and secondary sources.	1. knows sources of information about ancient history (for example, books, magazines, documents at the school and community library, Internet sites about ancient history).	3: H4-H7, 113, 117, 154, 212-213, 220, 221, 229, 239, 352, 373, 407 AC SE: 6-7, 15, 29, 43, 57, 71, 85 TE: 9, 11, 15, 19, 23, 27, 31	I
Benchmark SS.A.1.2.3: The student understands broad categories of time in years, decades, and centuries.	1. reads and interprets a single timeline identifying the order of events (for example, in ancient times).	3: 87, 187, 211, 214, 225, 248-249, 275, 339, 358 AC SE: 4-5, 20-21, 32-33, 46-47, 48-49, 60-61, 76-77 TE: 8, 21, 29	I

*Indepth/Mentioned

AC refers to Scott Foresman Social Studies - Ancient Communities



**CORRELATION
SUNSHINE STATE STANDARDS
& GRADE LEVEL EXPECTATIONS**

SUBJECT: SOCIAL STUDIES

SUBMISSION TITLE: SCOTT FORESMAN SOCIAL STUDIES—COMMUNITIES

PUBLISHER: PEARSON SCOTT FORESMAN

GRADE: THREE

STRAND A: TIME, CONTINUITY, AND CHANGE [HISTORY]

STANDARD 2: THE STUDENT UNDERSTANDS THE WORLD FROM ITS BEGINNINGS TO THE TIME OF THE RENAISSANCE.

BENCHMARK	GRADE LEVEL EXPECTATIONS	PAGES(S) OR LOCATIONS(S) WHERE TAUGHT	I/M*
Benchmark SS.A.2.2.1: The student knows the significant scientific and technological achievements of various societies (e.g., the invention of paper in China, Mayan calendars, mummification and the use of cotton in Egypt, astronomical discoveries in the	1. knows significant scientific and technological achievements of various societies (for example, bow and arrow, pottery, Egyptian pyramids).	3: 27, 155, 157, 296-297 AC SE: 10-13, 14, 24-25, 28-29, 38, 45, 51, 53, 55, 56-57, 60-61, 69, 70-71 TE: 10, 11, 14, 15, 18, 20, 22, 23, 24, 27	I

*Indepth/Mentioned
 AC refers to Scott Foresman Social Studies - Ancient Communities

BENCHMARK	GRADE LEVEL EXPECTATIONS	PAGES(S) OR LOCATIONS(S) WHERE TAUGHT	I/M*
(continued) Muslim world, and the Arabic number system).			
Benchmark SS.A.2.2.2: The student understands developments in transportation and communication in various societies (e.g., the development of extensive road systems in various cultures, the difficulties of travel and communication encountered by people of various culture, the origins and changes in writing and how these changes made communication between people more effective).	1. understands selected developments in transportation prior to the Renaissance (for example, Roman roads, trade routes by camel caravan linking Asia and Africa, developments in marine vessels).	3: 27, 32-33, 337 AC SE: 11, 16, 24-25, 28, 31, 42, 45, 57, 72 TE: 10, 12, 14, 15, 16, 19, 20, 23, 28	I
	2. understands the origins and changes in methods of writing prior to the Renaissance (for example, pictographs, cuneiform, hieroglyphics, alphabets).	3: 264-265 AC SE: 4-5, 14-15, 20-21, 23, 25, 28, 77 TE: 8, 11, 13, 15, 22, 29	I
	3. understands ways changes in transportation and communication affected the lives of people prior to the Renaissance.	3: 27, 32, 33, 264-265 AC SE: 5, 11, 14-15, 20-21, 24-25, 28, 31, 42, 45, 57, 72, 77 TE: 8, 10, 11, 13-14, 15, 16, 19, 20, 22, 23, 28-29	I

*Indepth/Mentioned

AC refers to Scott Foresman Social Studies - Ancient Communities

BENCHMARK	GRADE LEVEL EXPECTATIONS	PAGES(S) OR LOCATIONS(S) WHERE TAUGHT	I/M*
Benchmark SS.A.2.2.3: The student understands various aspects of family life, structures, and roles in different cultures and in many eras (e.g., pastoral and agrarian families of early civilizations, families of ancient times, and medieval families).	1. knows aspects of family life found in many eras (for example, in prehistory, ancient civilizations).	3: 12, 15, 22, 47, 52, 75, 79, 81, 89, 105-107, 123, 201, 291, 294-295, 376 AC SE: 13, 14, 26-27, 40-41, 54, 82 TE: 10, 11, 14, 18, 22, 30	I
	2. knows aspects of family life found in pastoral, agrarian, and urban settings.	3: 1, 11-12, 15, 22, 36, 39, 43, 47, 52, 58-59, 73, 79, 81 AC SE: 13, 26, 34, 39-40, 42, 44, 54, 56, 68, 72-73, 74-75, 81-82 TE: 8, 18, 19, 22, 23, 28, 30	I
Benchmark SS.A.2.2.4: The student understands the emergence of different laws and systems of government (e.g., monarchy and republic).	1. understands the emergence throughout history of different laws and systems of government (for example, monarchy, republic).	3: 27, 209, 211, 233, 349, 352-353, 358-361, 362-363, 367-368, 370-371, 372-373, 380-381, 408-409 AC SE: 4, 8-9, 14-15, 22-23, 34-35, 42, 50-51, 56, 62-63, 76-79, 84 TE: 8-9, 11, 13, 17, 19, 20, 21, 23, 25, 29, 31	I
Benchmark SS.A.2.2.5: The student understands significant achievements in the humanities to the time of the Renaissance (e.g., Roman architecture and Greek art).	1. knows selected cultural and intellectual achievements of various early and ancient civilizations.	3: 337, 352-353, 358-359, 356b, 372-373, 406-407, 409 AC SE: 4-5, 12-13, 14-15, 20-21, 25, 28, 33, 40-41, 42, 53, 55, 56, 69, 71, 77, 83, 84 TE: 8, 10, 11, 13-14, 15, 16, 18, 19, 22, 23, 26, 27, 29, 30, 31	I

*Indepth/Mentioned

AC refers to Scott Foresman Social Studies - Ancient Communities

BENCHMARK	GRADE LEVEL EXPECTATIONS	PAGES(S) OR LOCATIONS(S) WHERE TAUGHT	I/M*
Benchmark SS.A.2.2.6: The student knows how trade led to exploration in other regions of the world (e.g., the explorations of Marco Polo and the Vikings).	1. knows how trade led to exploration in other regions of the world (for example, the explorations of Marco Polo and the Vikings).	3: 27, 199h, 210-211, 214-217, 220-221, 224-227, 228-229, 238-239 AC SE: 11, 24-25, 28, 32, 38-39, 45, 52-53, 56, 59, 61, 64-65, 70, 72-73, 80-81, 84 TE: 10, 14, 15, 18, 20, 22, 23, 24, 25, 27, 28, 30, 31	I
Benchmark SS.A.2.2.7: The student understands how developments in the Middle Ages contributed to modern life (e.g., the development of social institutions and organizations, the rise of cities, the formation of guilds, the rise of commerce, the influence of the church, and the rise of universities).	1. understands selected ways developments in the Middle Ages contributed to modern life (for example, the development of social institutions and organizations, the rise of cities, the formation of guilds, the rise of commerce, the influence of the church, the rise of universities).	3: 220, 221, 360, 362-363, 381 AC SE: 73, 79-81, 83, 84-85 TE: 30, 31-32	I

*Indepth/Mentioned

AC refers to Scott Foresman Social Studies - Ancient Communities



**CORRELATION
SUNSHINE STATE STANDARDS
& GRADE LEVEL EXPECTATIONS**

SUBJECT: SOCIAL STUDIES

SUBMISSION TITLE: SCOTT FORESMAN SOCIAL STUDIES—COMMUNITIES

PUBLISHER: PEARSON SCOTT FORESMAN

GRADE: THREE

STRAND A: TIME, CONTINUITY, AND CHANGE [HISTORY]

STANDARD 3: THE STUDENT UNDERSTANDS WESTERN AND EASTERN CIVILIZATION SINCE THE RENAISSANCE.

BENCHMARK	GRADE LEVEL EXPECTATIONS	PAGES(S) OR LOCATIONS(S) WHERE TAUGHT	I/M*
Benchmark SS.A.3.2.1: The student knows significant people and their contributions in the field of communication and technology (e.g., inventors of various nonelectronic and electronic communication devices such as the	1. knows selected significant people and the impact of their achievements in world in the fields of communication and technology since the Renaissance.	3: E6-E7, 199h, 199, 202-203, 244, 246-247, 251, 253-254, 259, 261, 264, 266-269, 271, 274-275, 279, 326-327	I

*Indepth/Mentioned
 AC refers to Scott Foresman Social Studies - Ancient Communities

BENCHMARK	GRADE LEVEL EXPECTATIONS	PAGES(S) OR LOCATIONS(S) WHERE TAUGHT	I/M*
(continued) steam engine and the television) and the impact of these devices on society.	2. understands ways these devices impacted society.	3: E6-E7, 24-25, 50-51, 199h, 199, 202-203, 244-247, 250-255, 258-263, 264-265, 266-269, 270-271, 274-275, 276-277, 278-279, 321-323, 326-327	I
Benchmark SS.A.3.2.2: The student knows developments in the humanities since the Renaissance (e.g., Renaissance architecture, Japanese and Chinese influences on art, the impact of literary and theatrical development during the Renaissance, changes in music including opera and ballet, and major movements in the arts in 19th-century Europe).	1. knows selected developments in the humanities since the Renaissance.	3: E10-E11, 13, 40, 52-53, 54-55, 80, 88-89, 94-95, 96-97, 112-113, 116, 156-157, 180, 194-195, 209, 220, 308, 319, 367	I

*Indepth/Mentioned

AC refers to Scott Foresman Social Studies - Ancient Communities

BENCHMARK	GRADE LEVEL EXPECTATIONS	PAGES(S) OR LOCATIONS(S) WHERE TAUGHT	I/M*
Benchmark SS.A.3.2.3: The student understands the types of laws and government systems that have developed since the Renaissance (e.g., the development of democracy, the rise of totalitarian governments and dictatorships, communism and absolutism).	1. understands types of laws and government systems that have developed since the Renaissance (for example, the development of democracy, the rise of totalitarian governments and dictatorships, communism and absolutism).	3: 233, 349, 353, 359, 360-361, 366-371, 372, 374-375, 380-381, 408-409	I
Benchmark SS.A.3.2.4: The student understands the post-Renaissance consequences of exploration that occurred during the Age of Discovery (e.g., European colonization in North America and British imperial efforts in India and other countries).	1. knows selected consequences of explorations that occurred during the Age of Discovery (for example, colonization around the world).	3: 206-208, 209-211, 214-217, 220-221, 224-225, 227, 228-229, 230-233, 235, 238-239, 278	I

*Indepth/Mentioned



**CORRELATION
SUNSHINE STATE STANDARDS
& GRADE LEVEL EXPECTATIONS**

SUBJECT: SOCIAL STUDIES

SUBMISSION TITLE: SCOTT FORESMAN SOCIAL STUDIES—COMMUNITIES

PUBLISHER: PEARSON SCOTT FORESMAN

GRADE: THREE

STRAND A: TIME, CONTINUITY, AND CHANGE [HISTORY]

STANDARD 4: THE STUDENT UNDERSTANDS UNITED STATES HISTORY TO 1880.

BENCHMARK	GRADE LEVEL EXPECTATIONS	PAGES(S) OR LOCATIONS(S) WHERE TAUGHT	I/M*
Benchmark SS.A.4.2.1: The student understands the geographic, economic, political, and cultural factors that characterized early exploration of the Americas.	<i>Content addressed in fifth grade.</i>	3: 209-211, 214-215, 224-225, 230, 231, 232, 233, 234 4: E2, 91, 92-96, 97, 99, 124-125, 128-129. 5: SS.A.4.2.1.GLE 1: 48, 110-115, 118-119, 125, 126-127, 128, 133, 134-138, 139, 142-143, 145, 146-147, 152-153, 157, 164-166, 186-187, 190-191, 196, 238, 240-242, 252-253, 256 SS.A.4.2.1.GLE 2: 113, 125, 136, 138, 142-145, 148-150, 151, 152-153, 156-162, 163, 165, 167, 168-173, 176-182, 183, 186-187, 190-191, 232-236, 237, 238-239, 243, 246-251, 252-253, 256-257	I

*Indepth/Mentioned
 AC refers to Scott Foresman Social Studies - Ancient Communities

BENCHMARK	GRADE LEVEL EXPECTATIONS	PAGES(S) OR LOCATIONS(S) WHERE TAUGHT	I/M*
Benchmark SS.A.4.2.2: The student understands why Colonial America was settled in regions.	<i>Content addressed in fourth and fifth grades.</i>	3: 214-217, 224-225, 230-233, 238-239, 364-365 4: (Note: Cross reference in grade 4, Benchmark SS.A.4.2.2. takes reader to Benchmark SS.A.6.2.3.) For representative references, see 142, 148. 5: SS.A.4.2.2.GLE 1: 125, 126-127, 128-129, 155, 156-162, 163, 164-167, 168-173, 176-182, 183, 184-185, 186-187, 190-191. SS.A.4.2.2.GLE 2: 194-195, 196-197, 199, 201, 202-207, 208-209, 210-214, 215, 216-220, 221, 224-227, 228-229, 254-255, 256-257, 258	I
Benchmark SS.A.4.2.3: The student knows significant social and political events that led to and characterized the American Revolution.	<i>Content addressed in fifth grade.</i>	3: 88-89, 366-367, 374-375 4: 143-144 5: SS.A.4.2.3.GLE 1: 259, 260, 262-263, 265, 267, 268-273, 274-275, 276-282, 283, 284-285, 286-287, 292-293, 296-300, 301, 322-323, 326-327 SS.A.4.2.3.GLE 2: 260-261, 262-263, 265, 268-273, 274-275, 276-282, 284-285, 286-291, 292-29., 295, 296-300, 301, 323, 326-327 SS.A.4.2.3.GLE 3: 259h, 260-261, 265, 288-291, 293, 295, 302-308, 316-318, 322-323, 326-327 SS.A.4.2.3.GLE 4: 295, 305, 314-315, 320-321, 323, 327	I

*Indepth/Mentioned

AC refers to Scott Foresman Social Studies - Ancient Communities

BENCHMARK	GRADE LEVEL EXPECTATIONS	PAGES(S) OR LOCATIONS(S) WHERE TAUGHT	I/M*
Benchmark SS.A.4.2.4: The student knows significant historical documents and the principal ideas expressed in them (e.g., Declaration of Independence, the United States Constitution, and the Bill of Rights).	<i>Content addressed in fifth grade.</i>	3: 90, 360, 367, 368, 370, 371, 372-373, 374-375, 380-381 4: 179, 287, 383 5: SS.A.4.2.4.GLE 1: 2, 261, 295, 298-300, 301, 329h, 329, 330-331, 332, 335, 337, 344-350, 351, 352, 354-355, 358-359, 390-391, 392 SS.A.4.2.4.GLE 2: 2-3, 16-17, 42, 184, 222, 227, 295, 298-300, 329h, 330-331, 335, 337, 348-350, 353-355, 358-359, 390-391, R26-R29, R30-R52	I
Benchmark SS.A.4.2.5: The student understands geographic, economic, and technological features of the growth and change that occurred in America from 1801 to 1861.	<i>Content addressed in fourth and fifth grades.</i>	3: 162, 176-177, 187-188, 192-193, 242-243, 246, 252-253, 260-261, 274-275 4: (Note: Cross reference in grade 4, Benchmark SS.A.4.2.5. takes reader to Benchmarks SS.A.6.2.1-7.) For representative references, see 132-133, 134-135, 139, 144-148, 151, 154-159, 162-163, 165, 166-171, 172-173, 174-175, 176-180, 184-185, 188-189. 5: SS.A.4.2.5.GLE 1: 333, 335, 370-376, 377-378, 386-387, 390-391, 394-395, 399, 403, 427, 429, 430-436, 437, 438-441, 442-445, 448-449, 450-451, 452-453, 454 SS.A.4.2.5.GLE 2: 399, 401, 408-413, 426-427, 452	I

*Indepth/Mentioned

AC refers to Scott Foresman Social Studies - Ancient Communities

BENCHMARK	GRADE LEVEL EXPECTATIONS	PAGES(S) OR LOCATIONS(S) WHERE TAUGHT	I/M*
Benchmark SS.A.4.2.6: The student knows the causes, key events, and effects of the Civil War and Reconstruction.	<i>Content addressed in fourth and fifth grades.</i>	4: (Note: Cross reference in grade 4, Benchmark SS.A.4.2.6. takes reader to Benchmark SS.A.6.2.3.) For representative examples, see 200-207, 208-209, 212-215, 218-219, 252-253 5: SS.A.4.2.6.GLE 1: 461, 463, 464-467, 477, 488-489, 492-493, 526-527 SS.A.4.2.6.GLE 2: 455h, 455, 456-457, 458-459, 481-482, 483, 485-487, 488-489, 491, 494-495, 497, 500-503, 506-511, 522-523, 526-527, 528 SS.A.4.2.6.GLE 3: 456-457, 461, 463, 464-467, 470-474, 475, 476-482, 483, 484-487, 488-489, 492-496, 497, 500, 506-511, 516-521, 522-523, 526-527 SS.A.4.2.6.GLE 4: 461, 516-521, 522-523, 526	I

*Indepth/Mentioned

AC refers to Scott Foresman Social Studies - Ancient Communities



**CORRELATION
SUNSHINE STATE STANDARDS
& GRADE LEVEL EXPECTATIONS**

SUBJECT: SOCIAL STUDIES

SUBMISSION TITLE: SCOTT FORESMAN SOCIAL STUDIES—COMMUNITIES

PUBLISHER: PEARSON SCOTT FORESMAN

GRADE: THREE

STRAND A: TIME, CONTINUITY, AND CHANGE [HISTORY]

STANDARD 5: THE STUDENT UNDERSTANDS THE UNITED STATES HISTORY
FROM 1880 TO THE PRESENT DAY.

BENCHMARK	GRADE LEVEL EXPECTATIONS	PAGES(S) OR LOCATIONS(S) WHERE TAUGHT	I/M*
Benchmark SS.A.5.2.1: The student knows that after the Civil War, massive immigration, big business, and mechanized farming transformed American life.	<i>Content addressed in fourth and fifth grades.</i>	3: E10-E11, 20, 79-81, 82-83, 84-89, 90-93, 100-101 4: (Note: Cross reference in grade 4, Benchmark SS.A.5.2.1 takes reader to Benchmark SS.A.6.2.3.) For representative references, see 221, 222-228, 229, 232-235, 237, 242-245, 248-249, 252-253. 5: SS.A.5.2.1.GLE 1: 529, 530-531, 532-533, 535, 537, 538-541, 546-549, 553, 554-557, 558-559, 561, 564, 566-567, 568-574, 575, 586-587, 590-591	I

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AC refers to Scott Foresman Social Studies - Ancient Communities

BENCHMARK	GRADE LEVEL EXPECTATIONS	PAGES(S) OR LOCATIONS(S) WHERE TAUGHT	I/M*
Benchmark SS.A.5.2.2: The student knows the social and political consequences of industrialization and urbanization in the United States after 1880.	<i>Content addressed in fourth and fifth grades.</i>	3: 44-45, 46-47, 48-53, 58-59 4: (Note: Cross reference in grade 4, Benchmark SS.A.5.2.2. takes reader to Benchmark SS.A.6.2.3.) For representative references, see 31, 43-47, 50-51, 58-59, 62-63, 181, 184-185, 192-193, 221, 222-228, 229, 232-236, 242-245, 246-247, 248-249, 252-253, 258, 260, 266, 280-281, 289, 304-306, 307-310, 314-315, 318-319, 352-354. 5: SS.A.5.2.2.GLE 1: 535, 564, 566-577, 570-574, 586-587, 590-591, 596, 612, 632	I
Benchmark SS.A.5.2.3: The student knows the political causes and outcomes of World War I.	<i>Content addressed in fifth grade.</i>	3: 121 4: 256, 261, 264-265, 280, 318 5: SS.A.5.2.3.GLE 1: 593h, 593, 594-595, 599, 601, 608-614, 615, 632-633, 674-675	I
Benchmark SS.A.5.2.4: The student understands social and cultural transformations of the 1920s and 1930s.	<i>Content addressed in fourth and fifth grades.</i>	3: 94-95, 96-97, 247, 254, 274-275 4: (Note: Cross reference in grade 4, Benchmark SS.A.5.2.4. takes reader to Benchmark SS.A.6.2.3.) For representative references, see 256, 264-269, 272-274, 280-281, 318-319. 5: SS.A.5.2.4.GLE 1: 617-618, 632-633, 674	I
Benchmark SS.A.5.2.5: The student understands the social and economic impact of the Great Depression on American society.	<i>Content addressed in fifth grade.</i>	4: 256, 268-269, 272-274, 280-281, 318 5: SS.A.5.2.5.GLE 1: 594, 596, 599, 601, 619-622, 623, 632-633, 674-675	I

*Indepth/Mentioned

AC refers to Scott Foresman Social Studies - Ancient Communities

BENCHMARK	GRADE LEVEL EXPECTATIONS	PAGES(S) OR LOCATIONS(S) WHERE TAUGHT	I/M*
Benchmark SS.A.5.2.6: The student understands the political circumstances leading to the involvement of the United States in World War II and the significant military events and personalities that shaped the course of the war.	<i>Content addressed in fifth grade.</i>	4: 256, 259, 272, 274-276, 278, 280-281, 318 5: SS.A.5.2.6.GLE 1: 594, 599, 624-627, 633 SS.A.5.2.6.GLE 2: 594-595, 596, 599, 601, 625-630, 631, 632-633	I
Benchmark SS.A.5.2.7: The student knows the economic, political, and social transformations that have taken place in the United States since World War II.	<i>Content addressed in fifth grade.</i>	3: E6-E7, 24-25, 44-45, 46-47, 58-59, 94-95, 96-97, 100-101, 121, 126-127, 131, 164-165, 166-167, 168-169, 198, 247, 254-255, 260-263, 268-269, 274-275 4: 257, 258-259, 278-279, 283, 284-290, 291, 294-299, 304-310, 314-315, 318-319 5: SS.A.5.2.7.GLE 1: 30, 594-595, 597, 635, 642-648, 649, 650-651, 661-663, 665-667, 668-669, 670-671, 674-675	I
Benchmark SS.A.5.2.8: The student knows the political and military aspects of United States foreign relations since World War II.	<i>Content addressed in fifth grade.</i>	3: 341 4: 295-296, 314 5: SS.A.5.2.8.GLE 1: 595, 599, 635, 636-641, 650-655, 658-660, 664, 666, 670-671, 674-675	I

*Indepth/Mentioned

AC refers to Scott Foresman Social Studies - Ancient Communities



**CORRELATION
SUNSHINE STATE STANDARDS
& GRADE LEVEL EXPECTATIONS**

SUBJECT: SOCIAL STUDIES

SUBMISSION TITLE: SCOTT FORESMAN SOCIAL STUDIES—COMMUNITIES

PUBLISHER: PEARSON SCOTT FORESMAN

GRADE: THREE

STRAND A: TIME, CONTINUITY, AND CHANGE [HISTORY]

STANDARD 6: THE STUDENT UNDERSTANDS THE HISTORY OF FLORIDA AND ITS PEOPLE.

BENCHMARK	GRADE LEVEL EXPECTATIONS	PAGES(S) OR LOCATIONS(S) WHERE TAUGHT	I/M*
Benchmark SS.A.6.2.1: The student understands reasons that immigrants came to Florida and the contributions of immigrants to the state’s history.	<i>Content addressed in fourth grade.</i>	3: E10-E11, 215, 216, 217, 298-299 4: SS.A.6.2.1.GLE 1: 43, 169, 194, 235, 240, 242-243, 249, 287-288, 318, 331-333 SS.A.6.2.1.GLE 2: E10-E11, 5, 45, 49, 235, 243, 329, 330-333, 340-342, 344, 345, 346-347, 394-395	I

*Indepth/Mentioned
 AC refers to Scott Foresman Social Studies - Ancient Communities

BENCHMARK	GRADE LEVEL EXPECTATIONS	PAGES(S) OR LOCATIONS(S) WHERE TAUGHT	I/M*
Benchmark SS.A.6.2.2: The student understands the influence of geography on the history of Florida.	<i>Content addressed in fourth grade.</i>	3: 215, 216-217, 239 4: SS.A.6.2.2.GLE 1: E8-E9, H11, 7, 9, 10-16, 18-19, 20-23, 24-25, 28-29, 32-38, 53-54, 58-59, 62-63, 64, 308-309, 311, 314-315, R22, R28, R29 SS.A.6.2.2.GLE 2: 16, 44-48, 58-59, 62-63, 100-101, 105-107, 109, 114-115, 170-171, 185, 221, 222-224, 227-228, 232-236, 244-245, 248-249	I
Benchmark SS.A.6.2.3: The student knows the significant individuals, events, and social, political, and economic characteristics of different periods in Florida 's history.	<i>Content addressed in fourth grade.</i>	3: E2-E3, 200, 207, 211, 214-217, 239 4: SS.A.6.2.3.GLE 1: E2, 66-67, 68-69, 92-96, 97, 99, 124-125 SS.A.6.2.3.GLE 2: E3, 94, 96, 98-101, 104-112, 119, 122-123, 124-125, 140, 143, 162-163, 188 SS.A.6.2.3.GLE 3: E16, 131h, 135, 139, 146-148, 165, 176-180, 181, 184-185, 188-189, 196 SS.A.6.2.3.GLE 4: 191h, 196, 199, 200-207, 210, 212-215, 218-219, 252 SS.A.6.2.3.GLE 5: E10, 193, 221, 235-236, 240, 242-245, 246-247, 248-249, 252-253, 287-288, 314-315, 318, 332-333, 346-347, 394-395 SS.A.6.2.3.GLE 6: 31, 43-47, 50-51, 58-59, 62-63, 181, 184-185, 192-193, 221, 222-228, 229, 232-236, 242-245, 246-247, 248-249, 252-253, 258, 260, 266, 280-281, 289, 304-306, 307-310, 314-315, 318-319, 352-354 SS.A.6.2.3.GLE 7: 256, 261, 264-269, 272-274, 278, 280-281, 318-319	I

BENCHMARK	GRADE LEVEL EXPECTATIONS	PAGES(S) OR LOCATIONS(S) WHERE TAUGHT	I/M*
(continued)		SS.A.6.2.3.GLE 8: E6-E7, 8, 257, 283, 284-290, 291, 294-299, 300-301, 311, 314-315, 318-319 SS.A.6.2.3.GLE 9: H22, 4-5, 13, 17, 22, 26-27, 28, 35, 37, 39, 45, 49, 56-57, 58, 60-61, 66-67, 68-69, 79, 88, 93-94, 96, 97, 99-101, 102, 105, 108, 113, 119-120, 121, 122-123, 124-125, 126-127, 129, 133, 134-135, 143-145, 147-148, 149, 155-156, 158, 159, 162-163, 167-169, 174-175, 177, 179, 181, 184-185, 186-187, 189, 193, 194-195, 206, 214-215, 216, 217, 218, 223-224, 226-228, 229, 233-236, 237, 244, 248-249, 250-251, 253, 258-259, 266, 273, 276, 277, 278-279, 280, 286-287, 291, 309-310, 311, 314, 316-317, 319, 323, 324-325, 332, 343, 345, 346-347, 351, 355, 364, 369, 371, 375, 379, 387, 388, 389, 390, 392-393, 395	
Benchmark SS.A.6.2.4: The student understands the perspectives of diverse cultural, ethnic, and economic groups with regard to past and current events in Florida’s history.	<i>Content addressed in fourth grade.</i>	3: E10-E11, 215, 218-219 4: SS.A.6.2.4.GLE 1: E10-E11, 5, 43, 45, 58, 117, 119-120, 121, 126-127, 128-129, 216, 237, 243, 245, 248-249, 250-251, 252-253, 286-287, 314-315, 330-333, 340-342, 346-347, 340-342, 346-347, 394-395	I

*Indepth/Mentioned

BENCHMARK	GRADE LEVEL EXPECTATIONS	PAGES(S) OR LOCATIONS(S) WHERE TAUGHT	I/M*
Benchmark SS.A.6.2.5: The student knows how various cultures contributed to the unique social, cultural, economic, and political features of Florida.	<i>Content addressed in fourth grade.</i>	3: E10-E11, 215, 216, 217, 218, 219 4: SS.A.6.2.5.GLE 1: E10-E11, 5, 45, 58, 108-110, 117, 119-120, 121, 124-125, 128-129, 134, 144, 162, 214, 216, 234, 236, 237, 243, 248, 250-251, 286-287, 314-315, 329, 330-333, 340-342, 344, 345, 346-347, 394-395	I
Benchmark SS.A.6.2.6: The student understands the cultural, social, and political features of Native American tribes in Florida 's history.	<i>Content addressed in fourth grade.</i>	3: 215, 239 4: SS.A.6.2.6.GLE 1: 67, 69, 71, 73, 78-84, 85-86, 88-89, 91, 94-95, 98-100, 105, 108-112, 116-120, 121, 124-125, 126-127, 128-129, 130, 133, 137, 140-143, 144-148, 154-158, 159, 162-163, 333, 341	I
Benchmark SS.A.6.2.7: The student understands the unique historical conditions that influenced the formation of the state and how statehood was granted.	<i>Content addressed in fourth grade.</i>	3: 216, 217, 218, 219 4: SS.A.6.2.3.GLE 1: E16, 131h, 135, 139, 146-148, 165, 176-180, 181, 184-185, 188-189, 196	I

*Indepth/Mentioned
AC refers to Scott Foresman Social Studies - Ancient Communities



**CORRELATION
SUNSHINE STATE STANDARDS
& GRADE LEVEL EXPECTATIONS**

SUBJECT: SOCIAL STUDIES

SUBMISSION TITLE: SCOTT FORESMAN SOCIAL STUDIES—COMMUNITIES

PUBLISHER: PEARSON SCOTT FORESMAN

GRADE: THREE

STRAND B: PEOPLE, PLACES, AND ENVIRONMENTS [GEOGRAPHY]

STANDARD 1: THE STUDENT UNDERSTANDS THE WORLD IN SPATIAL TERMS.

BENCHMARK	GRADE LEVEL EXPECTATIONS	PAGES(S) OR LOCATIONS(S) WHERE TAUGHT	I/M*
Benchmark SS.B.1.2.1: The students uses maps, globes, charts, graphs, and other geographic tools including map keys and symbols to gather and interpret data and to draw conclusions about physical patterns.	1. uses maps and globes to locate and compare places and their environments (for example, oceans, river systems, continents, islands, mountains in or near areas where civilizations developed).	3: E3, E5, E7, E10, E11, E13, E15, 9, 10, 16, 20, 21, 22, 26, 32, 37, 38, 42, 48, 51, 73, 74, 75, 80, 84, 90, 98, 103, 104, 111, 114, 120, 141, 142, 148, 152, 153, 171, 172, 174, 178, 182, 186, 191, 207, 208, 210, 214, 220, 222, 224, 230, 233, 241, 245, 252, 258, 266, 289, 317, 318, 320, 328, 334, 338, 340, 357, 358, 369, 383, 389, 390, 398, R4-R5, R6-R7, R8, R9, R10-R11 AC SE: 2, 3, 9, 10, 16, 18-19, 24, 29, 30, 44, 47, 58, 59, 64, 65, 66-67, 72, 73, 74-75, 80 TE: 8, 10, 12, 14, 15, 20, 24, 25, 26, 28	I

*Indepth/Mentioned
 AC refers to Scott Foresman Social Studies - Ancient Communities

BENCHMARK	GRADE LEVEL EXPECTATIONS	PAGES(S) OR LOCATIONS(S) WHERE TAUGHT	I/M*
Benchmark SS.B.1.2.2: The student knows how regions are constructed according to physical criteria and human criteria.	1. knows how regions around the world are constructed according to physical criteria and human criteria.	3: H11, 20, 29, 49, 142-145, 146, 168-169, 182-183, 389 AC SE: 3, 58 TE: 8, 24	I
Benchmark SS.B.1.2.3: The student locates and describes the physical and cultural features of major world political regions.	1. locates and describes the physical and cultural features of major world political regions.	3: H11, 20, 29, 49, 142-145, 146, 168-169, 389 AC SE: 11, 30, 43, 44, 58, 72 TE: 8, 12, 19, 20, 24	I
Benchmark SS.B.1.2.4: The student knows how changing transportation and communication technology have affected relationships between locations.	<i>Content addressed in SS.A.2.2.2.</i>	3: SS.A.2.2.2.GLE 1: 27, 337 AC SE: 11, 16, 24-25, 28, 31, 42, 45, 57, 72 TE: 10, 12, 14, 15, 16, 19, 20, 23, 28 SS.A.2.2.2.GLE 2: 264-265 AC SE: 4-5, 14-15, 20-21, 23, 25, 28, 77 TE: 8, 11, 13, 15, 22, 29 SS.A.2.2.2.GLE 3: 27, 264-265 AC SE: 4, 11, 14-15, 20-21, 24-25, 28, 31, 42, 45, 57, 72, 77 TE: 8, 10, 11, 12, 13-14, 15, 16, 19, 20, 22, 23, 28-29	I
Benchmark SS.B.1.2.5: The student knows ways in which people view and relate to places and regions differently.	1. knows different ways people view and relate to places and regions throughout the world.	3: H11, 20, 143-145, 146, 168-169, 182-183 AC SE: 3, 10, 16-17, 30-31, 38, 44, 58, 64, 72-73 TE: 8, 10, 12, 16, 18, 20, 24, 25, 28	I

*Indepth/Mentioned

AC refers to Scott Foresman Social Studies - Ancient Communities



**CORRELATION
SUNSHINE STATE STANDARDS
& GRADE LEVEL EXPECTATIONS**

SUBJECT: SOCIAL STUDIES

SUBMISSION TITLE: SCOTT FORESMAN SOCIAL STUDIES—COMMUNITIES

PUBLISHER: PEARSON SCOTT FORESMAN

GRADE: THREE

STRAND B: PEOPLE, PLACES, AND ENVIRONMENTS [GEOGRAPHY]

STANDARD 2: THE STUDENT UNDERSTANDS THE INTERACTIONS OF PEOPLE AND THE PHYSICAL ENVIRONMENT.

BENCHMARK	GRADE LEVEL EXPECTATIONS	PAGES(S) OR LOCATIONS(S) WHERE TAUGHT	I/M*
Benchmark SS.B.2.2.1: The student understands why certain areas of the world are more densely populated than others.	1. understands reasons certain areas of the world are more densely populated than others.	3: 23, 30-31, 44-45, 46-47, 49, 54-55, 93, 94-95, 99, 137, 162-163, 165, 181, 187-189, 192-193, 196, 205, 337 AC SE: 73, 74-75 TE: 28	I
Benchmark SS.B.2.2.2: The student understands how the physical environment supports and constrains human activities.	1. understands ways the physical environment supports and constrains human activities throughout the world.	3: H11, 7, 29, 125, 133, 146-147, 153, 155, 175, 182, 193, 197, 284-285 AC SE: 2-3, 16-17, 28, 30-31, 36, 42, 72 TE: 8, 12, 15, 16, 19, 28	I

*Indepth/Mentioned
AC refers to Scott Foresman Social Studies - Ancient Communities

BENCHMARK	GRADE LEVEL EXPECTATIONS	PAGES(S) OR LOCATIONS(S) WHERE TAUGHT	I/M*
Benchmark SS.B.2.2.3: The student understands how human activity affects the physical environment.	1. understands ways human activity has affected the physical environment in various places and times throughout the world.	3: E4-E5, E8, E12-E13, H11, 30-31, 44-45, 46-47, 50, 58, 133, 144, 146-147, 162-165, 166-167, 169, 173, 176-177, 180-181, 188, 192-193, 197, 198, 205, 234, 244-246, 260, 275, 276-277, 279, 318-319 AC SE: 3, 17, 45, 57 TE: 8, 20, 23	I
Benchmark SS.B.2.2.4: The student understands how factors such as population growth, human migration, improved methods of transportation and communication, and economic development affect the use and conservation of natural resources.	<i>Content addressed in SS.B.2.2.3.</i>	3: E4-E5, E8, E12-E13, H11, 30-31, 44-45, 46-47, 50, 58, 133, 144, 146-147, 162-165, 166-167, 169, 173, 176-177, 180-181, 188, 192-193, 197, 198, 205, 234, 244-246, 260, 275, 276-277, 279, 318-319 AC SE: 3, 17, 45, 57, 61 TE: 8, 20, 23	I

*Indepth/Mentioned

AC refers to Scott Foresman Social Studies - Ancient Communities



**CORRELATION
SUNSHINE STATE STANDARDS
& GRADE LEVEL EXPECTATIONS**

SUBJECT: SOCIAL STUDIES

SUBMISSION TITLE: SCOTT FORESMAN SOCIAL STUDIES—COMMUNITIES

PUBLISHER: PEARSON SCOTT FORESMAN

GRADE: THREE

STRAND C: GOVERNMENT AND THE CITIZEN [CIVICS AND GOVERNMENT]

STANDARD 1: THE STUDENT UNDERSTANDS THE STRUCTURE, FUNCTIONS, AND PURPOSES OF GOVERNMENT AND HOW THE PRINCIPLES AND VALUES OF AMERICAN DEMOCRACY ARE REFLECTED IN AMERICAN CONSTITUTIONAL GOVERNMENT.

BENCHMARK	GRADE LEVEL EXPECTATIONS	PAGES(S) OR LOCATIONS(S) WHERE TAUGHT	I/M*
Benchmark SS.C.1.2.1: The student identifies the structure and function of local, state, and federal governments under the framework of the Constitutions of Florida and the United States.	<i>Content addressed in fourth and fifth grades.</i>	3: 90, 360, 368-371, 372-373, 374-375, 380-381, 398, 399, 400, 401 AC TE: 29 4: SS.C.1.2.1.GLE 1: E16, 177-178, 184-185, 188, 213, 367, 369, 371, 372, 383 SS.C.1.2.1.GLE 2: E14, 369-374, 390, 394-395 5: SS.C.1.2.1.GLE 1: 15-17, 42, 329h, 330-331, 348-349, 354-355, 358-359, R30-R32 SS.C.1.2.1.GLE 2: 15, 339, 346, 348-349, 358-359, R30-R39	I

*Indepth/Mentioned
 AC refers to Scott Foresman Social Studies - Ancient Communities

BENCHMARK	GRADE LEVEL EXPECTATIONS	PAGES(S) OR LOCATIONS(S) WHERE TAUGHT	I/M*
Benchmark SS.C.1.2.2: The student understands the structure, functions, and primary responsibilities of executive, legislative, and judicial branches of governments and understands how all three branches of government promote the common good and protect individual rights.	<i>Content addressed in fourth and fifth grades.</i>	3: E16, 386, 391, 392, 393, 398, 399, 400, 401, 404, 405 AC TE: 29 4: SS.C.1.2.2.GLE 1: E14, 369-374, 390-391, 394-395 SS.C.1.2.2.GLE 2: 259, 285-287, 291, 314-315, 369-370, 372-374, 383-384, 390-391, 394 5: SS.C.1.2.2.GLE 1: 348-349, 354, 358-359, R30-R39 SS.C.1.2.2.GLE 2: 5, 184, 348-349, 354, 358-359, 500, 517-519, 522-523, 526, 612, 642-643, 646-648, 670-671, R30-R37, R42-R43, R45-R46, R48, R52	I
Benchmark SS.C.1.2.3: The student knows the names of his or her representatives at the local, state, and national levels (e.g., city council members, state representatives, and members of Congress) and the name of his or her representatives in the executive branches of government at the	<i>Content addressed in fourth and fifth grades.</i>	3: E14-E15, 391, 392, 393, 395, 405, 410 AC TE: 9 4: SS.C.1.2.3.GLE 1: 370, 371, 374, 379, 384, 390, 392-393 5: SS.C.1.2.3.GLE 1: 92, 349, 369, 661-662, 664, R25	I

*Indepth/Mentioned

AC refers to Scott Foresman Social Studies - Ancient Communities

BENCHMARK	GRADE LEVEL EXPECTATIONS	PAGES(S) OR LOCATIONS(S) WHERE TAUGHT	I/M*
(continued) local, state, and national levels (e.g., mayor, governor, and president).			
Benchmark SS.C.1.2.4: The student knows possible consequences of the absence of government, rules, and laws.	1. understands the benefits of the development of government (for example, in ancient civilizations).	3: E14-E15, 1, 76-77, 101, 187, 192, 197, 209, 211, 216, 233, 235, 238, 349, 352-353, 355, 357, 358-361, 362-363, 364-365, 366-371, 372-373, 374-375, 380-381, 383, 384-387, 390-395, 396-397, 398-401, 404-405, 408-409, 410 AC SE: 8, 14-15, 23, 34-35, 42, 50-51, 56, 79, 84 TE: 9, 11, 13, 17, 19, 21, 23, 29, 31	I
Benchmark SS.C.1.2.5: The student knows the basic purposes of government in the United States and knows the basic things governments do in one's school, community, state, and nation.	<i>Content addressed in fourth and fifth grades.</i>	3: E14-E15, 1, 76-77, 101, 187, 192, 197, 233, 235, 238, 349, 352-353, 355, 357, 360-361, 364-365, 366-371, 372-373, 380-381, 383, 384-387, 390-395, 396-397, 398-401, 402-403, 404-405, 408-409, 410 4: SS.C.1.2.5.GLE 1: 368-374, 378-381, 382, 384, 390-391, 394-395, 396 5: SS.C.1.2.5.GLE 1: 5, 8, 15, 17, 37-38, 41, 80, 85, 86, 98, 329, 342, 354-355, 358-359, 382, 620-621, 633, 661-667, 670-671, 674, R42-R43, R45-R46, R48, R52	I

*Indepth/Mentioned

AC refers to Scott Foresman Social Studies - Ancient Communities



**CORRELATION
SUNSHINE STATE STANDARDS
& GRADE LEVEL EXPECTATIONS**

SUBJECT: SOCIAL STUDIES

SUBMISSION TITLE: SCOTT FORESMAN SOCIAL STUDIES—COMMUNITIES

PUBLISHER: PEARSON SCOTT FORESMAN

GRADE: THREE

STRAND C: GOVERNMENT AND THE CITIZEN [CIVICS AND GOVERNMENT]

STANDARD 2: THE STUDENT UNDERSTANDS THE ROLE OF THE CITIZEN IN AMERICAN DEMOCRACY.

BENCHMARK	GRADE LEVEL EXPECTATIONS	PAGES(S) OR LOCATIONS(S) WHERE TAUGHT	I/M*
Benchmark SS.C.2.2.1: The student understands the importance of participation through community service, civic improvement, and political activities.	1. understands ways citizens participated in the democracies of ancient civilizations.	3: 352-353, 358-361, 362-363, 372-373, 380-381, 408-409 AC SE: 34-35, 42, 50-51, 56, 79, 84 TE: 17, 19, 21, 23, 29, 31	I

*Indepth/Mentioned
 AC refers to Scott Foresman Social Studies - Ancient Communities

BENCHMARK	GRADE LEVEL EXPECTATIONS	PAGES(S) OR LOCATIONS(S) WHERE TAUGHT	I/M*
Benchmark SS.C.2.2.2: The student understands why personal responsibility (e.g., taking advantage of the opportunity to be educated) and civic responsibility (e.g., obeying the law and respecting the rights of others) are important.	1. understands ways personal responsibility (for example, taking advantage of the opportunity to be educated) and civic responsibility (for example, obeying the law and respecting the rights of others) are important.	3: E12-E13, H2, 7, 9, 15, 16-17, 41, 77, 82-83, 91, 99, 121, 256-257, 273, 298-299, 370-371, 376-379, 380-381, 394-395, 399-401, 404-405 AC SE: 34-35, 42, 50-51, 56, 79, 84 TE: 17, 19, 21, 23, 29, 31	I
Benchmark SS.C.2.2.3: The student knows that a citizen is a legally recognized member of the United States who has certain rights and privileges and certain responsibilities (e.g., privileges such as the right to vote and hold public office and responsibilities such as respecting the law, voting, paying taxes, and serving on juries).	<i>Content addressed in fifth grade.</i>	3: 60, 121, 126-127, 298-299, 369, 370-371, 376-379, 380-381, 394-395, 398-401, 404-405 AC TE: 17 4: E12-E13, H2, 123, 285-287, 291, 314-315, 318, 367, 373-374, 382-385, 386-387, 390-391, 394 5: SS.C.2.2.3.GLE 1: H2, 5, 11, 14-17, 36, 38, 40-41, 92-93, 179, 184-185, 186-187, 196, 218-219, 222-223, 277, 295, 354-355, 358-359, 369, 419-420, 423, 424-425, 426-427, 499, 500, 517, 519, 522-523, 575, 594-595, 596-597, 612, 642-648, 649, R42-R43, R45-R46, R48, R52	I

*Indepth/Mentioned

AC refers to Scott Foresman Social Studies - Ancient Communities

BENCHMARK	GRADE LEVEL EXPECTATIONS	PAGES(S) OR LOCATIONS(S) WHERE TAUGHT	I/M*
Benchmark SS.C.2.2.4: The student knows examples of the extension of the privileges and responsibilities of citizenship.	<i>Content addressed in fifth grade.</i>	3: 121, 126-127, 370-371, 377, 378, 379, 380-381 4: E12-E13, H2, 123, 285-287, 291, 314-315, 318, 367, 373-374, 382-385, 386-387, 390-391, 394 5: SS.C.2.2.3.GLE 1: H2, 5, 11, 14-17, 36, 38, 40-41, 92-93, 179, 184-185, 186-187, 196, 218-219, 222-223, 277, 295, 354-355, 358-359, 369, 419-420, 423, 424-425, 426-427, 499, 500, 517, 519, 522-523, 575, 594-595, 596-597, 612, 642-648, 649, R42-R43, R45-R46, R48, R52	I
Benchmark SS.C.2.2.5: The student knows what constitutes personal, political, and economic rights and why they are important and knows examples of contemporary issues regarding rights.	<i>Content addressed in fifth grade.</i>	3: 60, 76-77, 100, 121, 126-127, 190-191, 273, 365, 369-371, 380-381, 394-395 4: 285-287, 291, 314-315, 318, 373-374, 383, 386-387 5: SS.C.2.2.5.GLE 1: 5, 11, 14-17, 18-19, 179, 184-185, 186-187, 196, 218-219, 222-223, 277, 354-355, 358-359, 419-420, 423, 424-425, 426-427, 500, 517, 519, 522-523, 565, 566, 575, 594-595, 596-597, 612, 637, 642-648, 649, R42, R45-R46, R48, R52 SS.C.2.2.5.GLE 2: 16, 223, 295, 504-505, 628, 646, 649	I

*Indepth/Mentioned
AC refers to Scott Foresman Social Studies - Ancient Communities



**CORRELATION
SUNSHINE STATE STANDARDS
& GRADE LEVEL EXPECTATIONS**

SUBJECT: SOCIAL STUDIES

SUBMISSION TITLE: SCOTT FORESMAN SOCIAL STUDIES—COMMUNITIES

PUBLISHER: PEARSON SCOTT FORESMAN

GRADE: THREE

STRAND D: PRODUCTION, DISTRIBUTION, AND CONSUMPTION [ECONOMICS]

STANDARD 1: THE STUDENT UNDERSTANDS HOW SCARCITY REQUIRES INDIVIDUALS AND INSTITUTIONS TO MAKE CHOICES ABOUT HOW TO USE RESOURCES.

BENCHMARK	GRADE LEVEL EXPECTATIONS	PAGES(S) OR LOCATIONS(S) WHERE TAUGHT	I/M*
Benchmark SS.D.1.2.1: The student understands that all decisions involve opportunity costs and that making effective decisions involves considering the costs and the benefits associated with alternative choices.	1. knows examples from world history that demonstrate an understanding that all decisions involve opportunity costs and that making effective decisions involves considering the costs and the benefits associated with alternative choices.	3: 282-283, 300, 301, 302-303, 304, 305, 314-315 AC TE: 17	I

*Indepth/Mentioned
 AC refers to Scott Foresman Social Studies - Ancient Communities

BENCHMARK	GRADE LEVEL EXPECTATIONS	PAGES(S) OR LOCATIONS(S) WHERE TAUGHT	I/M*
Benchmark SS.D.1.2.2: The student understands that scarcity of resources requires choices on many levels, from the individual to societal.	1. knows situations in world history when scarcity impacted decisions.	3: 27, 86, 101, 329, 333, 340, 342 AC SE: 31, 38, 42 TE: 16, 18, 19	I
Benchmark SS.D.1.2.3: The student understands the basic concept of credit.	<i>Content addressed in fifth grade.</i>	3: Related Content 294 AC TE: 25 5: SS.D.1.2.3.GLE 1: E4-E5	I
Benchmark SS.D.1.2.4: The student understands that any consumer (e.g., an individual, a household, or a government) has certain rights.	<i>Content addressed in fifth grade.</i>	5: SS.D.1.2.4.GLE 1: 21	I
Benchmark SS.D.1.2.5: The student understands the concept of earning income and the basic concept of a budget.	<i>Content addressed in fourth and fifth grades.</i>	3: 284-285, 289, 290-293, 295, 306-307, 310-311, 312-313, 314-315 4: SS.D.1.2.5.GLE 1: 53-55, 58-59, 62-63, 168, 185, 188, 297, 349, 350-354, 355, 364-365, 369, 394 SS.D.1.2.5.GLE 2: 357-359, 364-365 5: SS.D.1.2.5.GLE 1: 18-19, 21 SS.D.1.2.5.GLE 2: E4-E5, 21, 566, 664	I

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PUBLISHER: PEARSON SCOTT FORESMAN

GRADE: THREE

STRAND D: PRODUCTION, DISTRIBUTION, AND CONSUMPTION [ECONOMICS]

STANDARD 2: THE STUDENT UNDERSTANDS THE CHARACTERISTICS OF DIFFERENT ECONOMIC SYSTEMS AND INSTITUTIONS.

BENCHMARK	GRADE LEVEL EXPECTATIONS	PAGES(S) OR LOCATIONS(S) WHERE TAUGHT	I/M*
Benchmark SS.D.2.2.1: The student understands economic specialization and how specialization generally affects costs, amount of goods and services produced, and interdependence.	1. understands the rise of economic specialization (for example, in ancient civilizations and in Medieval cities).	3: 321, 323, 336-337, 340-341, 342-343 AC SE: 13, 14, 80-81, 84 TE: 10, 11, 30, 31	I

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BENCHMARK	GRADE LEVEL EXPECTATIONS	PAGES(S) OR LOCATIONS(S) WHERE TAUGHT	I/M*
Benchmark SS.D.2.2.2: The student understands the roles that money plays in a market economy.	1. understands the role that money played in the development of ancient civilizations.	3: 296-297, 337 AC SE: 25, 28, 39 TE: 15, 18	I
Benchmark SS.D.2.2.3: The student understands the services that banks and other financial institutions in the economy provide to consumers, savers, borrowers, and businesses.	<i>Content addressed in fifth grade.</i>	3: 287, 294-295 AC SE: 52 4: 358 5: SS.D.2.2.3.GLE 1: E4-E5, 21, 664	I
Benchmark SS.D.2.2.4: The student knows that the government provides some of the goods and services that we use and that the government pays for the goods and services it provides through taxing and borrowing.	1. knows ways governments have provided goods and services in selected periods in world history (for example, palaces, temples, tombs, and other public buildings in the ancient world).	3: E16, 383, 384-387, 390-393, 404-405 AC SE: 8, 16-17, 23, 33, 34-35, 45, 51, 57, 60, 62-63, 70-71, 83 TE: 20, 23, 24, 25, 27	I

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**CORRELATION
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SUBJECT: SOCIAL STUDIES

SUBMISSION TITLE: SCOTT FORESMAN SOCIAL STUDIES—FLORIDA

PUBLISHER: PEARSON SCOTT FORESMAN

GRADE: FOUR

STRAND A: TIME, CONTINUITY, AND CHANGE [HISTORY]

STANDARD 1: THE STUDENT UNDERSTANDS HISTORICAL CHRONOLOGY AND THE HISTORICAL PERSPECTIVE.

BENCHMARK	GRADE LEVEL EXPECTATIONS	PAGES(S) OR LOCATIONS(S) WHERE TAUGHT	I/M*
Benchmark SS.A.1.2.1: The student understands how individuals, ideas, decisions, and events can influence history.	<i>Content addressed in Florida history (SS.A.6.2.1.-7.).</i>	4: Please see page references for Grade Level Expectations under Benchmarks SS.A.6.2.1-7. For representative references, see 93-96, 97, 113.	I
Benchmark SS.A.1.2.2: The student uses a variety of methods and sources to understand history (e.g., interpreting diaries, letters, newspapers);	1. knows different types of primary and secondary sources (for example, artifacts, diaries, letters, photographs, art, documents, newspapers, books, Internet sites about Florida history).	4: 2-3, 17, 26, 35, 37, 39, 49, 56-57, 60-61, 66-67, 99, 102-103, 107, 108, 109, 114, 121, 122, 125, 129, 132-133, 145, 159, 169, 177, 181, 182, 186-187, 192-193, 201, 202, 206, 216, 229, 250-251, 256-257, 268, 277, 279, 291, 311, 322-323, 345, 355, 362-363, 375, 376-377, 383, 387, 389, 392-393, 395	I

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BENCHMARK	GRADE LEVEL EXPECTATIONS	PAGES(S) OR LOCATIONS(S) WHERE TAUGHT	I/M*
(continued) and reading maps and graphs) and knows the difference between primary and secondary sources.			
Benchmark SS.A.1.2.3: The student understands broad categories of time in years, decades, and centuries.	<i>Content addressed in Florida history (SS.A.6.2.1-7.)</i>	4: Please see page references for Grade Level Expectations under Benchmarks SS.A.6.2.1-7. For representative references, see 132-133, 150-151, 163.	I



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GRADE: FOUR

STRAND A: TIME, CONTINUITY, AND CHANGE [HISTORY]

STANDARD 2: THE STUDENT UNDERSTANDS THE WORLD FROM ITS BEGINNINGS TO THE TIME OF THE RENAISSANCE.

BENCHMARK	GRADE LEVEL EXPECTATIONS	PAGES(S) OR LOCATIONS(S) WHERE TAUGHT	I/M*
Benchmark SS.A.2.2.1: The student knows the significant scientific and technological achievements of various societies (e.g., the invention of paper in China, Mayan calendars, mummification and the use of cotton in Egypt, astronomical discoveries in the Moslem world, and the Arabic number system).	<i>Content addressed in third grade.</i>	3: SS.A.2.2.1.GLE 1: 27, 155, 157, 296-297 AC SE: 10-13, 14, 24-25, 28-29, 38, 45, 51, 53, 55, 56-57, 60-61, 69, 70-71 TE: 10, 11, 14, 15, 18, 20, 22, 23, 24, 27 4: 77, 82-83, 88-89	I

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BENCHMARK	GRADE LEVEL EXPECTATIONS	PAGES(S) OR LOCATIONS(S) WHERE TAUGHT	I/M*
Benchmark SS.A.2.2.2: The student understands developments in transportation and communication in various societies (e.g., the development of extensive road systems in various cultures, the difficulties of travel and communication encountered by people of various culture, the origins and changes in writing and how these changes made communication between people more effective).	<i>Content addressed in third grade.</i>	3: SS.A.2.2.2.GLE 1: 27 AC SE: 11, 16, 24-25, 28, 31, 42, 45, 57, 72 TE: 10, 12, 14, 15, 16, 19, 20, 23, 28 SS.A.2.2.2.GLE 2: 264-265 AC SE: 4-5, 14-15, 20-21, 23, 25, 28, 77 TE: 8, 11, 13, 15, 22, 29 SS.A.2.2.2.GLE 3: 27, 264-265 AC SE: 5, 11, 14-15, 20-21, 24-25, 28, 31, 42, 45, 57, 72, 77 TE: 8, 10, 11, 13-14, 15, 16, 19, 20, 22, 23, 28-29 4: 82-83, 85, 88, 92-93	I

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BENCHMARK	GRADE LEVEL EXPECTATIONS	PAGES(S) OR LOCATIONS(S) WHERE TAUGHT	I/M*
Benchmark SS.A.2.2.3: The student understands various aspects of family life, structures, and roles in different cultures and in many eras (e.g., pastoral and agrarian families of early civilizations, families of ancient times, and medieval families).	<i>Content addressed in third grade.</i>	3: SS.A.2.2.3.GLE 1: 12, 15, 22, 47, 52, 75, 79, 81, 89, 105-107, 123, 201, 291, 294-295, 376 AC SE: 13, 14, 26-27, 40-41, 54, 82 TE: 10, 11, 14, 18, 22, 30 SS.A.2.2.3.GLE 2: 1, 11-12, 15, 22, 36, 39, 43, 47, 52, 58-59, 73, 79, 81 AC SE: 13, 26, 34, 39-40, 42, 44, 54, 56, 68, 72-73, 74-75, 81-82 TE: 8, 18, 19, 22, 23, 28, 30 4: 80, 84, 116	I
Benchmark SS.A.2.2.4: The student understands the emergence of different laws and systems of government (e.g., monarchy and republic).	<i>Content addressed in third grade.</i>	3: SS.A.2.2.4.GLE 1: 27, 209, 211, 233, 349, 352-353, 358-361, 362-363, 367-368, 370-371, 372-373, 380-381, 408-409 AC SE: 4, 8-9, 14-15, 22-23, 34-35, 42, 50-51, 56, 62-63, 76-79, 84 TE: 8-9, 11, 13, 17, 19, 20, 21, 23, 25, 29, 31 4: 80	I
Benchmark SS.A.2.2.5: The student understands significant achievements in the humanities to the time of the Renaissance (e.g., Roman architecture and Greek art).	<i>Content covered in third grade.</i>	3: SS.A.2.2.5.GLE 1: 337, 352-353, 358-359, 356b, 372-373, 406-407, 409 AC SE: 4-5, 12-13, 14-15, 20-21, 25, 28, 33, 40-41, 42, 53, 55, 56, 69, 71, 77, 83, 84 TE: 8, 10, 11, 13-14, 15, 16, 18, 19, 22, 23, 26, 27, 29, 30, 31	I

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BENCHMARK	GRADE LEVEL EXPECTATIONS	PAGES(S) OR LOCATIONS(S) WHERE TAUGHT	I/M*
Benchmark SS.A.2.2.6: The student knows how trade led to exploration in other regions of the world (e.g., the explorations of Marco Polo and the Vikings).	<i>Content addressed in third grade.</i>	3: SS.A.2.2.6.GLE 1: 27, 199h, 210-211, 214-217, 220-221, 224-227, 228-229, 238-239 AC SE: 11, 24-25, 28, 32, 38-39, 45, 52-53, 56, 59, 61, 64-65, 70, 72-73, 80-81, 84 TE: 10, 14, 15, 18, 20, 22, 23, 24, 25, 27, 28, 30, 31 4: 91, 93, 96, 105-107, 113, 114-115, 124-125	I
Benchmark SS.A.2.2.7: The student understands how developments in the Middle Ages contributed to modern life (e.g., the development of social institutions and organizations, the rise of cities, the formation of guilds, the rise of commerce, the influence of the church, and the rise of universities).	<i>Content addressed in third grade.</i>	3: SS.A.2.2.7.GLE 1: 360, 362-363, 381 AC SE: 73, 79-81, 83, 84-85 TE: 30, 31-32	I

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SUBJECT: SOCIAL STUDIES

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PUBLISHER: PEARSON SCOTT FORESMAN

GRADE: FOUR

STRAND A: TIME, CONTINUITY, AND CHANGE [HISTORY]

STANDARD 3: THE STUDENT UNDERSTANDS WESTERN AND EASTERN CIVILIZATION SINCE THE RENAISSANCE.

BENCHMARK	GRADE LEVEL EXPECTATIONS	PAGES(S) OR LOCATIONS(S) WHERE TAUGHT	I/M*
Benchmark SS.A.3.2.1: The student knows significant people and their contributions in the field of communication and technology (e.g., inventors of various nonelectronic and electronic communication devices such as the	<i>Content addressed in Florida history (SS.A. 6.2.1-7).</i>	4: Please see page references for Grade Level Expectations under Benchmarks SS.A.6.2.1-7. For representative references, see 39, 60-61, 216, 250-251, 277.	I

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BENCHMARK	GRADE LEVEL EXPECTATIONS	PAGES(S) OR LOCATIONS(S) WHERE TAUGHT	I/M*
(continued) steam engine and the television) and the impact of these devices on society.			
Benchmark SS.A.3.2.2: The student knows developments in the humanities since the Renaissance (e.g., Renaissance architecture, Japanese and Chinese influences on art, the impact of literary and theatrical development during the Renaissance, changes in music including opera and ballet, and major movements in the arts in 19th-century Europe).	<i>Content addressed third grade.</i>	3: SS.A.3.2.2.GLE 1: E10-E11, 13, 40, 52-53, 54-55, 80, 88-89, 94-95, 96-97, 112-113, 116, 156-157, 180, 194-195, 209, 220, 308, 319, 367 4: 118, 165, 178-179, 184-185, 367, 368-374, 379-381, 390-391	I

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BENCHMARK	GRADE LEVEL EXPECTATIONS	PAGES(S) OR LOCATIONS(S) WHERE TAUGHT	I/M*
Benchmark SS.A.3.2.3: The student understands the types of laws and government systems that have developed since the Renaissance (e.g., the development of democracy, the rise of totalitarian governments and dictatorships, communism and absolutism).	<i>Content addressed in third and fifth grades.</i>	3: SS.A.3.2.3.GLE 1: 233, 349, 353, 359, 360-361, 366-371, 372, 374-375, 380-381, 408-409 4: 80, 146 5: (Note: Cross reference in grade 5, Benchmark SS.A.3.2.3. takes reader to these two Benchmarks.) SS.C.1.2.1.GLE 1: 15-17, 42, 330-331, 348-349, 354-355, 358-359, R30-R32 SS.C.1.2.1.GLE 2: 15, 339, 346, 348-349, 358-359, R30-R39 SS.A.4.2.4.GLE 1: 2, 261, 295, 298-300, 301, 329h, 329, 330-331, 332, 335, 337, 344-350, 351, 352, 354-355, 358-359, 390-391, 392 SS.A.4.2.4.GLE 2: 2-3, 16-17, 42, 184, 222, 227, 295, 298-300, 329h, 330-331, 335, 337, 348-350, 353-355, 358-359, 390-391, R26-R29, R30-R52	I
Benchmark SS.A.3.2.4: The student understands the post-Renaissance consequences of exploration that occurred during the Age of Discovery (e.g., European colonization in North America and British imperial efforts in India and other countries).	<i>Content covered in third grade and in Florida history (SS.A.6.2.1-3).</i>	3: SS.A.3.2.4.GLE 1: 206-208, 209-211, 214-217, 220-221, 224-225, 227, 228-229, 230-233, 235, 238-239, 278 4: Please see page references for Grade Level Expectations under Benchmarks SS.A.6.2.1-3. For representative references, see 92-96, 97, 99-100, 113, 124-125.	I

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GRADE: FOUR

STRAND A: TIME, CONTINUITY, AND CHANGE [HISTORY]

STANDARD 4: THE STUDENT UNDERSTANDS UNITED STATES HISTORY TO 1880.

BENCHMARK	GRADE LEVEL EXPECTATIONS	PAGES(S) OR LOCATIONS(S) WHERE TAUGHT	I/M*
Benchmark SS.A.4.2.1: The student understands the geographic, economic, political, and cultural factors that characterized early exploration of the Americas.	<i>Content addressed in Florida history (SS.A.6.2.1-3).</i>	4: Please see page references for Grade Level Expectations under Benchmarks SS.A.6.2.1-3. For representative references, see E2, 91, 92-96, 97, 99, 124-125, 128-129.	I
Benchmark SS.A.4.2.2: The student understands why Colonial America was settled in regions.	<i>Content addressed in Florida history (SS.A.6.2.3).</i>	4: Please see page references for Grade Level Expectations under Benchmark SS.A.6.2.3. For representative references, see 142, 148.	I

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BENCHMARK	GRADE LEVEL EXPECTATIONS	PAGES(S) OR LOCATIONS(S) WHERE TAUGHT	I/M*
Benchmark SS.A.4.2.3: The student knows significant social and political events that led to and characterized the American Revolution.	<i>Content addressed in fifth grade.</i>	4: 143-144 5: SS.A.4.2.3.GLE 1: 259, 260, 262-263, 265, 267, 268-273, 274-275, 276-282, 283, 284-285, 286-287, 292-293, 296-300, 301, 322-323, 326-327 SS.A.4.2.3.GLE 2: 260-261, 262-263, 265, 268-273, 274-275, 276-282, 284-285, 286-291, 292-29., 295, 296-300, 301, 323, 326-327 SS.A.4.2.3.GLE 3: 259h, 260-261, 265, 288-291, 293, 295, 302-308, 316-318, 322-323, 326-327 SS.A.4.2.3.GLE 4: 295, 305, 314-315, 320-321, 323, 327	I
Benchmark SS.A.4.2.4: The student knows significant historical documents and the principal ideas expressed in them (e.g., Declaration of Independence, the United States Constitution, and the Bill of Rights).	<i>Content addressed in fifth grade.</i>	4: 179, 287, 383 5: SS.A.4.2.4.GLE 1: 2, 261, 295, 298-300, 301, 329h, 329, 330-331, 332, 335, 337, 344-350, 351, 352, 354-355, 358-359, 390-391, 392 SS.A.4.2.4.GLE 2: 2-3, 16-17, 42, 184, 222, 227, 295, 298-300, 329h, 330-331, 335, 337, 348-350, 353-355, 358-359, 390-391, R26-R29, R30-R52	I

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BENCHMARK	GRADE LEVEL EXPECTATIONS	PAGES(S) OR LOCATIONS(S) WHERE TAUGHT	I/M*
Benchmark SS.A.4.2.5: The student understands geographic, economic, and technological features of the growth and change that occurred in America from 1801 to 1861.	<i>Content addressed in Florida history (SS.A.6.2.1-7).</i>	4: Please see page references for Grade Level Expectations under Benchmarks SS.A.6.2.1-7. For representative references, see 132-133, 134-135, 139, 144-148, 151, 154-159, 162-163, 165, 166-171, 172-173, 174-175, 176-180, 184-185, 188-189.	I
Benchmark SS.A.4.2.6: The student knows the causes, key events, and effects of the Civil War and Reconstruction.	<i>Content addressed in Florida history (SS.A.6.2.3).</i>	4: Please see page references for Grade Level Expectations under Benchmark SS.A.6.2.3. For representative references, see 200-207, 208-209, 212-215, 218-219, 252-253.	I



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GRADE: FOUR

STRAND A: TIME, CONTINUITY, AND CHANGE [HISTORY]

STANDARD 5: THE STUDENT UNDERSTANDS THE UNITED STATES HISTORY FROM 1880 TO THE PRESENT DAY.

BENCHMARK	GRADE LEVEL EXPECTATIONS	PAGES(S) OR LOCATIONS(S) WHERE TAUGHT	I/M*
Benchmark SS.A.5.2.1: The student knows that after the Civil War, massive immigration, big business, and mechanized farming transformed American life.	<i>Content addressed in Florida history (SS.A.6.2.3).</i>	4: Please see page references for Grade Level Expectations under Benchmark SS.A.6.2.3. For representative references, see 221, 222-228, 229, 232-235, 237, 242-245, 248-249, 252-253.	I

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BENCHMARK	GRADE LEVEL EXPECTATIONS	PAGES(S) OR LOCATIONS(S) WHERE TAUGHT	I/M*
Benchmark SS.A.5.2.2: The student knows the social and political consequences of industrialization and urbanization in the United States after 1880.	<i>Content addressed in Florida history (SS.A.6.2.3).</i>	4: Please see page references for Grade Level Expectations under Benchmark SS.A.6.2.3. For representative references, see 31, 43-47, 50-51, 58-59, 62-63, 181, 184-185, 192-193, 221, 222-228, 229, 232-236, 242-245, 246-247, 248-249, 252-253, 258, 260, 266, 280-281, 289, 304-306, 307-310, 314-315, 318-319, 352-354.	I
Benchmark SS.A.5.2.3: The student knows the political causes and outcomes of World War I.	<i>Content addressed in fifth grade.</i>	4: 256, 261, 264-265, 280, 318 5: SS.A.5.2.3.GLE 1: 593h, 593, 594-595, 599, 601, 608-614, 615, 632-633, 674-675	I
Benchmark SS.A.5.2.4: The student understands social and cultural transformations of the 1920s and 1930s.	<i>Content addressed in Florida history (SS.A.6.2.3).</i>	4: Please see page references for Grade Level Expectations under Benchmark SS.A.6.2.3. For representative references, see 256, 264-269, 272-274, 280-281, 318-319.	I
Benchmark SS.A.5.2.5: The student understands the social and economic impact of the Great Depression on American society.	<i>Content addressed in SS.A.6.2</i>	4: Please see page references for Grade Level Expectations under Benchmark SS.A.6.2. For representative references, see 256, 268-269, 272-274, 280-281, 318.	I

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BENCHMARK	GRADE LEVEL EXPECTATIONS	PAGES(S) OR LOCATIONS(S) WHERE TAUGHT	I/M*
Benchmark SS.A.5.2.6: The student understands the political circumstances leading to the involvement of the United States in World War II and the significant military events and personalities that shaped the course of the war.	<i>Content addressed in Florida history (SS.A.6.2.3).</i>	4: Please see page references for Grade Level Expectations under Benchmark SS.A.6.2. For representative references, see 256, 259, 272, 274-276, 278, 280-281, 318.	I
Benchmark SS.A.5.2.7: The student knows the economic, political, and social transformations that have taken place in the United States since World War II.	<i>Content addressed in Florida history (SS.A.6.2.3).</i>	4: Please see page references for Grade Level Expectations under Benchmark SS.A.6.2. For representative references, see 257, 258-259, 278-279, 283, 284-290, 291, 294-299, 304-310, 314-315, 318-319.	I
Benchmark SS.A.5.2.8: The student knows the political and military aspects of United States foreign relations since World War II.	<i>Content addressed in fifth grade.</i>	4: 295-296, 314 5: SS.A.5.2.8.GLE 1: 595, 599, 635, 636-641, 650-655, 658-660, 664, 666, 670-671, 674-675	I

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SUNSHINE STATE STANDARDS
& GRADE LEVEL EXPECTATIONS**

SUBJECT: SOCIAL STUDIES

SUBMISSION TITLE: SCOTT FORESMAN SOCIAL STUDIES—FLORIDA

PUBLISHER: PEARSON SCOTT FORESMAN

GRADE: FOUR

STRAND A: TIME, CONTINUITY, AND CHANGE [HISTORY]

STANDARD 6: THE STUDENT UNDERSTANDS THE HISTORY OF FLORIDA AND ITS PEOPLE.

BENCHMARK	GRADE LEVEL EXPECTATIONS	PAGES(S) OR LOCATIONS(S) WHERE TAUGHT	I/M*
Benchmark SS.A.6.2.1: The student understands reasons that immigrants came to Florida and the contributions of immigrants to the state’s history.	1. understands reasons that immigrants came to Florida (for example, fleeing oppression, economic opportunity, health reasons).	4: 43, 169, 194, 235, 240, 242-243, 249, 287-288, 318, 331-333	I
	2. knows contributions of immigrants to Florida’s history, including Hispanics.	4: E10-E11, 5, 45, 49, 235, 243, 329, 330-333, 340-342, 344, 345, 346-347, 394-395	I

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BENCHMARK	GRADE LEVEL EXPECTATIONS	PAGES(S) OR LOCATIONS(S) WHERE TAUGHT	I/M*
Benchmark SS.A.6.2.2: The student understands the influence of geography on the history of Florida.	1. knows selected physical features of Florida (for example, bodies of water, climate, elevation).	4: E8-E9, H11, 7, 9, 10-16, 18-19, 20-23, 24-25, 28-29, 32-38, 53-54, 58-59, 62-63, 64, 308-309, 311, 314-315, R22, R28, R29	I
	2. understands ways geographic features influenced the exploration, colonization, and expansion of Florida.	4: 16, 44-48, 58-59, 62-63, 100-101, 105-107, 109, 114-115, 170-171, 185, 221, 222-224, 227-228, 232-236, 244-245, 248-249	I
Benchmark SS.A.6.2.3: The student knows the significant individuals, events, and social, political, and economic characteristics of different periods in Florida's history.	1. knows people and events related to the early exploration of Florida.	4: E2, 66-67, 68-69, 92-96, 97, 99, 124-125	I
	2. knows significant events in the colonial period of Florida.	4: E3, 94, 96, 98-101, 104-112, 119, 122-123, 124-125, 140, 143, 162-163, 188	I
	3. knows key events leading to Florida becoming a state.	4: E16, 131h, 135, 139, 146-148, 165, 176-180, 181, 184-185, 188-189, 196	I
	4. knows causes, key events, and effects of the Civil War and Reconstruction in Florida.	4: 191h, 196, 199, 200-207, 210, 212-215, 218-219, 252	I

*Indepth/Mentioned

AC refers to Scott Foresman Social Studies - Ancient Communities

BENCHMARK	GRADE LEVEL EXPECTATIONS	PAGES(S) OR LOCATIONS(S) WHERE TAUGHT	I/M*
	5. understands selected aspects of migration and immigration to Florida after the Civil War (for example, reasons, obstacles, important contributions).	4: E10, 193, 221, 235-236, 240, 242-245, 246-247, 248-249, 252-253, 287-288, 314-315, 318, 332-333, 346-347, 394-395	I
	6. understands some ways industrialization and urbanization have affected Florida (for example, the growth of railroads and highways, the development of large population centers, tourism).	4: 31, 43-47, 50-51, 58-59, 62-63, 181, 184-185, 192-193, 221, 222-228, 229, 232-236, 242-245, 246-247, 248-249, 252-253, 258, 260, 266, 280-281, 289, 304-306, 307-310, 314-315, 318-319, 352-354	I
	7. understands ways Florida changed during the 1920 's and 1930 's and understands ways everyday life was impacted in Florida by the Great Depression (for example, economic boom and bust).	4: 256, 261, 264-269, 272-274, 278, 280-281, 318-319	I

*Indepth/Mentioned

AC refers to Scott Foresman Social Studies - Ancient Communities

BENCHMARK	GRADE LEVEL EXPECTATIONS	PAGES(S) OR LOCATIONS(S) WHERE TAUGHT	I/M*
	8. knows selected economic, political, and social transformations that have taken place in Florida since World War II (for example, civil rights movement, space program).	4: E6-E7, 8, 257, 283, 284-290, 291, 294-299, 300-301, 311, 314-315, 318-319	I
	9. understands the contributions of selected significant men and women, including African Americans and Hispanics, on the development of Florida (for example, Ponce De Leon, Henry Flagler, Mary Bethune Cookman, Chief Osceola, Governor Bob Martinez).	4: H22, 4-5, 13, 17, 22, 26-27, 28, 35, 37, 39, 45, 49, 56-57, 58, 60-61, 66-67, 68-69, 79, 88, 93-94, 96, 97, 99-101, 102, 105, 108, 113, 119-120, 121, 122-123, 124-125, 126-127, 129, 133, 134-135, 143-145, 147-148, 149, 155-156, 158, 159, 162-163, 167-169, 174-175, 177, 179, 181, 184-185, 186-187, 189, 193, 194-195, 206, 214-215, 216, 217, 218, 223-224, 226-228, 229, 233-236, 237, 244, 248-249, 250-251, 253, 258-259, 266, 273, 276, 277, 278-279, 280, 286-287, 291, 309-310, 311, 314, 316-317, 319, 323, 324-325, 332, 343, 345, 346-347, 351, 355, 364, 369, 371, 375, 379, 387, 388, 389, 390, 392-393, 395	I

*Indepth/Mentioned

AC refers to Scott Foresman Social Studies - Ancient Communities

BENCHMARK	GRADE LEVEL EXPECTATIONS	PAGES(S) OR LOCATIONS(S) WHERE TAUGHT	I/M*
Benchmark SS.A.6.2.4: The student understands the perspectives of diverse cultural, ethnic, and economic groups with regard to past and current events in Florida 's history.	1. understands the unique and diverse cultural make-up of Florida (for example, Caucasian, Hispanic, Haitian-Creole, African-American).	4: E10-E11, 5, 43, 45, 58, 117, 119-120, 121, 126-127, 128-129, 216, 237, 243, 245, 248-249, 250-251, 252-253, 286-287, 314-315, 330-333, 340-342, 346-347, 340-342, 346-347, 394-395	I
Benchmark SS.A.6.2.5: The student knows how various cultures contributed to the unique social, cultural, economic, and political features of Florida.	1. knows ways various cultures contributed to the unique social, cultural, economic, and political features of Florida.	4: E10-E11, 5, 45, 58, 108-110, 117, 119-120, 121, 124-125, 128-129, 134, 144, 162, 214, 216, 234, 236, 237, 243, 248, 250-251, 286-287, 314-315, 329, 330-333, 340-342, 344, 345, 346-347, 394-395	I
Benchmark SS.A.6.2.6: The student understands the cultural, social, and political features of Native American tribes in Florida 's history.	1. understands selected aspects of the cultural, social, and political features of Native American tribes in the history of Florida.	4: 67, 69, 71, 73, 78-84, 85-86, 88-89, 91, 94-95, 98-100, 105, 108-112, 116-120, 121, 124-125, 126-127, 128-129, 130, 133, 137, 140-143, 144-148, 154-158, 159, 162-163, 333, 341	I

*Indepth/Mentioned

AC refers to Scott Foresman Social Studies - Ancient Communities

BENCHMARK	GRADE LEVEL EXPECTATIONS	PAGES(S) OR LOCATIONS(S) WHERE TAUGHT	I/M*
Benchmark SS.A.6.2.7: The student understands the unique historical conditions that influenced the formation of the state and how statehood was granted.	1. understands some unique historical conditions that influenced the formation of the state and how statehood was granted.	4: E16, 131h, 135, 139, 146-148, 165, 176-180, 181, 184-185, 188-189, 196	I

*Indepth/Mentioned

AC refers to Scott Foresman Social Studies - Ancient Communities



**CORRELATION
SUNSHINE STATE STANDARDS
& GRADE LEVEL EXPECTATIONS**

SUBJECT: SOCIAL STUDIES

SUBMISSION TITLE: SCOTT FORESMAN SOCIAL STUDIES—FLORIDA

PUBLISHER: PEARSON SCOTT FORESMAN

GRADE: FOUR

STRAND B: PEOPLE, PLACES, AND ENVIRONMENTS [GEOGRAPHY]

STANDARD 1: THE STUDENT UNDERSTANDS THE WORLD IN SPATIAL TERMS.

BENCHMARK	GRADE LEVEL EXPECTATIONS	PAGES(S) OR LOCATIONS(S) WHERE TAUGHT	I/M*
Benchmark SS.B.1.2.1: The students uses maps, globes, charts, graphs, and other geographic tools including map keys and symbols to gather and interpret data and to draw conclusions about physical patterns.	1. uses maps, globes, charts, graphs and other geographic tools to gather and interpret data and draw conclusions about physical patterns (for example, in Florida).	4: E9, 1, 10, 12, 18-19, 21, 22, 32, 33, 34, 35, 37, 38, 50, 51, 233, 293, 308, R2-R3, R6-R7, R9, R14-R15, R22, R28, R29	I

*Indepth/Mentioned
 AC refers to Scott Foresman Social Studies - Ancient Communities

BENCHMARK	GRADE LEVEL EXPECTATIONS	PAGES(S) OR LOCATIONS(S) WHERE TAUGHT	I/M*
Benchmark SS.B.1.2.2: The student knows how regions are constructed according to physical criteria and human criteria.	1. knows how regions in Florida are constructed according to physical criteria and human criteria.	4: E9, 7, 9, 32-38, 44-46, 48, 58-59, 62-63, 64, 289	I
Benchmark SS.B.1.2.3: The student locates and describes the physical and cultural features of major world political regions.	<i>Content addressed in third grade.</i>	3: SS.B.1.2.3.GLE 1: H11, 20, 29, 49, 142-145, 146, 168-169, 389 AC SE: 11, 30, 43, 44, 58, 72 TE: 8, 12, 19, 20, 24 4: 50-51, 85-86, 152-153, 241-242, 292-293, 334-335, R4-R5, R6-R7, R8, R9	I
Benchmark SS.B.1.2.4: The student knows how changing transportation and communication technology have affected relationships between locations.	<i>Content addressed in third and fifth grades.</i>	3: SS.A.2.2.2.GLE 1: 27 AC SE: 11, 16, 24-25, 28, 31, 42, 45, 57, 72 TE: 10, 12, 14, 15, 16, 19, 20, 23, 28 SS.A.2.2.2.GLE 2: 264-265 AC SE: 4-5, 14-15, 20-21, 23, 25, 28, 77 TE: 8, 11, 13, 15, 22, 29 SS.A.2.2.2.GLE 3: 27, 211, 214-215, 220, 296-297 AC SE: 4-5, 11, 14-15, 16, 20-21, 23, 24-25, 28, 31, 42, 45, 57, 72, 77 TE: 8, 10, 11, 12, 13-14, 15, 16, 19, 20, 22, 23, 28-29 4: E6-E7, 42, 44-46, 82-83, 85, 88, 92-93, 170-172, 173-174, 184-185, 191, 192-193, 221, 222-228, 229, 234, 244, 248-249, 252-253, 256-257, 259, 266-267, 270-271, 278-279, 280-281, 283, 289-290, 292, 294-299, 300-301, 305, 307, 314-315, 318-319	I

*Indepth/Mentioned

AC refers to Scott Foresman Social Studies - Ancient Communities

BENCHMARK	GRADE LEVEL EXPECTATIONS	PAGES(S) OR LOCATIONS(S) WHERE TAUGHT	I/M*
(continued)		5: (Note: Cross reference in grade 5, Benchmark SS.B.1.2.4 takes reader to Benchmark SS.A.5.2.7.) SS.A.5.2.7: 30, 594-595, 597, 635, 642-648, 649, 650-651, 661-663, 665-667, 668-669, 670-671, 674-675	
Benchmark SS.B.1.2.5: The student knows ways in which people view and relate to places and regions differently.	<i>Content addressed at third and fifth grades.</i>	3: SS.B.1.2.5.GLE 1: H11, 20, 143-145, 146, 168-169, 182-183 AC SE: 3, 10, 16-17, 30-31, 38, 44, 58, 64, 72-73 TE: 8, 10, 12, 16, 18, 20, 24, 25, 28 4: 4, 9, 10-16, 17, 20-23, 24-25, 26-27, 28-29, 31, 32-38, 39, 42-48, 49, 50-51, 52-55, 56-57, 58-59, 60-61, 62-63, 85, 152-153, 186-187, 241-242, 292-293, 304-310, 311, 314-315, 318-319, 334-335 5: SS.B.1.2.5.GLE 1: 1h, 5, 24-30, 42-43, R9, R14-R15	I

*Indepth/Mentioned

AC refers to Scott Foresman Social Studies - Ancient Communities



**CORRELATION
SUNSHINE STATE STANDARDS
& GRADE LEVEL EXPECTATIONS**

SUBJECT: SOCIAL STUDIES

SUBMISSION TITLE: SCOTT FORESMAN SOCIAL STUDIES—FLORIDA

PUBLISHER: PEARSON SCOTT FORESMAN

GRADE: FOUR

STRAND B: PEOPLE, PLACES, AND ENVIRONMENTS [GEOGRAPHY]

STANDARD 2: THE STUDENT UNDERSTANDS THE INTERACTIONS OF PEOPLE AND THE PHYSICAL ENVIRONMENT.

BENCHMARK	GRADE LEVEL EXPECTATIONS	PAGES(S) OR LOCATIONS(S) WHERE TAUGHT	I/M*
Benchmark SS.B.2.2.1: The student understands why certain areas of the world are more densely populated than others.	<i>Content addressed in third and fifth grades.</i>	3: SS.B.2.2.1.GLE 1: 23, 30-31, 44-45, 46-47, 49, 54-55, 93, 94-95, 99, 137, 162-163, 165, 181, 187-189, 192-193, 196, 205, 337 AC SE: 73, 74-75 TE: 28 4: 31, 42-48, 58-59, 62-63, 221, 242-245, 246-247, 248-249, 252-253, 263, 264-269, 280-281, 318-319, 329, 330-333, 346-347, 364-365, R26 5: SS.B.2.2.1.GLE 1: 26-27, 378-379, 387, 391, R18-R21	I

*Indepth/Mentioned
 AC refers to Scott Foresman Social Studies - Ancient Communities

BENCHMARK	GRADE LEVEL EXPECTATIONS	PAGES(S) OR LOCATIONS(S) WHERE TAUGHT	I/M*
Benchmark SS.B.2.2.2: The student understands how the physical environment supports and constrains human activities.	<i>Content addressed in third and fifth grades.</i>	3: SS.B.2.2.2.GLE 1: H11, 7, 29, 125, 133, 146-147, 153, 155, 175, 182, 193, 197, 284-285 AC SE: 2-3, 16-17, 28, 30-31, 36, 42, 72 TE: 8, 12, 15, 16, 19, 28 4: 12, 16, 22-23, 24-25, 27, 28-29, 34, 42-48, 49, 62-63 5: SS.B.2.2.2.GLE 1: H10, 24-30, 34-38, 42-43, 621, 632	I
Benchmark SS.B.2.2.3: The student understands how human activity affects the physical environment.	<i>Content addressed in third and fifth grades.</i>	3: SS.B.2.2.3.GLE 1: E4-E5, E8, E12-E13, H11, 30-31, 44-45, 46-47, 50, 58, 133, 144, 146-147, 162-165, 166-167, 169, 173, 176-177, 180-181, 188, 192-193, 197, 198, 205, 234, 244-246, 260, 275, 276-277, 279, 318-319 AC SE: 3, 17, 45, 57 TE: 8, 20, 23 4: E8-E9, 4-5, 13, 17, 26-27, 28, 38, 46, 53, 55, 56-57, 58-59, 62-63, 170-171, 221, 223-225, 229, 232-233, 244, 248-249, 252-253, 266-267, 283, 289, 297, 308-309, 311, 314-315, 318-319 5: SS.B.2.2.3.GLE 1: H10, 36-38, 39, 40-41, 42-43, 411-413, 426-427, 438-441, 448-449, 452-453, 538-541, 546-552, 558-559, 590-591, 604-605, 621, 632-633	I

*Indepth/Mentioned

AC refers to Scott Foresman Social Studies - Ancient Communities

BENCHMARK	GRADE LEVEL EXPECTATIONS	PAGES(S) OR LOCATIONS(S) WHERE TAUGHT	I/M*
Benchmark SS.B.2.2.4: The student understands how factors such as population growth, human migration, improved methods of transportation and communication, and economic development affect the use and conservation of natural resources.	<i>Content addressed in SS.B.2.2.3.</i>	4: E8-E9, 4-5, 13, 17, 26-27, 28, 38, 46, 53, 55, 56-57, 58-59, 62-63, 170-171, 221, 223-225, 229, 232-233, 244, 248-249, 252-253, 266-267, 283, 289, 297, 308-309, 311, 314-315, 318-319	I

*Indepth/Mentioned

AC refers to Scott Foresman Social Studies - Ancient Communities



**CORRELATION
SUNSHINE STATE STANDARDS
& GRADE LEVEL EXPECTATIONS**

SUBJECT: SOCIAL STUDIES

SUBMISSION TITLE: SCOTT FORESMAN SOCIAL STUDIES—FLORIDA

PUBLISHER: PEARSON SCOTT FORESMAN

GRADE: FOUR

STRAND C: GOVERNMENT AND THE CITIZEN [CIVICS AND GOVERNMENT]

STANDARD 1: THE STUDENT UNDERSTANDS THE STRUCTURE, FUNCTIONS, AND PURPOSES OF GOVERNMENT AND HOW THE PRINCIPLES AND VALUES OF AMERICAN DEMOCRACY ARE REFLECTED IN AMERICAN CONSTITUTIONAL GOVERNMENT.

BENCHMARK	GRADE LEVEL EXPECTATIONS	PAGES(S) OR LOCATIONS(S) WHERE TAUGHT	I/M*
Benchmark SS.C.1.2.1: The student identifies the structure and function of local, state, and federal governments under the framework of the Constitutions of Florida and the United States.	1. understands the functions of government under the framework of the Florida Constitution.	4: E16, 177-178, 184-185, 188, 213, 367, 369, 371, 372, 383	I
	2. knows the branches of Florida state government.	4: E14, 369-374, 390, 394-395	I

*Indepth/Mentioned
AC refers to Scott Foresman Social Studies - Ancient Communities

BENCHMARK	GRADE LEVEL EXPECTATIONS	PAGES(S) OR LOCATIONS(S) WHERE TAUGHT	I/M*
Benchmark SS.C.1.2.2: The student understands the structure, functions, and primary responsibilities of executive, legislative, and judicial branches of governments and understands how all three branches of government promote the common good and protect individual rights.	1. understands the structure, functions, and primary responsibilities of executive, legislative, and judicial branches of Florida government.	4: E14, 369-374, 390-391, 394-395	I
	2. understands ways all three branches of government promote the common good and protect individual rights.	4: 259, 285-287, 291, 314-315, 369-370, 372-374, 383-384, 390-391, 394	I
Benchmark SS.C.1.2.3: The student knows the names of his or her representatives at the local, state, and national levels (e.g., city council members, state representatives, and members of Congress) and the name of his or her representatives in the executive branches	1. knows the names of his or her representatives at the local and state level (for example, mayor, governor, city council members, state legislative representatives).	4: 370, 371, 374, 379, 384, 390, 392-393	I

*Indepth/Mentioned

AC refers to Scott Foresman Social Studies - Ancient Communities

BENCHMARK	GRADE LEVEL EXPECTATIONS	PAGES(S) OR LOCATIONS(S) WHERE TAUGHT	I/M*
(continued) of government at the local, state, and national levels (e.g., mayor, governor, and president).			
Benchmark SS.C.1.2.4: The student knows possible consequences of the absence of government, rules, and laws.	<i>Content addressed in third grade.</i>	3: SS.C.1.2.4.GLE 1: E14-E15, 1, 76-77, 101, 187, 192, 197, 209, 211, 216, 233, 235, 238, 349, 352-353, 355, 357, 358-361, 362-363, 364-365, 366-371, 372-373, 374-375, 380-381, 383, 384-387, 390-395, 396-397, 398-401, 404-405, 408-409, 410 AC SE: 8, 14-15, 23, 34-35, 42, 50-51, 56, 79, 84 TE: 9, 11, 13, 17, 19, 21, 23, 29, 31 4: 367, 370, 372-374, 379-381, 382-383, 390-391, 394-395	I
Benchmark SS.C.1.2.5: The student knows the basic purposes of government in the United States and knows the basic things governments do in one's school, community, state, and nation.	1. knows basic things Florida government does in one's school, community, state, and nation.	4: 368-374, 378-381, 382, 384, 390-391, 394-395, 396	I

*Indepth/Mentioned

AC refers to Scott Foresman Social Studies - Ancient Communities



**CORRELATION
SUNSHINE STATE STANDARDS
& GRADE LEVEL EXPECTATIONS**

SUBJECT: SOCIAL STUDIES

SUBMISSION TITLE: SCOTT FORESMAN SOCIAL STUDIES—FLORIDA

PUBLISHER: PEARSON SCOTT FORESMAN

GRADE: FOUR

STRAND C: GOVERNMENT AND THE CITIZEN [CIVICS AND GOVERNMENT]

STANDARD 2: THE STUDENT UNDERSTANDS THE ROLE OF THE CITIZEN IN AMERICAN DEMOCRACY.

BENCHMARK	GRADE LEVEL EXPECTATIONS	PAGES(S) OR LOCATIONS(S) WHERE TAUGHT	I/M*
Benchmark SS.C.2.2.1: The student understands the importance of participation through community service, civic improvement, and political activities.	1. understands the importance of participation through community service, civic improvement, and political activities at the local and state level.	4: 4-5, 17, 26-27, 28, 49, 56-57, 58, 62, 69, 122-123, 124-125, 135, 175, 181, 182-183, 184, 195, 216, 217, 218, 258-259, 284-287, 291, 311, 314-315, 318, 324, 364, 375, 383-385, 388-389, 390-391	I

*Indepth/Mentioned
 AC refers to Scott Foresman Social Studies - Ancient Communities

BENCHMARK	GRADE LEVEL EXPECTATIONS	PAGES(S) OR LOCATIONS(S) WHERE TAUGHT	I/M*
Benchmark SS.C.2.2.2: The student understands why personal responsibility (e.g., taking advantage of the opportunity to be educated) and civic responsibility (e.g., obeying the law and respecting the rights of others) are important.	1. extends and refines understanding of ways personal and civic responsibility are important.	4: H2, 4-5, 17, 26-27, 28, 49, 58, 62, 195, 217, 218, 258-259, 291, 311, 314, 383-385, 388-389, 391	I
Benchmark SS.C.2.2.3: The student knows that a citizen is a legally recognized member of the United States who has certain rights and privileges and certain responsibilities (e.g., privileges such as the right to vote and hold public office and responsibilities such as respecting the law, voting, paying taxes, and serving on juries).	<i>Content addressed in fifth grade.</i>	4: E12-E13, H2, 123, 285-287, 291, 314-315, 318, 367, 373-374, 382-385, 386-387, 390-391, 394 5: SS.C.2.2.3.GLE 1: H2, 5, 11, 14-17, 36, 38, 40-41, 92-93, 179, 184-185, 186-187, 196, 218-219, 222-223, 277, 295, 354-355, 358-359, 369, 419-420, 423, 424-425, 426-427, 499, 500, 517, 519, 522-523, 575, 594-595, 596-597, 612, 642-648, 649, R42-R43, R45-R46, R48, R52	I

*Indepth/Mentioned

AC refers to Scott Foresman Social Studies - Ancient Communities

BENCHMARK	GRADE LEVEL EXPECTATIONS	PAGES(S) OR LOCATIONS(S) WHERE TAUGHT	I/M*
Benchmark SS.C.2.2.4: The student knows examples of the extension of the privileges and responsibilities of citizenship.	<i>Content addressed in fifth grade.</i>	4: E12-E13, H2, 123, 285-287, 291, 314-315, 318, 367, 373-374, 382-385, 386-387, 390-391, 394 5: SS.C.2.2.4.GLE 1: H2, 5, 11, 14-17, 36, 38, 40-41, 92-93, 179, 184-185, 186-187, 196, 218-219, 222-223, 277, 295, 354-355, 358-359, 369, 419-420, 423, 424-425, 426-427, 499, 500, 517, 519, 522-523, 575, 594-595, 596-597, 612, 642-648, 649, R42-R43, R45-R46, R48, R52	I
Benchmark SS.C.2.2.5: The student knows what constitutes personal, political, and economic rights and why they are important and knows examples of contemporary issues regarding rights.	<i>Content addressed in fifth grade.</i>	4: 285-287, 291, 314-315, 318, 373-374, 383, 386-387 5: SS.C.2.2.5.GLE 1: 5, 11, 14-17, 18-19, 179, 184-185, 186-187, 196, 218-219, 222-223, 277, 354-355, 358-359, 419-420, 423, 424-425, 426-427, 500, 517, 519, 522-523, 565, 566, 575, 594-595, 596-597, 612, 637, 642-648, 649, R42, R45-R46, R48, R52 SS.C.2.2.5.GLE 2: 16, 223, 295, 504-505, 628, 646, 649	I

*Indepth/Mentioned

AC refers to Scott Foresman Social Studies - Ancient Communities



**CORRELATION
SUNSHINE STATE STANDARDS
& GRADE LEVEL EXPECTATIONS**

SUBJECT: SOCIAL STUDIES

SUBMISSION TITLE: SCOTT FORESMAN SOCIAL STUDIES—FLORIDA

PUBLISHER: PEARSON SCOTT FORESMAN

GRADE: FOUR

STRAND D: PRODUCTION, DISTRIBUTION, AND CONSUMPTION [ECONOMICS]

STANDARD 1: THE STUDENT UNDERSTANDS HOW SCARCITY REQUIRES INDIVIDUALS AND INSTITUTIONS TO MAKE CHOICES ABOUT HOW TO USE RESOURCES.

BENCHMARK	GRADE LEVEL EXPECTATIONS	PAGES(S) OR LOCATIONS(S) WHERE TAUGHT	I/M*
Benchmark SS.D.1.2.1: The student understands that all decisions involve opportunity costs and that making effective decisions involves considering the costs and the benefits associated with alternative choices.	1. knows examples from Florida history that demonstrate an understanding that all decisions involve opportunity costs and that making effective decisions involves considering the costs and the benefits associated with alternative choices.	4: 56, 214, 235, 357	I

*Indepth/Mentioned
AC refers to Scott Foresman Social Studies - Ancient Communities

BENCHMARK	GRADE LEVEL EXPECTATIONS	PAGES(S) OR LOCATIONS(S) WHERE TAUGHT	I/M*
Benchmark SS.D.1.2.2: The student understands that scarcity of resources requires choices on many levels, from the individual to societal.	1. knows examples of scarcity in Florida.	4: 53, 55, 56-57, 81, 82, 107, 233, 234, 236, 281, 357	I
Benchmark SS.D.1.2.3: The student understands the basic concept of credit.	<i>Content addressed in fifth grade.</i>	5: SS.D.1.2.3.GLE 1: E4-E5	I
Benchmark SS.D.1.2.4: The student understands that any consumer (e.g., an individual, a household, or a government) has certain rights.	<i>Content addressed in fifth grade.</i>	5: SS.D.1.2.4.GLE 1: 21	I
Benchmark SS.D.1.2.5: The student understands the concept of earning income and the basic concept of a budget.	1. knows the concept of earning income.	4: 53-55, 58-59, 62-63, 168, 185, 188, 297, 349, 350-354, 355, 364-365, 369, 394	I
	2. knows the basic concept of a budget.	4: 357-359, 364-365	I

*Indepth/Mentioned

AC refers to Scott Foresman Social Studies - Ancient Communities



**CORRELATION
SUNSHINE STATE STANDARDS
& GRADE LEVEL EXPECTATIONS**

SUBJECT: SOCIAL STUDIES

SUBMISSION TITLE: SCOTT FORESMAN SOCIAL STUDIES—FLORIDA

PUBLISHER: PEARSON SCOTT FORESMAN

GRADE: FOUR

STRAND D: PRODUCTION, DISTRIBUTION, AND CONSUMPTION [ECONOMICS]

STANDARD 2: THE STUDENT UNDERSTANDS THE CHARACTERISTICS OF DIFFERENT ECONOMIC SYSTEMS AND INSTITUTIONS.

BENCHMARK	GRADE LEVEL EXPECTATIONS	PAGES(S) OR LOCATIONS(S) WHERE TAUGHT	I/M*
Benchmark SS.D.2.2.1: The student understands economic specialization and how specialization generally affects costs, amount of goods and services produced, and interdependence.	<i>Content addressed in third and fifth grades.</i>	3: SS.D.2.2.1.GLE 1: 321, 323, 336-337, 340-341, 342-343 AC SE: 13, 14, 80-81, 84 TE: 10, 11, 30, 31 4: 100 5: SS.D.2.2.1.GLE 1: 20, 30, 617, 632	I

*Indepth/Mentioned
 AC refers to Scott Foresman Social Studies - Ancient Communities

BENCHMARK	GRADE LEVEL EXPECTATIONS	PAGES(S) OR LOCATIONS(S) WHERE TAUGHT	I/M*
Benchmark SS.D.2.2.2: The student understands the roles that money plays in a market economy.	<i>Content addressed in third and fifth grades.</i>	3: SS.D.2.2.2.GLE 1: 296-297, 337 AC SE: 25, 28, 39 TE: 15, 18 4: E4-E5, 273, 280-281, 350-351, 355, 356-359, 364-365, 392-393 5: SS.D.2.2.2.GLE 1: 18-19, 21, 42, 619, 632-633	I
Benchmark SS.D.2.2.3: The student understands the services that banks and other financial institutions in the economy provide to consumers, savers, borrowers, and businesses.	<i>Content addressed in fifth grade.</i>	4: 358 5: SS.D.2.2.3.GLE 1: E4-E5, 21, 664	I
Benchmark SS.D.2.2.4: The student knows that the government provides some of the goods and services that we use and that the government pays for the goods and services it provides through taxing and borrowing.	1. knows ways the state government provides goods and services through taxation (for example, education).	4: 358, 373, 394	I

*Indepth/Mentioned

AC refers to Scott Foresman Social Studies - Ancient Communities



**CORRELATION
SUNSHINE STATE STANDARDS
& GRADE LEVEL EXPECTATIONS**

SUBJECT: SOCIAL STUDIES

SUBMISSION TITLE: SCOTT FORESMAN SOCIAL STUDIES—THE UNITED STATES

PUBLISHER: PEARSON SCOTT FORESMAN

GRADE: FIVE

STRAND A: TIME, CONTINUITY, AND CHANGE [HISTORY]

STANDARD 1: THE STUDENT UNDERSTANDS HISTORICAL CHRONOLOGY AND THE HISTORICAL PERSPECTIVE.

BENCHMARK	GRADE LEVEL EXPECTATIONS	PAGES(S) OR LOCATIONS(S) WHERE TAUGHT	I/M*
Benchmark SS.A.1.2.1: The student understands how individuals, ideas, decisions, and events can influence history.	1. extends and refines understanding of the effects of individuals, ideas, and decisions on historical events (for example, in the United States).	5: 1, 48-49, 51, 103, 105, 108, 111-114, 118-119, 122, 125, 128-129, 133, 135-138, 139, 142-145, 146-147, 149-150, 151, 152-153, 156-161, 163, 164-166, 169-172, 178-181, 183, 184-185, 186-187, 191, 196-197, 210-211, 213, 215, 217-219, 222-223, 227, 228-229, 232-233, 235-236, 237, 240-242, 247-249, 251, 257, 262-263, 268-273, 274-275, 277-278, 280-282, 283, 286-288, 290-291, 292-293, 296-300, 301, 302-308, 309, 310, 314-316, 318-319, 322-323, 327, 332-333, 341, 343, 345, 350, 351, 352-355, 358-359,	I

*Indepth/Mentioned
AC refers to Scott Foresman Social Studies - Ancient Communities

BENCHMARK	GRADE LEVEL EXPECTATIONS	PAGES(S) OR LOCATIONS(S) WHERE TAUGHT	I/M*
(continued)		362-366, 367, 368-369, 370-376, 377, 381-384, 385, 386-387, 390-391, 396-397, 403-406, 407, 409-413, 418-420, 421, 422-423, 426-427, 431-435, 437, 439, 441, 442-444, 448, 450-451, 452-453, 458-459, 461, 472-473, 475, 477-482, 483, 485-486, 488-489, 491, 494-495, 497, 499-502, 506-511, 516-519, 522, 526-527, 528, 532-533, 539, 551, 553, 554-557, 558, 562-564, 566, 571, 573, 575, 576, 579-582, 583, 586-587, 591, 596-597, 601, 602-603, 610-614, 616-618, 620, 622, 623, 624-626, 628-629, 631, 632-633, 638-641, 642-648, 645, 649, 650-651, 653-655, 659-661, 670, 675	
Benchmark SS.A.1.2.2: The student uses a variety of methods and sources to understand history (e.g., interpreting diaries, letters, newspapers; and reading maps and graphs) and knows the difference between primary and secondary sources.	1. compares and contrasts primary and secondary accounts of selected historical events (for example, diary entries from a soldier in a Civil War battle and newspaper articles about the same battle).	5: H6, 174-175, 187, 284-285, 293, 327, 356-357, 359, 584-585, 587	I

*Indepth/Mentioned

AC refers to Scott Foresman Social Studies - Ancient Communities

BENCHMARK	GRADE LEVEL EXPECTATIONS	PAGES(S) OR LOCATIONS(S) WHERE TAUGHT	I/M*
Benchmark SS.A.1.2.3: The student understands broad categories of time in years, decades, and centuries.	1. constructs and labels a timeline based on a historical reading (for example, about United States history).	5: 122-123, 130, 138, 145, 150, 152, 186, 217, 243, 395, 476, 534, 558, 567, 586, 610, 626, 673, 675	I

*Indepth/Mentioned

AC refers to Scott Foresman Social Studies - Ancient Communities



**CORRELATION
SUNSHINE STATE STANDARDS
& GRADE LEVEL EXPECTATIONS**

SUBJECT: SOCIAL STUDIES

SUBMISSION TITLE: SCOTT FORESMAN SOCIAL STUDIES—THE UNITED STATES

PUBLISHER: PEARSON SCOTT FORESMAN

GRADE: FIVE

STRAND A: TIME, CONTINUITY, AND CHANGE [HISTORY]

STANDARD 2: THE STUDENT UNDERSTANDS THE WORLD FROM ITS BEGINNINGS TO THE TIME OF THE RENAISSANCE.

BENCHMARK	GRADE LEVEL EXPECTATIONS	PAGES(S) OR LOCATIONS(S) WHERE TAUGHT	I/M*
Benchmark SS.A.2.2.1: The student knows the significant scientific and technological achievements of various societies (e.g., the invention of paper in China, Mayan calendars, mummification and the	<i>Content addressed in third grade.</i>	3: SS.A.2.2.1.GLE 1: 27, 155, 157, 296-297 AC SE: 10-13, 14, 24-25, 28-29, 38, 45, 51, 53, 55, 56-57, 60-61, 69, 70-71 TE: 10, 11, 14, 15, 18, 20, 22, 23, 24, 27 4: SS.A.2.2.1.GLE 1: 77, 82-83, 88-89 5: 67, 104, 109, 112-113, 118, 139	I

*Indepth/Mentioned
 AC refers to Scott Foresman Social Studies - Ancient Communities

BENCHMARK	GRADE LEVEL EXPECTATIONS	PAGES(S) OR LOCATIONS(S) WHERE TAUGHT	I/M*
(continued) use of cotton in Egypt, astronomical discoveries in the Moslem world, and the Arabic number system).			
Benchmark SS.A.2.2.2: The student understands developments in transportation and communication in various societies (e.g., the development of extensive road systems in various cultures, the difficulties of travel and communication encountered by people of various culture, the origins and changes in writing and how these changes made communication between people more effective).	<i>Content addressed in third grade.</i>	3: SS.A.2.2.2.GLE 1: 27 AC SE: 11, 16, 24-25, 28, 31, 42, 45, 57, 72 TE: 10, 12, 14, 15, 16, 19, 20, 23, 28 SS.A.2.2.2.GLE 2: 264-265 AC SE: 4-5, 14-15, 20-21, 23, 25, 28, 77 TE: 8, 11, 13, 15, 22, 29 SS.A.2.2.2.GLE 3: 27, 264-265 AC SE: 5, 11, 14-15, 20-21, 24-25, 28, 31, 42, 45, 57, 72, 77 TE: 8, 10, 11, 13-14, 15, 16, 19, 20, 22, 23, 28-29 4: SS.A.2.2.2.GLE 1: 82-83, 85, 88, 92-93 5: 67, 77, 83-84, 95, 98, 103-104, 105, 110-111, 113, 118-119, 122, 123	I

*Indepth/Mentioned

AC refers to Scott Foresman Social Studies - Ancient Communities

BENCHMARK	GRADE LEVEL EXPECTATIONS	PAGES(S) OR LOCATIONS(S) WHERE TAUGHT	I/M*
Benchmark SS.A.2.2.3: The student understands various aspects of family life, structures, and roles in different cultures and in many eras (e.g., pastoral and agrarian families of early civilizations, families of ancient times, and medieval families).	<i>Content addressed in third grade.</i>	3: SS.A.2.2.3.GLE 1: 12, 15, 22, 47, 52, 75, 79, 81, 89, 105-107, 123, 201, 291, 294-295, 376 AC SE: 13, 14, 26-27, 40-41, 54, 82 TE: 10, 11, 14, 18, 22, 30 SS.A.2.2.3.GLE 2: 1, 11-12, 15, 22, 36, 39, 43, 47, 52, 58-59, 73, 79, 81 AC SE: 13, 26, 34, 39-40, 42, 44, 54, 56, 68, 72-73, 74-75, 81-82 TE: 8, 18, 19, 22, 23, 28, 30 4: SS.A.2.2.3.GLE 1: 80, 84, 116 5: 78, 89	I
Benchmark SS.A.2.2.4: The student understands the emergence of different laws and systems of government (e.g., monarchy and republic).	<i>Content addressed in third grade.</i>	3: SS.A.2.2.4.GLE 1: 27, 209, 211, 233, 349, 352-353, 358-361, 362-363, 367-368, 370-371, 372-373, 380-381, 408-409 AC SE: 4, 8-9, 14-15, 22-23, 34-35, 42, 50-51, 56, 62-63, 76-79, 84 TE: 8-9, 11, 13, 17, 19, 20, 21, 23, 25, 29, 31 4: SS.A.2.2.4.GLE 1: 80 5: 68, 72-73, 77, 99, 103, 108, 162, 170, 344-350, 352-355, 358-359, 390-391, 392	I
Benchmark SS.A.2.2.5: The student understands significant achievements in the humanities to the time of the Renaissance (e.g., Roman architecture and Greek art).	<i>Content covered in third grade.</i>	3: SS.A.2.2.5.GLE 1: 337, 352-353, 358-359, 356b, 372-373, 406-407, 409 AC SE: 4-5, 12-13, 14-15, 20-21, 25, 28, 33, 40-41, 42, 53, 55, 56, 69, 71, 77, 83, 84 TE: 8, 10, 11, 13-14, 15, 16, 18, 19, 22, 23, 26, 27, 29, 30, 31 5: 63-64, 65, 66-67, 70-71, 95-97, 98, 123	I

*Indepth/Mentioned

AC refers to Scott Foresman Social Studies - Ancient Communities

BENCHMARK	GRADE LEVEL EXPECTATIONS	PAGES(S) OR LOCATIONS(S) WHERE TAUGHT	I/M*
Benchmark SS.A.2.2.6: The student knows how trade led to exploration in other regions of the world (e.g., the explorations of Marco Polo and the Vikings).	<i>Content addressed in third grade.</i>	3: SS.A.2.2.6.GLE 1: 27, 199h, 210-211, 214-217, 220-221, 224-227, 228-229, 238-239 AC SE: 11, 24-25, 28, 32, 38-39, 45, 52-53, 56, 59, 61, 64-65, 70, 72-73, 80-81, 84 TE: 10, 14, 15, 18, 20, 22, 23, 24, 25, 27, 28, 30, 31 4: SS.A.2.2.6.GLE 1: 91, 93, 96, 105-107, 113, 114-115, 124-125 5: 51, 101, 102-104, 105, 106-109, 110-113, 118-119, 122-123, 128, 131, 133, 134-137, 139, 164-166, 186-187, 190-191, 241-242, 252-253, 256	I
Benchmark SS.A.2.2.7: The student understands how developments in the Middle Ages contributed to modern life (e.g., the development of social institutions and organizations, the rise of cities, the formation of guilds, the rise of commerce, the influence of the church, and the rise of universities).	<i>Content addressed in third grade.</i>	3: SS.A.2.2.7.GLE 1: 360, 362-363, 381 AC SE: 73, 79-81, 83, 84-85 TE: 30, 31-32	I

*Indepth/Mentioned

AC refers to Scott Foresman Social Studies - Ancient Communities



**CORRELATION
SUNSHINE STATE STANDARDS
& GRADE LEVEL EXPECTATIONS**

SUBJECT: SOCIAL STUDIES

SUBMISSION TITLE: SCOTT FORESMAN SOCIAL STUDIES—THE UNITED STATES

PUBLISHER: PEARSON SCOTT FORESMAN

GRADE: FIVE

STRAND A: TIME, CONTINUITY, AND CHANGE [HISTORY]

STANDARD 3: THE STUDENT UNDERSTANDS WESTERN AND EASTERN CIVILIZATION SINCE THE RENAISSANCE.

BENCHMARK	GRADE LEVEL EXPECTATIONS	PAGES(S) OR LOCATIONS(S) WHERE TAUGHT	I/M*
Benchmark SS.A.3.2.1: The student knows significant people and their contributions in the field of communication and technology (e.g., inventors of various nonelectronic and electronic communication devices such as the	<i>Content addressed in United States history (SS.A.4.2.1-8).</i>	5: Please see page references for Grade Level Expectations under Benchmarks SS.A.4.2.1-8. For representative references, see E6-E7, 21, 23, 221, 411, 514-515, 539, 563, 565, 617.	I

*Indepth/Mentioned
AC refers to Scott Foresman Social Studies - Ancient Communities

BENCHMARK	GRADE LEVEL EXPECTATIONS	PAGES(S) OR LOCATIONS(S) WHERE TAUGHT	I/M*
(continued) steam engine and the television) and the impact of these devices on society.			
Benchmark SS.A.3.2.2: The student knows developments in the humanities since the Renaissance (e.g., Renaissance architecture, Japanese and Chinese influences on art, the impact of literary and theatrical development during the Renaissance, changes in music including opera and ballet, and major movements in the arts in 19th-century Europe).	<i>Content addressed in third grade and in SS.A.5.2.1-8.</i>	3: SS.A.3.2.2.GLE 1: E10-E11, 13, 40, 52-53, 54-55, 80, 88-89, 94-95, 96-97, 112-113, 116, 156-157, 180, 194-195, 209, 220, 308, 319, 367 4: SS.A.3.2.2.GLE 1: 118, 165, 178-179, 184-185, 367, 368-374, 379-381, 390-391 5: Please see page references for Grade Level Expectations under Benchmarks SS.A.5.2.1-8. For representative references, see E10-E11, 3, 287, 309, 395, 480, 579, 618.	I

*Indepth/Mentioned
AC refers to Scott Foresman Social Studies - Ancient Communities

BENCHMARK	GRADE LEVEL EXPECTATIONS	PAGES(S) OR LOCATIONS(S) WHERE TAUGHT	I/M*
Benchmark SS.A.3.2.3: The student understands the types of laws and government systems that have developed since the Renaissance (e.g., the development of democracy, the rise of totalitarian governments and dictatorships, communism and absolutism).	<i>Content addressed in third grade and SS.C.1.2.1 and SS.A.4.2.4.</i>	3: SS.A.3.2.3.GLE 1: 233, 349, 353, 359, 360-361, 366-371, 372, 374-375, 380-381, 408-409 4: 80, 146 5: Please see page references for Grade Level Expectations under Benchmarks SS.C.1.2.1, SS.A.4.2.4. For representative references, see 15, 17, 77, 162, 170, 335, 344-350, 352-355, 358-359, 390-391, 392	I
Benchmark SS.A.3.2.4: The student understands the post-Renaissance consequences of exploration that occurred during the Age of Discovery (e.g., European colonization in North America and British imperial efforts in India and other countries).	<i>Content covered in third grade and in United States history (SS.A.4.2.1).</i>	3: SS.A.3.2.4.GLE 1: 206-208, 209-211, 214-217, 220-221, 224-225, 227, 228-229, 230-233, 235, 238-239, 278 4: (Note: Cross reference in grade 4, SS.A.3.2.4 takes reader to Benchmarks SS.A.6.2.1-3.) For representative references, see 92-96, 97, 99-100, 113, 124-125 5: Please see page references for Grade Level Expectations under Benchmark SS.A.4.2.1. For representative references, see 131, 136, 138, 142-145, 149-150.	I

*Indepth/Mentioned

AC refers to Scott Foresman Social Studies - Ancient Communities



**CORRELATION
SUNSHINE STATE STANDARDS
& GRADE LEVEL EXPECTATIONS**

SUBJECT: SOCIAL STUDIES

SUBMISSION TITLE: SCOTT FORESMAN SOCIAL STUDIES—THE UNITED STATES

PUBLISHER: PEARSON SCOTT FORESMAN

GRADE: FIVE

STRAND A: TIME, CONTINUITY, AND CHANGE [HISTORY]

STANDARD 4: THE STUDENT UNDERSTANDS UNITED STATES HISTORY TO 1880.

BENCHMARK	GRADE LEVEL EXPECTATIONS	PAGES(S) OR LOCATIONS(S) WHERE TAUGHT	I/M*
Benchmark SS.A.4.2.1: The student understands the geographic, economic, political, and cultural factors that characterized early exploration of the Americas.	1. knows selected European explorers and the territories they explored in North America.	5: 48, 110-115, 118-119, 125, 126-127, 128, 133, 134-138, 139, 142-143, 145, 146-147, 152-153, 157, 164-166, 186-187, 190-191, 196, 238, 240-242, 252-253, 256	I
	2. understands selected geographic, economic, political, and cultural factors that characterized early exploration of the Americas (for example, impact on Native Americans, war between colonial powers, the institution of slavery).	5: 113, 125, 136, 138, 142-145, 148-150, 151, 152-153, 156-162, 163, 165, 167, 168-173, 176-182, 183, 186-187, 190-191, 232-236, 237, 238-239, 243, 246-251, 252-253, 256-257	I

*Indepth/Mentioned
 AC refers to Scott Foresman Social Studies - Ancient Communities

BENCHMARK	GRADE LEVEL EXPECTATIONS	PAGES(S) OR LOCATIONS(S) WHERE TAUGHT	I/M*
Benchmark SS.A.4.2.2: The student understands why Colonial America was settled in regions.	1. knows significant events in the colonization of North America, including but not limited to the Jamestown and Plymouth settlements, and the formation of the thirteen original colonies.	5: 125, 126-127, 128-129, 155, 156-162, 163, 164-167, 168-173, 176-182, 183, 184-185, 186-187, 190-191	I
	2. understands selected aspects of everyday life in Colonial America (for example, impact of religions, types of work, use of land, leisure activities, relations with Native Americans, slavery).	5: 194-195, 196-197, 199, 201, 202-207, 208-209, 210-214, 215, 216-220, 221, 224-227, 228-229, 254-255, 256-257, 258	I
Benchmark SS.A.4.2.3: The student knows significant social and political events that led to and characterized the American Revolution.	1. understands reasons Americans and those who led them went to war to win independence from England.	5: 259, 260, 262-263, 265, 267, 268-273, 274-275, 276-282, 283, 284-285, 286-287, 292-293, 296-300, 301, 322-323, 326-327	I
	2. knows significant events between 1756 and 1776 that led to the outbreak of the American Revolution (for example, the French and Indian War, the Stamp Act, the Boston Tea Party).	5: 260-261, 262-263, 265, 268-273, 274-275, 276-282, 284-285, 286-291, 292-29., 295, 296-300, 301, 323, 326-327	I

*Indepth/Mentioned

AC refers to Scott Foresman Social Studies - Ancient Communities

BENCHMARK	GRADE LEVEL EXPECTATIONS	PAGES(S) OR LOCATIONS(S) WHERE TAUGHT	I/M*
	3. knows selected aspects of the major military campaigns of the Revolutionary War.	5: 259h, 260-261, 265, 288-291, 293, 295, 302-308, 316-318, 322-323, 326-327	I
	4. knows reasons why the colonies were able to defeat the British.	5: 295, 305, 314-315, 320-321, 323, 327	I
Benchmark SS.A.4.2.4: The student knows significant historical documents and the principal ideas expressed in them (e.g., Declaration of Independence, the United States Constitution, and the Bill of Rights).	1. knows the history of events and the historic figures responsible for historical documents important to the founding of the United States (for example, the Declaration of Independence, the United States Constitution, the Bill of Rights).	5: 2, 261, 295, 298-300, 301, 329h, 329, 330-331, 332, 335, 337, 344-350, 351, 352, 354-355, 358-359, 390-391, 392	I
	2. knows selected principal ideas expressed in significant historical documents important to the founding of the United States (including but not limited to the Declaration of Independence, the United States Constitution, the Bill of Rights, the Federalist Papers).	5: 2-3, 16-17, 42, 184, 222, 227, 295, 298-300, 329h, 330-331, 335, 337, 348-350, 353-355, 358-359, 390-391, R26-R29, R30-R52	I

*Indepth/Mentioned

AC refers to Scott Foresman Social Studies - Ancient Communities

BENCHMARK	GRADE LEVEL EXPECTATIONS	PAGES(S) OR LOCATIONS(S) WHERE TAUGHT	I/M*
Benchmark SS.A.4.2.5: The student understands geographic, economic, and technological features of the growth and change that occurred in America from 1801 to 1861.	1. understands selected geographic and economic features of the growth and change that occurred in America from 1801 to 1861 (for example, the Lewis and Clark expedition, the Louisiana Purchase).	5: 333, 335, 370-376, 377-378, 386-387, 390-391, 394-395, 399, 403, 427, 429, 430-436, 437, 438-441, 442-445, 448-449, 450-451, 452-453, 454	I
	2. understands selected technological developments and their effects that occurred in America from 1801 to 1861 (for example, the cotton gin increasing the need for large numbers of slaves to pick cotton).	5: 399, 401, 408-413, 426-427, 452	I
Benchmark SS.A.4.2.6: The student knows the causes, key events, and effects of the Civil War and Reconstruction.	1. understands selected economic and philosophical differences between the North and the South prior to the Civil War, including but not limited to the institution of slavery.	5: 461, 463, 464-467, 477, 488-489, 492-493, 526-527	I

*Indepth/Mentioned

AC refers to Scott Foresman Social Studies - Ancient Communities

BENCHMARK	GRADE LEVEL EXPECTATIONS	PAGES(S) OR LOCATIONS(S) WHERE TAUGHT	I/M*
	2. knows roles and accomplishments of selected leaders on both sides of the Civil War (for example Abraham Lincoln, Ulysses Grant, Jefferson Davis, Robert E. Lee, Frederick Douglas, William Lloyd Garrison).	5: 455h, 455, 456-457, 458-459, 481-482, 483, 485-487, 488-489, 491, 494-495, 497, 500-503, 506-511, 522-523, 526-527, 528	I
	3. knows causes, selected key events, and effects of the Civil War (for example, major battles, the Emancipation Proclamation, General Lee 's surrender at Appomattox Courthouse).	5: 456-457, 461, 463, 464-467, 470-474, 475, 476-482, 483, 484-487, 488-489, 492-496, 497, 500, 506-511, 516-521, 522-523, 526-527	I
	4. understands selected aspects of Reconstruction policies and ways they influenced the South after the Civil War.	5: 461, 516-521, 522-523, 526	I

*Indepth/Mentioned

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**CORRELATION
SUNSHINE STATE STANDARDS
& GRADE LEVEL EXPECTATIONS**

SUBJECT: SOCIAL STUDIES

SUBMISSION TITLE: SCOTT FORESMAN SOCIAL STUDIES—THE UNITED STATES

PUBLISHER: PEARSON SCOTT FORESMAN

GRADE: FIVE

STRAND A: TIME, CONTINUITY, AND CHANGE [HISTORY]

STANDARD 5: THE STUDENT UNDERSTANDS THE UNITED STATES HISTORY FROM 1880 TO THE PRESENT DAY.

BENCHMARK	GRADE LEVEL EXPECTATIONS	PAGES(S) OR LOCATIONS(S) WHERE TAUGHT	I/M*
Benchmark SS.A.5.2.1: The student knows that after the Civil War, massive immigration, big business, and mechanized farming transformed American life.	1. knows ways American life was transformed socially, economically, and politically after the Civil War (for example, Western settlement, federal policy toward Native Americans, massive immigration, the growth of American cities, big business, mechanized farming).	5: 529, 530-531, 532-533, 535, 537, 538-541, 546-549, 553, 554-557, 558-559, 561, 564, 566-567, 568-574, 575, 586-587, 590-591	I

*Indepth/Mentioned
 AC refers to Scott Foresman Social Studies - Ancient Communities

BENCHMARK	GRADE LEVEL EXPECTATIONS	PAGES(S) OR LOCATIONS(S) WHERE TAUGHT	I/M*
Benchmark SS.A.5.2.2: The student knows the social and political consequences of industrialization and urbanization in the United States after 1880.	1. knows selected economic, social, and political consequences of industrialization and urbanization in the United States after 1880 (for example, expansion of transportation, development of large population centers, woman 's suffrage, rise of organized labor, improvements in the standard of living).	5: 535, 564, 566-577, 570-574, 586-587, 590-591, 596, 612, 632	I
Benchmark SS.A.5.2.3: The student knows the political causes and outcomes of World War I.	1. knows the political causes and outcomes of World War I (for example, isolationism, League of Nations).	5: 593h, 593, 594-595, 599, 601, 608-614, 615, 632-633, 674-675	I
Benchmark SS.A.5.2.4: The student understands social and cultural transformations of the 1920s and 1930s.	1. understands selected social and cultural transformations of the 1920's and 1930's (for example, impact of the automobile, racial tensions, role of women).	5: 617-618, 632-633, 674	I

*Indepth/Mentioned

AC refers to Scott Foresman Social Studies - Ancient Communities

BENCHMARK	GRADE LEVEL EXPECTATIONS	PAGES(S) OR LOCATIONS(S) WHERE TAUGHT	I/M*
Benchmark SS.A.5.2.5: The student understands the social and economic impact of the Great Depression on American society.	1. understands the social and economic impact of the Great Depression on American society (for example, business failures, unemployment, home foreclosures, breadlines).	5: 594, 596, 599, 601, 619-622, 623, 632-633, 674-675	I
Benchmark SS.A.5.2.6: The student understands the political circumstances leading to the involvement of the United States in World War II and the significant military events and personalities that shaped the course of the war.	1. understands selected events that led to the involvement of the United States in World War II (for example, German aggression in Eastern Europe, the bombing of Pearl Harbor).	5: 594, 599, 624-627, 633	I
	2. understands selected causes, key events, people, and effects of World War II (for example, major battles such as the D-Day invasion, the dropping of the atomic bombs on Japan, reasons for the Allied victory, the Holocaust).	5: 594-595, 596, 599, 601, 625-630, 631, 632-633	I

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BENCHMARK	GRADE LEVEL EXPECTATIONS	PAGES(S) OR LOCATIONS(S) WHERE TAUGHT	I/M*
Benchmark SS.A.5.2.7: The student knows the economic, political, and social transformations that have taken place in the United States since World War II.	1. knows selected economic, political, and social transformations which have taken place in the United States since World War II (for example, Civil Rights movement, role of women, Hispanic immigration, impact of new technologies, exploration of space).	5: 30, 594-595, 597, 635, 642-648, 649, 650-651, 661-663, 665-667, 668-669, 670-671, 674-675	I
Benchmark SS.A.5.2.8: The student knows the political and military aspects of United States foreign relations since World War II.	1. knows selected political and military aspects of United States foreign relations since World War II (for example, Cold War attempts to contain communism such as in Berlin, Korea, Latin America, and Vietnam; nuclear weapons and the arms race; attempts to secure peace in the Middle East).	5: 595, 599, 635, 636-641, 650-655, 658-660, 664, 666, 670-671, 674-675	I

*Indepth/Mentioned

AC refers to Scott Foresman Social Studies - Ancient Communities



**CORRELATION
SUNSHINE STATE STANDARDS
& GRADE LEVEL EXPECTATIONS**

SUBJECT: SOCIAL STUDIES

SUBMISSION TITLE: SCOTT FORESMAN SOCIAL STUDIES—THE UNITED STATES

PUBLISHER: PEARSON SCOTT FORESMAN

GRADE: FIVE

STRAND A: TIME, CONTINUITY, AND CHANGE [HISTORY]

STANDARD 6: THE STUDENT UNDERSTANDS THE HISTORY OF FLORIDA AND ITS PEOPLE.

BENCHMARK	GRADE LEVEL EXPECTATIONS	PAGES(S) OR LOCATIONS(S) WHERE TAUGHT	I/M*
Benchmark SS.A.6.2.1: The student understands reasons that immigrants came to Florida and the contributions of immigrants to the state’s history.	<i>Content addressed in fourth grade.</i>	4: SS.A.6.2.1.GLE 1: 43, 169, 194, 235, 240, 242-243, 249, 287-288, 318, 331-333 SS.A.6.2.1.GLE 2: E10-E11, 5, 45, 49, 235, 243, 329, 330-333, 340-342, 344, 345, 346-347, 394-395 5: E2-E3, 8, 10, 570	I

*Indepth/Mentioned
 AC refers to Scott Foresman Social Studies - Ancient Communities

BENCHMARK	GRADE LEVEL EXPECTATIONS	PAGES(S) OR LOCATIONS(S) WHERE TAUGHT	I/M*
Benchmark SS.A.6.2.2: The student understands the influence of geography on the history of Florida.	<i>Content addressed in fourth grade.</i>	4: SS.A.6.2.2.GLE 1: E8-E9, H11, 7, 9, 10-16, 18-19, 20-23, 24-25, 28-29, 32-38, 53-54, 58-59, 62-63, 64, 308-309, 311, 314-315, R22, R28, R29 SS.A.6.2.2.GLE 2: 16, 44-48, 58-59, 62-63, 100-101, 105-107, 109, 114-115, 170-171, 185, 221, 222-224, 227-228, 232-236, 244-245, 248-249 5: 180, 233, 403, 431	I
Benchmark SS.A.6.2.3: The student knows the significant individuals, events, and social, political, and economic characteristics of different periods in Florida 's history.	<i>Content addressed in fourth grade.</i>	4: SS.A.6.2.3.GLE 1: E2, 66-67, 68-69, 92-96, 97, 99, 124-125 SS.A.6.2.3.GLE 2: E3, 94, 96, 98-101, 104-112, 119, 122-123, 124-125, 140, 143, 162-163, 188 SS.A.6.2.3.GLE 3: E16, 131h, 135, 139, 146-148, 165, 176-180, 181, 184-185, 188-189, 196 SS.A.6.2.3.GLE 4: 191h, 196, 199, 200-207, 210, 212-215, 218-219, 252 SS.A.6.2.3.GLE 5: E10, 193, 221, 235-236, 240, 242-245, 246-247, 248-249, 252-253, 287-288, 314-315, 318, 332-333, 346-347, 394-395 SS.A.6.2.3.GLE 6: 31, 43-47, 50-51, 58-59, 62-63, 181, 184-185, 192-193, 221, 222-228, 229, 232-236, 242-245, 246-247, 248-249, 252-253, 258, 260, 266, 280-281, 289, 304-306, 307-310, 314-315, 318-319, 352-354 SS.A.6.2.3.GLE 7: 256, 261, 264-269, 272-274, 278, 280-281, 318-319 SS.A.6.2.3.GLE 8: E6-E7, 8, 257, 283, 284-290, 291, 294-299, 300-301, 311, 314-315, 318-319	I

*Indepth/Mentioned

AC refers to Scott Foresman Social Studies - Ancient Communities

BENCHMARK	GRADE LEVEL EXPECTATIONS	PAGES(S) OR LOCATIONS(S) WHERE TAUGHT	I/M*
(continued)		SS.A.6.2.3.GLE 9: H22, 4-5, 13, 17, 22, 26-27, 28, 35, 37, 39, 45, 49, 56-57, 58, 60-61, 66-67, 68-69, 79, 88, 93-94, 96, 97, 99-101, 102, 105, 108, 113, 119-120, 121, 122-123, 124-125, 126-127, 129, 133, 134-135, 143-145, 147-148, 149, 155-156, 158, 159, 162-163, 167-169, 174-175, 177, 179, 181, 184-185, 186-187, 189, 193, 194-195, 206, 214-215, 216, 217, 218, 223-224, 226-228, 229, 233-236, 237, 244, 248-249, 250-251, 253, 258-259, 266, 273, 276, 277, 278-279, 280, 286-287, 291, 309-310, 311, 314, 316-317, 319, 323, 324-325, 332, 343, 345, 346-347, 351, 355, 364, 369, 371, 375, 379, 387, 388, 389, 390, 392-393, 395 5: 143, 180, 232-233, 352-353, 356-357, 399, 403, 431	
Benchmark SS.A.6.2.4: The student understands the perspectives of diverse cultural, ethnic, and economic groups with regard to past and current events in Florida’s history.	<i>Content addressed in fourth grade.</i>	4: SS.A.6.2.4.GLE 1: E10-E11, 5, 43, 45, 58, 117, 119-120, 121, 126-127, 128-129, 216, 237, 243, 245, 248-249, 250-251, 252-253, 286-287, 314-315, 330-333, 340-342, 346-347, 340-342, 346-347, 394-395 5: E12-E13	I

BENCHMARK	GRADE LEVEL EXPECTATIONS	PAGES(S) OR LOCATIONS(S) WHERE TAUGHT	I/M*
Benchmark SS.A.6.2.5: The student knows how various cultures contributed to the unique social, cultural, economic, and political features of Florida.	<i>Content addressed in fourth grade.</i>	4: SS.A.6.2.5.GLE 1: E10-E11, 5, 45, 58, 108-110, 117, 119-120, 121, 124-125, 128-129, 134, 144, 162, 214, 216, 234, 236, 237, 243, 248, 250-251, 286-287, 314-315, 329, 330-333, 340-342, 344, 345, 346-347, 394-395 5: 232-233, 352-353, 356-357	I
Benchmark SS.A.6.2.6: The student understands the cultural, social, and political features of Native American tribes in Florida 's history.	<i>Content addressed in fourth grade.</i>	4: SS.A.6.2.6.GLE 1: 67, 69, 71, 73, 78-84, 85-86, 88-89, 91, 94-95, 98-100, 105, 108-112, 116-120, 121, 124-125, 126-127, 128-129, 130, 133, 137, 140-143, 144-148, 154-158, 159, 162-163, 333, 341 5: 403	I
Benchmark SS.A.6.2.7: The student understands the unique historical conditions that influenced the formation of the state and how statehood was granted.	<i>Content addressed in fourth grade.</i>	4: SS.A.6.2.7.GLE 1: E16, 131h, 135, 139, 146-148, 165, 176-180, 181, 184-185, 188-189, 196 5: E14, 431	I

*Indepth/Mentioned
 AC refers to Scott Foresman Social Studies - Ancient Communities



**CORRELATION
SUNSHINE STATE STANDARDS
& GRADE LEVEL EXPECTATIONS**

SUBJECT: SOCIAL STUDIES

SUBMISSION TITLE: SCOTT FORESMAN SOCIAL STUDIES—THE UNITED STATES

PUBLISHER: PEARSON SCOTT FORESMAN

GRADE: FIVE

STRAND B: PEOPLE, PLACES, AND ENVIRONMENTS [GEOGRAPHY]

STANDARD 1: THE STUDENT UNDERSTANDS THE WORLD IN SPATIAL TERMS.

BENCHMARK	GRADE LEVEL EXPECTATIONS	PAGES(S) OR LOCATIONS(S) WHERE TAUGHT	I/M*
Benchmark SS.B.1.2.1: The students uses maps, globes, charts, graphs, and other geographic tools including map keys and symbols to gather and interpret data and to draw conclusions about physical patterns.	1. extends and refines use of maps, globes, charts, graphs, and other geographic tools including map keys and symbols to gather and interpret data and to draw conclusions about physical patterns (for example, in the United States).	5: E3, E5, E7, E9, E11, E13, E15, H12-H22, 24, 26, 29, 32-33, 34, 53, 54, 55, 60, 63, 66, 68, 75, 76, 77, 82, 84, 88, 89, 94, 95, 101, 102, 103, 106, 107, 110, 111, 114, 133, 134, 137, 140-141, 142, 146, 147, 148, 153, 155, 156, 159, 164, 166, 168, 171, 176, 177, 201, 202, 205, 206, 210, 216, 224, 226, 231, 232, 234, 235, 240, 242, 244-245, 246, 248, 250, 267, 268, 271, 278, 286, 288, 290, 295, 296, 302, 305, 314, 317, 337, 338, 341, 342, 344, 352, 361, 362, 365, 370, 375, 378-379, 380, 387, 401, 402, 403, 405, 408, 412, 416, 429, 430, 431, 435, 438, 440, 442, 463, 464, 470, 473, 476, 477, 479, 484, 486, 491, 492, 498, 500, 506, 507, 509, 512-513,	I

*Indepth/Mentioned
 AC refers to Scott Foresman Social Studies - Ancient Communities

BENCHMARK	GRADE LEVEL EXPECTATIONS	PAGES(S) OR LOCATIONS(S) WHERE TAUGHT	I/M*
(continued)		516, 523, 537, 538, 540, 542-543, 546, 550, 554, 556, 561, 562, 568, 569, 578, 581, 601, 602, 604, 608, 616, 621, 624, 626, 629, 635, 636, 638, 640, 642, 650, 652, 656-657, 658, 661, 665, 671, 677, 678, 682, 686, 688, 690, R4-R5, R6, R7, R8, R9, R10-R11, R12-R13, R14-R15	
Benchmark SS.B.1.2.2: The student knows how regions are constructed according to physical criteria and human criteria.	1. knows how regions in the United States are constructed according to physical criteria and human criteria.	5: H11, 5, 24-30, 42-43, 76-79, 82-84, 88-90, 94-96, 98-99, 177-180, 186-187, 201, 205, 212-213, 225-226, 228-229, 465, 489	I
Benchmark SS.B.1.2.3: The student locates and describes the physical and cultural features of major world political regions.	<i>Content addressed in third grade.</i>	3: SS.B.1.2.3.GLE 1: H11, 20, 29, 49, 142-145, 146, 168-169, 389 AC SE: 11, 30, 43, 44, 58, 72 TE: 8, 12, 19, 20, 24 4: SS.B.1.2.3.GLE 1: 50-51, 85-86, 152-153, 241-242, 292-293, 334-335, R4-R5, R6-R7, R8, R9 5: 604, 629, 638, 652, 661, 665, 678-679, 682-683, 686-687, 691, R4-R5, R6, R7, R8, R9	I

*Indepth/Mentioned

AC refers to Scott Foresman Social Studies - Ancient Communities

BENCHMARK	GRADE LEVEL EXPECTATIONS	PAGES(S) OR LOCATIONS(S) WHERE TAUGHT	I/M*
Benchmark SS.B.1.2.4: The student knows how changing transportation and communication technology have affected relationships between locations.	<i>Content addressed in SS.A.5.2.7</i>	5: 30, 595, 597, 635, 642-648, 649, 650-651, 661-663, 665-667, 668-669, 670-671, 674-675	I
Benchmark SS.B.1.2.5: The student knows ways in which people view and relate to places and regions differently.	1. understands varying perceptions of regions throughout the United States.	5: 1h, 5, 24-30, 42-43, R9, R14-R15	I

*Indepth/Mentioned

AC refers to Scott Foresman Social Studies - Ancient Communities



**CORRELATION
SUNSHINE STATE STANDARDS
& GRADE LEVEL EXPECTATIONS**

SUBJECT: SOCIAL STUDIES

SUBMISSION TITLE: SCOTT FORESMAN SOCIAL STUDIES—THE UNITED STATES

PUBLISHER: PEARSON SCOTT FORESMAN

GRADE: FIVE

STRAND B: PEOPLE, PLACES, AND ENVIRONMENTS [GEOGRAPHY]

STANDARD 2: THE STUDENT UNDERSTANDS THE INTERACTIONS OF PEOPLE AND THE PHYSICAL ENVIRONMENT.

BENCHMARK	GRADE LEVEL EXPECTATIONS	PAGES(S) OR LOCATIONS(S) WHERE TAUGHT	I/M*
Benchmark SS.B.2.2.1: The student understands why certain areas of the world are more densely populated than others.	1. understands reasons certain areas of the United States are more densely populated than others.	5: 8, 12, 13, 28, 43, 167, 172, 206, 243, 378-379, 387, 443-445, 448-449, 513, 547, 552, 558-559	I
Benchmark SS.B.2.2.2: The student understands how the physical environment supports and constrains human activities.	1. understands ways the physical environment supports and constrains human activities in the United States.	5: H10, 24-30, 34-38, 42-43, 621, 632	I

*Indepth/Mentioned
AC refers to Scott Foresman Social Studies - Ancient Communities

BENCHMARK	GRADE LEVEL EXPECTATIONS	PAGES(S) OR LOCATIONS(S) WHERE TAUGHT	I/M*
Benchmark SS.B.2.2.3: The student understands how human activity affects the physical environment.	1. understands ways human activity has affected the physical environment in various places and times in the United States.	5: H10, 36-38, 39, 40-41, 42-43, 411-413, 426-427, 438-441, 448-449, 452-453, 538-541, 546-552, 558-559, 590-591, 604-605, 621, 632-633	I
Benchmark SS.B.2.2.4: The student understands how factors such as population growth, human migration, improved methods of transportation and communication, and economic development affect the use and conservation of natural resources.	<i>Content addressed in SS.B.2.2.3.</i>	5: H10, 36-38, 39, 40-41, 42-43, 411-413, 426-427, 438-441, 448-449, 452-453, 538-541, 546-552, 558-559, 590-591, 604-605, 621, 632-633	I

*Indepth/Mentioned

AC refers to Scott Foresman Social Studies - Ancient Communities



**CORRELATION
SUNSHINE STATE STANDARDS
& GRADE LEVEL EXPECTATIONS**

SUBJECT: SOCIAL STUDIES

SUBMISSION TITLE: SCOTT FORESMAN SOCIAL STUDIES—THE UNITED STATES

PUBLISHER: PEARSON SCOTT FORESMAN

GRADE: FIVE

STRAND C: GOVERNMENT AND THE CITIZEN [CIVICS AND GOVERNMENT]

STANDARD 1: THE STUDENT UNDERSTANDS THE STRUCTURE, FUNCTIONS, AND PURPOSES OF GOVERNMENT AND HOW THE PRINCIPLES AND VALUES OF AMERICAN DEMOCRACY ARE REFLECTED IN AMERICAN CONSTITUTIONAL GOVERNMENT.

BENCHMARK	GRADE LEVEL EXPECTATIONS	PAGES(S) OR LOCATIONS(S) WHERE TAUGHT	I/M*
Benchmark SS.C.1.2.1: The student identifies the structure and function of local, state, and federal governments under the framework of the Constitutions of Florida and the United States.	1. understands the functions of government under the framework of the United States Constitution.	5: 15-17, 42, 329h, 330-331, 354-355, 358-359, 390-391, R30-R52	I
	2. understands the branches of federal government and their main roles.	5: 15, 339, 346, 348-349, 358-359, R30-R39	I

*Indepth/Mentioned
AC refers to Scott Foresman Social Studies - Ancient Communities

BENCHMARK	GRADE LEVEL EXPECTATIONS	PAGES(S) OR LOCATIONS(S) WHERE TAUGHT	I/M*
Benchmark SS.C.1.2.2: The student understands the structure, functions, and primary responsibilities of executive, legislative, and judicial branches of governments and understands how all three branches of government promote the common good and protect individual rights.	1. understands the structure, functions, and primary responsibilities of executive, legislative, and judicial branches of the United States government.	5: 348-349, 354, 358-359, R30-R39	I
	2. understands ways all three branches of government promote the common good and protect individual rights.	5: 5, 184, 348-349, 354, 358-359, 500, 517-519, 522-523, 526, 612, 642-643, 646-648, 670-671, R30-R37, R42-R43, R45-R46, R48, R52	I
Benchmark SS.C.1.2.3: The student knows the names of his or her representatives at the local, state, and national levels (e.g., city council members, state representatives, and members of Congress) and the name of his or her representatives in the executive branches	1. knows the names of his or her representatives at the national level (for example, president, members of Congress).	5: 92, 349, 369, 661-662, 664, R25	I

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AC refers to Scott Foresman Social Studies - Ancient Communities

BENCHMARK	GRADE LEVEL EXPECTATIONS	PAGES(S) OR LOCATIONS(S) WHERE TAUGHT	I/M*
(continued) of government at the local, state, and national levels (e.g., mayor, governor, and president).			
Benchmark SS.C.1.2.4: The student knows possible consequences of the absence of government, rules, and laws.	1. knows possible consequences of the absence of government, rules, and laws.	5: 170, 173, 184-185, 186, 222-223, 228, 329, 340-341, 353, 358-359	I
Benchmark SS.C.1.2.5: The student knows the basic purposes of government in the United States and knows the basic things governments do in one's school, community, state, and nation.	1. knows basic things the United States government does in one's school, community, state, and nation.	5: 5, 8, 15, 17, 37-38, 412, 80, 85, 86, 98, 329, 342, 354-355, 358-359, 382, 519, 526, 555, 570, 603, 612, 620-622, 633, 642-644, 646-648, 661-665, 670-671, R42-R43, R45-R46, R48, R52	I

*Indepth/Mentioned

AC refers to Scott Foresman Social Studies - Ancient Communities



**CORRELATION
SUNSHINE STATE STANDARDS
& GRADE LEVEL EXPECTATIONS**

SUBJECT: SOCIAL STUDIES

SUBMISSION TITLE: SCOTT FORESMAN SOCIAL STUDIES—THE UNITED STATES

PUBLISHER: PEARSON SCOTT FORESMAN

GRADE: FIVE

STRAND C: GOVERNMENT AND THE CITIZEN [CIVICS AND GOVERNMENT]

STANDARD 2: THE STUDENT UNDERSTANDS THE ROLE OF THE CITIZEN IN AMERICAN DEMOCRACY.

BENCHMARK	GRADE LEVEL EXPECTATIONS	PAGES(S) OR LOCATIONS(S) WHERE TAUGHT	I/M*
Benchmark SS.C.2.2.1: The student understands the importance of participation through community service, civic improvement, and political activities.	1. understands the importance of participation through community service, civic improvement, and political activities.	5: E12-E13, H2-H3, 16-17, 36-38, 39, 40-41, 42-43, 81, 92-93, 149, 151, 160, 163, 173, 183, 184-185, 222-223, 274-275, 277, 283, 300, 301, 306, 351, 369, 392, 407, 421, 422-423, 424-425, 426, 475, 483, 497, 499, 504-505, 508, 570, 571, 583, 586, 603, 612-614, 623, 628, 631, 632-633, 644-648, 649, 662-663, 668-669	I

*Indepth/Mentioned
 AC refers to Scott Foresman Social Studies - Ancient Communities

BENCHMARK	GRADE LEVEL EXPECTATIONS	PAGES(S) OR LOCATIONS(S) WHERE TAUGHT	I/M*
Benchmark SS.C.2.2.2: The student understands why personal responsibility (e.g., taking advantage of the opportunity to be educated) and civic responsibility (e.g., obeying the law and respecting the rights of others) are important.	1. extends and refines understanding of ways personal and civic responsibility are important.	5: E12-E13, H2-H3, 16-17, 36-38, 39, 40-41, 42-43, 81, 92-93, 149, 151, 160, 163, 173, 183, 184-185, 222-223, 274-275, 277, 283, 300, 301, 306, 351, 369, 392, 407, 421, 422-423, 424-425, 426, 475, 483, 497, 499, 504-505, 508, 570, 571, 583, 586, 603, 612-614, 623, 628, 631, 632-633, 644-648, 649, 662-663, 668-669	I
Benchmark SS.C.2.2.3: The student knows that a citizen is a legally recognized member of the United States who has certain rights and privileges and certain responsibilities (e.g., privileges such as the right to vote and hold public office and responsibilities such as respecting the law, voting, paying taxes, and serving on juries).	1. knows that a citizen is a legally recognized member of the United States who has certain rights and privileges and certain responsibilities (for example, privileges such as the right to vote and hold public office and responsibilities such as respecting the law, voting, paying taxes, serving on juries).	5: H2, 5, 11, 14-17, 36, 38, 40-41, 92-93, 179, 184-185, 186-187, 196, 218-219, 222-223, 277, 295, 354-355, 358-359, 369, 419-420, 423, 424-425, 426-427, 499, 500, 517, 519, 522-523, 575, 594-595, 596-597, 612, 642-648, 649, R42-R43, R45-R46, R48, R52	I

*Indepth/Mentioned

AC refers to Scott Foresman Social Studies - Ancient Communities

BENCHMARK	GRADE LEVEL EXPECTATIONS	PAGES(S) OR LOCATIONS(S) WHERE TAUGHT	I/M*
Benchmark SS.C.2.2.4: The student knows examples of the extension of the privileges and responsibilities of citizenship.	1. knows examples of the extension of the privileges and responsibilities of citizenship.	5: H2, 5, 11, 14-17, 36, 38, 40-41, 92-93, 179, 184-185, 186-187, 196, 218-219, 222-223, 277, 295, 354-355, 358-359, 369, 419-420, 423, 424-425, 426-427, 499, 500, 517, 519, 522-523, 575, 594-595, 596-597, 612, 642-648, 649, R42-R43, R45-R46, R48, R52	I
Benchmark SS.C.2.2.5: The student knows what constitutes personal, political, and economic rights and why they are important and knows examples of contemporary issues regarding rights.	1. knows what constitutes personal, political, and economic rights and why they are important (for example, right to vote, assemble, lobby, own property and business).	5: 5, 11, 14-17, 18-19, 179, 184-185, 186-187, 196, 218-219, 222-223, 277, 354-355, 358-359, 419-420, 423, 424-425, 426-427, 500, 517, 519, 522-523, 565, 566, 575, 594-595, 596-597, 612, 637, 642-648, 649, R42, R45-R46, R48, R52	I
	2. knows examples of contemporary issues regarding rights (for example, freedom from discrimination in housing, employment).	5: 16, 223, 295, 504-505, 628, 646, 649	I

*Indepth/Mentioned

AC refers to Scott Foresman Social Studies - Ancient Communities



**CORRELATION
SUNSHINE STATE STANDARDS
& GRADE LEVEL EXPECTATIONS**

SUBJECT: SOCIAL STUDIES

SUBMISSION TITLE: SCOTT FORESMAN SOCIAL STUDIES—THE UNITED STATES

PUBLISHER: PEARSON SCOTT FORESMAN

GRADE: FIVE

STRAND D: PRODUCTION, DISTRIBUTION, AND CONSUMPTION [ECONOMICS]

STANDARD 1: THE STUDENT UNDERSTANDS HOW SCARCITY REQUIRES INDIVIDUALS AND INSTITUTIONS TO MAKE CHOICES ABOUT HOW TO USE RESOURCES.

BENCHMARK	GRADE LEVEL EXPECTATIONS	PAGES(S) OR LOCATIONS(S) WHERE TAUGHT	I/M*
Benchmark SS.D.1.2.1: The student understands that all decisions involve opportunity costs and that making effective decisions involves considering the costs and the benefits associated with alternative choices.	1. knows examples from United States history that demonstrate an understanding that all decisions involve opportunity costs and that making effective decisions involves considering the costs and the benefits associated with alternative choices.	5: 19, 22, 215, 272, 279, 444, 547-548, 573, 578, 617, 644	I

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BENCHMARK	GRADE LEVEL EXPECTATIONS	PAGES(S) OR LOCATIONS(S) WHERE TAUGHT	I/M*
Benchmark SS.D.1.2.2: The student understands that scarcity of resources requires choices on many levels, from the individual to societal.	1. understands that scarcity of resources requires choices on many levels, from the individual to societal.	5: 1, 22, 35, 36, 42, 107, 114, 179, 444, 502, 540, 547, 569, 590, 619, 621, 627	I
Benchmark SS.D.1.2.3: The student understands the basic concept of credit.	1. understands the basic concept of credit.	5: E4-E5	I
Benchmark SS.D.1.2.4: The student understands that any consumer (e.g., an individual, a household, or a government) has certain rights.	1. understands that any consumer has certain rights (for example, an individual, a household, a government).	5: 21	I

*Indepth/Mentioned

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BENCHMARK	GRADE LEVEL EXPECTATIONS	PAGES(S) OR LOCATIONS(S) WHERE TAUGHT	I/M*
Benchmark SS.D.1.2.5: The student understands the concept of earning income and the basic concept of a budget.	1. creates a simple budget including income and expenses.	5: 18-19, 21	I
	2. knows different ways that money can increase in value through savings and investment (for example, banks savings accounts, stocks, bonds, real estate, other valuable goods).	5: E4-E5, 21, 566, 619, 664	I

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**CORRELATION
SUNSHINE STATE STANDARDS
& GRADE LEVEL EXPECTATIONS**

SUBJECT: SOCIAL STUDIES

SUBMISSION TITLE: SCOTT FORESMAN SOCIAL STUDIES—THE UNITED STATES

PUBLISHER: PEARSON SCOTT FORESMAN

GRADE: FIVE

STRAND D: PRODUCTION, DISTRIBUTION, AND CONSUMPTION [ECONOMICS]

STANDARD 2: THE STUDENT UNDERSTANDS THE CHARACTERISTICS OF DIFFERENT ECONOMIC SYSTEMS AND INSTITUTIONS.

BENCHMARK	GRADE LEVEL EXPECTATIONS	PAGES(S) OR LOCATIONS(S) WHERE TAUGHT	I/M*
Benchmark SS.D.2.2.1: The student understands economic specialization and how specialization generally affects costs, amount of goods and services produced, and interdependence.	1. understands economic specialization and how specialization generally affects costs, amount of goods and services produced, and interdependence.	5: 20, 30, 617, 632	I

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BENCHMARK	GRADE LEVEL EXPECTATIONS	PAGES(S) OR LOCATIONS(S) WHERE TAUGHT	I/M*
Benchmark SS.D.2.2.2: The student understands the roles that money plays in a market economy.	1. understands the roles that money plays in a market economy.	5: 18-19, 21, 42, 619, 632-633	I
Benchmark SS.D.2.2.3: The student understands the services that banks and other financial institutions in the economy provide to consumers, savers, borrowers, and businesses.	1. understands basic services that banks and other financial institutions in the economy provide to consumers, savers, borrowers, and businesses.	5: E4-E5, 21, 664	I
Benchmark SS.D.2.2.4: The student knows that the government provides some of the goods and services that we use and that the government pays for the goods and services it provides through taxing and borrowing.	1. knows ways the Federal government provides goods and services through taxation and borrowing (for example, highways, military defense).	5: 339-341, 347, 349, 620, 622, 631	I

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