



Correlation of

Civics and Citizenship, Florida Edition,
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to

Florida
Social Studies Standards
M/J Civics - 2106010

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STANDARD/BENCHMARK	STUDENT EDITION	TEACHER'S GUIDE
NGSS Standards Correlations		
HOLOCAUST EDUCATION		
SS.68.HE.1 Foundations of Holocaust Education	Component Codes CH = Citizenship Handbook CI = Chapter Introduction CR = Chapter Review CW = Civics at Work EOC = Florida End of Course Exam Practice FLA = Florida At-a-Glance NGP = National Geographic Photographer PBL = Project-Based Learning	Component Codes CH = Citizenship Handbook CI = Chapter Introduction CR = Chapter Review CW = Civics at Work EOC = Florida End of Course Exam Practice FLA = Florida At-a-Glance NGP = National Geographic Photographer PBL = Project-Based Learning
SS.68.HE.1.1 Examine the Holocaust as the planned and systematic state-sponsored persecution and murder of European Jews by Nazi Germany and its collaborators between 1933 and 1945. <ul style="list-style-type: none"> Students will describe the basic beliefs of Judaism and trace the origins and history of Jews in Europe. Students will analyze how antisemitism led to and contributed to the Holocaust. Students will identify examples of antisemitism (e.g., making mendacious, dehumanizing, demonizing or stereotypical allegations about Jews; demonizing Israel by using the symbols and images associated with classic antisemitism to characterize Israel or Israelis). 	7.1, pp. 157–158; CR7, pp. 166–167 See also “Learning About the Holocaust” supplement in MindTap™.	7.1, pp. 75–76
CIVICS AND GOVERNMENT		
SS.7.CG.1 Demonstrate an understanding of the origins and purposes of government, law and the American political system.		
SS.7.CG.1.1 Analyze the influences of ancient Greece, ancient Rome and the Judeo-Christian tradition on America’s constitutional republic. <ul style="list-style-type: none"> Students will explain the influence of ancient Greece on America’s constitutional republic (e.g., civic participation, legislative bodies, polis, voting rights, written constitution). Students will explain the influence of ancient Rome on America’s constitutional republic (e.g., civic participation, republicanism, representative government, rule of law, separation of powers). 	NGP1, p. 2; 1.1, pp. 9–11; CR1, pp. 22, 23	NGP1, p. 2; CW1, p. 3; CI1, p. 4; 1.1, pp. 5–6
	CI1, p. 8; 1.1, p. 9, pp. 11–14; 1.2, pp. 16–17; CR1, pp. 22, 23	NGP1, p. 2; CW1, p. 3; CI1, p. 4; 1.1, pp. 5–6; 1.2, p. 7

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<ul style="list-style-type: none"> Students will compare and contrast the democratic principles of ancient Greece and ancient Rome with those of the United States. 	1.1, pp. 9–12, 14–15; CR1, p. 23; EOC1, p. 72	1.1, pp. 5–6; CH, p. R2
<ul style="list-style-type: none"> Students will explain how the Judeo-Christian ethical ideas of justice, individual worth, personal responsibility and the rule of law influenced America's constitutional republic. 	1.1, p. 14; CR1, p. 23	1.1, pp. 5–6; 1.3, pp. 8–9
SS.7.CG.1.2 Trace the principles underlying America's founding ideas on law and government.		
<ul style="list-style-type: none"> Students will recognize principles contained in the founding documents (e.g., due process of law, equality of mankind, limited government, natural rights, the rule of law). 	1.3, pp. 18–21; CR1, pp. 22, 23; EOC1, p. 72; 7.1, pp. 158–159	1.3, pp. 8–9
<ul style="list-style-type: none"> Students will explain why religious liberty is a protected right. 	1.3, p. 21; CR1, p. 23	1.3, pp. 8–9
SS.7.CG.1.3 Trace the impact that the Magna Carta, Mayflower Compact, English Bill of Rights and Thomas Paine's Common Sense had on colonists' views of government.		
<ul style="list-style-type: none"> Students will identify the important ideas contained in the Magna Carta (e.g., due process of law, limitation of government power, right to justice, right to fair trial), Mayflower Compact (e.g., consent of the governed, self-government), English Bill of Rights (e.g., right to life, liberty and property; no taxation without representation; right to a speedy and fair jury trial; no excessive punishments; habeas corpus) and Common Sense (representative self-government). 	1.3, pp. 18–19, 21; CR1, p. 22; 2.1, pp. 25–28; CR2, pp. 46–47; EOC1, p. 72	CW1, p. 3; 1.3, pp. 8–9; 2.1, pp. 13–14
SS.7.CG.1.4 Analyze how Enlightenment ideas, including Montesquieu's view of separation of powers and John Locke's theories related to natural law and Locke's social contract, influenced the Founding.		
<ul style="list-style-type: none"> Students will identify and describe the Enlightenment ideas of separation of powers, natural law and social contract. 	1.3, p. 19; 2.2, pp. 29–31; CR2, pp. 46–47	1.3, pp. 8–9; 2.2, pp. 15–16
<ul style="list-style-type: none"> Students will examine how Enlightenment ideas influenced the Founders' beliefs about individual liberties and government. 	1.3, pp. 19–21; 2.2, pp. 30–31; CR2, pp. 46–47	1.3, pp. 8–9; 2.2, pp. 15–16
<ul style="list-style-type: none"> Students will evaluate the influence of Montesquieu's and Locke's ideas on the Founding Fathers. 	1.3, p. 20; 2.2, pp. 29–31; 2.5, p. 45; CR2, pp. 46–47	1.3, pp. 8–9; 2.2, pp. 15–16

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SS.7.CG.1.5 Describe how British policies and responses to colonial concerns led to the writing of the Declaration of Independence.		
<ul style="list-style-type: none"> Students will trace the causal relationships between British policies, British responses to colonial grievances and the writing of the Declaration of Independence (e.g., Stamp Act, Quartering Act, Declaratory Act, Townshend Acts, Tea Act, Intolerable Acts). 	2.3, pp. 33–37; CR2, pp. 46–47; EOC1, p. 72; CH, p. R3	2.3, pp. 17–18
<ul style="list-style-type: none"> Students will recognize the underlying themes of British colonial policies concerning taxation, representation and individual rights that formed the basis of the American colonists' desire for independence. 	2.3, pp. 33–37; CR2, pp. 46–47; EOC1, p. 72; CH, p. R3	2.3, pp. 17–18
SS.7.CG.1.6 Analyze the ideas and grievances set forth in the Declaration of Independence.		
<ul style="list-style-type: none"> Students will identify the unalienable rights specifically expressed in the Preamble of the Declaration of Independence (e.g., life, liberty and the pursuit of happiness). 	2.4, pp. 40–41; 2.5, pp. 44–45; CR2, pp. 46–47; EOC1, p. 73; CH, p. R4	2.4, pp. 19–20
<ul style="list-style-type: none"> Students will explain the concept of natural rights as expressed in the Declaration of Independence. 	2.4, pp. 40–41; 2.5, pp. 44–45; CR2, pp. 46–47	2.4, pp. 19–20; 2.5, p. 21
<ul style="list-style-type: none"> Students will recognize natural rights, social contract, limited government and the right of resistance to tyrannical government. 	1.3, pp. 19–20; 2.4, pp. 40–42; 2.5, pp. 44–45; CR2, pp. 46–47	1.3, pp. 8–9; 2.4, pp. 19–20; 2.5, p. 21
<ul style="list-style-type: none"> Students will analyze the relationship between natural rights and the role of government: 1. People are endowed by their Creator with certain unalienable rights; 2. Governments are instituted among men to secure these rights; 3. Governments derive their just powers from the consent of governed; and 4. Whenever any form of government becomes destructive of these ends, it is the right of the people to alter or abolish it and to institute new government. 	1.3, p. 20; 2.4, pp. 40–43; CR2, pp. 46–47; CH, p. R4	CI2, p. 12; 2.4, pp. 19–20
<ul style="list-style-type: none"> Students will recognize the connection between specific grievances in the Declaration of Independence and natural rights violations. 	2.4, p. 42; CR2, pp. 46–47; CH, pp. R4–R7	2.4, pp. 19–20
<ul style="list-style-type: none"> Students will recognize colonial grievances identified in the Declaration of Independence (e.g., imposing taxes without the consent of the people, suspending trial by jury, limiting judicial powers, quartering soldiers and dissolving legislatures). 	2.1, pp. 25, 27–28; 2.3, pp. 32–37; 2.4, p. 42; CR2, pp. 46–47; CH, pp. R4–R7	2.3, pp. 17–18; 2.4, pp. 19–20

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SS.7.CG.1.7 Explain how the weaknesses of the Articles of Confederation led to the writing of the U.S. Constitution.		
<ul style="list-style-type: none"> Students will identify the weaknesses of the government under the Articles of Confederation (i.e., Congress had no power to tax, to regulate trade or to enforce its laws; the national government lacked a national court system [judicial branch] and central leadership [executive branch]; no national armed forces; and changes to the Articles required unanimous consent of the 13 states). 	3.1, pp. 49–51; CR3, pp. 70–71; EOC1, p. 73	3.1, pp. 25–26
SS.7.CG.1.8 Explain the purpose of the Preamble to the U.S. Constitution.		
<ul style="list-style-type: none"> Students will explain how the Preamble serves as an introduction to the U.S. Constitution (e.g., establishes the goals and purposes of government). 	3.2, pp. 54–56; EOC1, p. 73; CH, p. R15	3.2, pp. 27–28
<ul style="list-style-type: none"> Students will identify the goals and purposes of the national government as set forth in the Preamble to the U.S. Constitution (i.e., form a more perfect union, establish justice, ensure domestic tranquility, provide for the common defense, promote the general welfare, and secure the blessings of liberty to ourselves and our posterity). 	3.2, pp. 54–56; CR3, p. 70; CH, p. R15	3.2, pp. 27–28
<ul style="list-style-type: none"> Students will recognize that the intention of the phrase “We the People” means that government depends on the people for its power and exists to serve them. 	CI3, p. 48; 3.2, pp. 55–56; CR3, p. 71; CH, p. R15	CI3, p. 24; 3.2, pp. 27–28
SS.7.CG.1.9 Describe how the U.S. Constitution limits the powers of government through separation of powers, checks and balances, individual rights, rule of law and due process of law.		
<ul style="list-style-type: none"> Students will explain the concept of limited government in the U.S. Constitution. 	3.3, pp. 58–61; CR3, pp. 70–71; CH, p. R14	3.3, pp. 29–30
<ul style="list-style-type: none"> Students will describe and distinguish between separation of powers and checks and balances. 	3.3, pp. 58–60; CR3, pp. 70–71	3.3, pp. 29–30
<ul style="list-style-type: none"> Students will analyze how government power is limited by separation of powers and/or checks and balances. 	3.3, pp. 58–60; CR3, p. 71; CH, p. R14	3.3, pp. 29–30
<ul style="list-style-type: none"> Students will recognize examples of separation of powers and checks and balances. 	3.3, pp. 58–59; EOC1, p. 73; CH, p. R14	3.3, pp. 29–30
<ul style="list-style-type: none"> Students will recognize the influence of the U.S. Constitution on the development of other governments. 	3.3, p. 61	3.3, p. 30

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SS.7.CG.1.10 Compare the viewpoints of the Federalists and the Anti-Federalists regarding ratification of the U.S. Constitution and including a bill of rights.		
<ul style="list-style-type: none"> Students will identify the viewpoints of the Federalists and the Anti-Federalists about the ratification of the U.S. Constitution. 	3.4, pp. 62–64; CR3, p. 71	3.4, pp. 31–32
<ul style="list-style-type: none"> Students will recognize the Anti-Federalists' reasons for the inclusion of a bill of rights in the U.S. Constitution. 	3.4, p. 65; CR3, p. 71; EOC1, p. 73	3.4, pp. 31–32
SS.7.CG.1.11 Define the rule of law and recognize its influence on the development of legal, political and governmental systems in the United States.		
<ul style="list-style-type: none"> Students will compare and contrast the characteristics of a society that operates under the rule of law and one that does not. 	3.3, pp. 59–60; 3.5, pp. 66–69; 7.1, pp. 158–159; CH, p. R39	3.5, pp. 33–34
<ul style="list-style-type: none"> Students will assess the importance of the rule of law in protecting citizens from arbitrary and abusive uses of government power. 	3.3, p. 61; 3.5, pp. 68–69; CR3, p. 70; EOC1, p. 73; 7.1, pp. 158–159	3.5, pp. 33–34
<ul style="list-style-type: none"> Students will analyze the meaning and importance of due process in the United States legal system. 	3.3, p. 61; 3.5, p. 67	3.5, pp. 33–34
<ul style="list-style-type: none"> Students will evaluate the impact of the rule of law on governmental officials and institutions (e.g., accountability to the law, consistent application and enforcement of the law, decisions based on the law, fair procedures, transparency of institutions). 	3.5, pp. 66–69; CR3, p. 71	3.5, pp. 33–34
SS.7.CG.2 Evaluate the roles, rights and responsibilities of U.S. citizens, and determine methods of active participation in society, government and the political system.		
SS.7.CG.2.1 Define the term “citizen,” and explain the constitutional means of becoming a U.S. citizen.		
<ul style="list-style-type: none"> Students will define citizenship as stated in the 14th Amendment. 	4.1, p. 83; CR4, pp. 94–95; CH, p. R31	4.1, pp. 41–42
<ul style="list-style-type: none"> Students will explain the process of becoming a naturalized citizen. 	4.1, pp. 83–84; CR4, p. 95; EOC2, p. 144; CH, p. R40	4.1, pp. 41–42
<ul style="list-style-type: none"> Students will define permanent residency and explain its role in obtaining citizenship. 	4.1, pp. 83–84; CR4, pp. 94–95	4.1, pp. 41–42
<ul style="list-style-type: none"> Students will examine the impact of the naturalization process on society, government and the political process. 	4.1, pp. 84–85	4.1, pp. 41–42

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SS.7.CG.2.2 Differentiate between obligations and responsibilities of U.S. citizenship, and evaluate their impact on society.		
<ul style="list-style-type: none"> Students will distinguish between an obligation or duty and a responsibility as it relates to citizenship. Responsibilities may include, but are not limited to, voting, attending civic meetings, petitioning government and running for office. 	CW2, pp. 78–81; 4.2, pp. 86– 90; EOC2, p. 144; CH, p. R41	NGP2, p. 38; CW2, p. 39; CI4, p. 40; 4.2, pp. 43–44; CI15, p. 162; CH, p. R3
<ul style="list-style-type: none"> Students will recognize the concept of the common good as a reason for fulfilling the obligations and responsibilities of citizenship. 	4.2, p. 90; CR4, pp. 94–95	4.2, pp. 43–44; CH, p. R3
<ul style="list-style-type: none"> Students will evaluate the obligations and responsibilities of citizens as they relate to active participation in society and government. 	4.2, pp. 86–91; 4.3, pp. 92–93; CR4, p. 95; CH, pp. R42–R43	4.2, pp. 43–44; PBL, pp. 138–145
<ul style="list-style-type: none"> Students will use scenarios to assess specific obligations of citizens. 	4.2, p. 88; 4.3, pp. 92–93	CI1, p. 4; CI2, p. 12; CI4, p. 40; 4.2, pp. 43–44; 4.3, p. 45; PBL, pp. 138–145; CI15, p. 162; CI19, p. 206
<ul style="list-style-type: none"> Students will identify the consequences or predict the outcome on society if citizens do not fulfill their obligations and responsibilities. 	4.2, p. 90	4.2, pp. 43–44
SS.7.CG.2.3 Identify and apply the rights contained in the Bill of Rights and other amendments to the U.S. Constitution.		
<ul style="list-style-type: none"> Students will recognize that the Bill of Rights comprises the first ten amendments to the U.S. Constitution. 	5.1, pp. 97–98; CH, pp. R28– R29	5.1, pp. 49–50
<ul style="list-style-type: none"> Students will recognize the five freedoms protected by the First Amendment. 	5.1, pp. 98–99; CR5, pp. 120–121; EOC2, p. 144; CH, p. R28	NGP2, p. 38; 5.1, pp. 49–50
<ul style="list-style-type: none"> Students will evaluate how the Bill of Rights and other amendments (e.g., 13th, 14th, 15th, 19th, 24th, 26th) influence individual actions and social interactions. 	5.1, pp. 98–101; 5.2, pp. 102–103; 5.3, pp. 108–109; CR5, p. 121; 9.1, pp. 191–197; 9.2, pp. 198–199	5.1, pp. 49–50; 5.2, p. 51; 5.3, pp. 52–53
<ul style="list-style-type: none"> Students will use scenarios to identify rights protected by the Bill of Rights. 	CI5, p. 96; 5.1, pp. 99–101; 5.2, pp. 102–103; CR5, p. 121	CI5, p. 48; 5.1, pp. 49–50; 5.2, p. 51; CH, p. R2
<ul style="list-style-type: none"> Students will use scenarios to recognize violations of the Bill of Rights or other constitutional amendments. 	5.1, pp. 99–101; 5.2, pp. 102–103	5.1, pp. 49–50; 5.2, p. 51
SS.7.CG.2.4 Explain how the U.S. Constitution and the Bill of Rights safeguard individual rights.		
<ul style="list-style-type: none"> Students will recognize that rights are protected but some rights are limited (e.g., property rights, civil disobedience). 	5.1, pp. 99–101; 5.3, pp. 104–109; CR5, p. 121	5.1, p. 49; 5.3, pp. 52–53
<ul style="list-style-type: none"> Students will examine rationales for government-imposed limitations on individual rights (e.g., forced internment in wartime, limitations on speech, rationing during wartime, suspension of habeas corpus). 	5.3, pp. 106–107; CH, p. R40	5.3, pp. 52–53

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<ul style="list-style-type: none"> Students will use scenarios to examine the impact of limiting individual rights. 	5.3, p. 104–109; CR5, p. 121; EOC2, p. 144	5.3, pp. 52–53
<ul style="list-style-type: none"> Students will examine the role of the judicial branch of government in protecting individual rights and freedoms. 	5.2, pp. 102–103; 5.3, pp. 104–106; CR5, pp. 120–121	5.2, p. 51; 5.3, pp. 52–53
SS.7.CG.2.5 Describe the trial process and the role of juries in the administration of justice at the state and federal levels.		
<ul style="list-style-type: none"> Students will examine the significance of juries in the American legal system. 	5.4, pp. 110–113; CR5, p. 121	5.4, pp. 54–55
<ul style="list-style-type: none"> Students will explain types of jury trials, how juries are selected and why jury trials are important. 	5.4, pp. 111–113; EOC2, p. 144	5.4, pp. 54–55
SS.7.CG.2.6 Examine the election and voting process at the local, state and national levels.		
<ul style="list-style-type: none"> Students will explain how elections and voting impact citizens at the local, state and national levels. 	5.5, pp. 114–119; CR5, p. 121; EOC2, p. 145	NGP2, p. 38; CW2, p. 39; 5.5, pp. 56–57
<ul style="list-style-type: none"> Students will explain the origins of the Republican and Democratic political parties and evaluate their roles in shaping public policy. 	5.5, pp. 116–117	5.5, pp. 56–57
<ul style="list-style-type: none"> Students will explain how free and fair elections promote trust in democratic institutions and preserve the republic. 	5.5, pp. 118–119; CR5, p. 121; EOC2, p. 145	5.5, pp. 56–57
SS.7.CG.2.7 Identify the constitutional qualifications required to hold state and national office.		
<ul style="list-style-type: none"> Students will recognize the qualifications to seek election to local and state political offices. 	6.1, pp. 124–127; CR6, pp. 142–143; EOC2, p. 145; CH, pp. R15, R21	6.1, pp. 61–62
SS.7.CG.2.8 Examine the impact of media, individuals, and interest groups on monitoring and influencing government.		
<ul style="list-style-type: none"> Students will identify methods used by the media to monitor and hold government accountable (e.g., acting as a watchdog, freedom of the press as contained in the 1st Amendment). 	CI6, p. 122; 6.2, pp. 129, 130–131; CR6, pp. 142–143; EOC2, p. 145	CW2, p. 39; CI6, p. 60; 6.2, pp. 63–64; PBL, pp. 138–145
<ul style="list-style-type: none"> Students will identify methods used by individuals to monitor, hold accountable and influence the government (e.g., attending civic meetings, peacefully protesting, petitioning government, running for office, voting). 	6.2, p. 129; CW4, pp. 238–241	CW2, p. 39; CI1, p. 4; CI2, p. 12; 6.2, pp. 63–64; CW4, p. 111; PBL, pp. 138–145
<ul style="list-style-type: none"> Students will identify methods used by interest groups to monitor and influence government. 	6.2, pp. 129–130; CR6, pp. 142–143	CW2, p. 39; 6.2, pp. 63–64; PBL, pp. 138–145; CI19, p. 206

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SS.7.CG.2.9 Analyze media and political communications and identify examples of bias, symbolism and propaganda.		
<ul style="list-style-type: none"> Students will use scenarios to identify bias, symbolism and propaganda. 	6.3, p. 134; CR6, pp. 142–143; EOC2, p. 145	CW2, p. 39; CI6, p. 60; 6.3, pp. 65–66
<ul style="list-style-type: none"> Students will evaluate how bias, symbolism and propaganda can impact public opinion. 	6.3, pp. 132–134; CR6, pp. 142–143	CW2, p. 39; 6.3, pp. 65–66
SS.7.CG.2.10 Explain the process for citizens to address a state or local problem by researching public policy alternatives, identifying appropriate government agencies to address the issue and determining a course of action.		
<ul style="list-style-type: none"> Students will identify the appropriate level of government to resolve specific problems. 	6.4, p. 139; CR6, p. 143; EOC2, p. 145; CW3, pp. 150–153; 7.2, pp. 161–162	6.4, pp. 67–68
<ul style="list-style-type: none"> Students will identify appropriate government agencies to address local or state problems. 	6.4, pp. 137–138, 139, 140; PBL, pp. 300–301	6.4, pp. 67–68; PBL, pp. 138–145
<ul style="list-style-type: none"> Students will analyze public policy alternatives to resolve local and state problems. 	6.4, p. 141; CR6, p. 143; CW4, pp. 238–241; PBL, pp. 300–301	CI6, p. 60; 6.4, pp. 67–68; NGP, p. 110; CW4, p. 111; PBL, pp. 138–145
SS.7.CG.3 Demonstrate an understanding of the principles, functions and organization of government.		
SS.7.CG.3.1 Analyze the advantages of the United States' constitutional republic over other forms of government in safeguarding liberty, freedom and a representative government.		
<ul style="list-style-type: none"> Students will apply their understanding of various forms of government (e.g., republic, democracy, monarchy, oligarchy, theocracy, autocracy). 	7.1, pp. 155–157; CR7, pp. 166–167; EOC3, p. 232	7.1, pp. 75–76
<ul style="list-style-type: none"> Students will identify different forms of government based on their political philosophy or organizational structure. 	7.1, pp. 155–157; CR7, pp. 166–167	7.1, pp. 75–76
<ul style="list-style-type: none"> Students will analyze scenarios describing various forms of government. 	CI7, p. 154; 7.1, pp. 155–157; CR7, pp. 166–167	CI7, p. 74; 7.1, pp. 75–76
<ul style="list-style-type: none"> Students will explain how the application of checks and balances, consent of the governed, democracy, due process of law, federalism, individual rights, limited government, representative government, republicanism, rule of law and separation of powers distinguishes the United States' constitutional republic from authoritarian and totalitarian nations. 	7.1, pp. 155–157; CR7, pp. 166–167	NGP2, p. 38; 7.1, pp. 75–76

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SS.7.CG.3.2 Explain the advantages of a federal system of government over other systems in balancing local sovereignty with national unity and protecting against authoritarianism.		
• Students will apply their understanding of federal, confederal and unitary systems of government.	7.2, pp. 160–165; CR7, pp. 166–167; EOC3, p. 232	7.2, pp. 77–78
• Students will compare the organizational structures of systems of government.	7.2, pp. 160–165; CR7, pp. 166–167; EOC3, p. 232	7.2, pp. 77–78
• Students will recognize examples of these systems of government.	7.2, pp. 160–165; CR7, pp. 166–167	7.2, pp. 77–78
• Students will analyze scenarios describing various systems of government.	7.2, pp. 160–165; CR7, p. 167	7.2, pp. 77–78
SS.7.CG.3.3 Describe the structure and function of the three branches of government established in the U.S. Constitution.		
• Students will recognize the structure of the legislative, executive and judicial branches.	8.1, pp. 169–174; 8.2, p. 176; CR8, pp. 188–189; CH, pp. R15–R16, R23	8.1, pp. 81–82; 8.2, p. 83
• Students will compare the roles and responsibilities of the three branches of the national government.	8.1, pp. 169–175; 8.2, p. 177; CR8, pp. 188–189; EOC3, p. 232; CH, pp. R15–R16, R22, R23	8.1, pp. 81–82; 8.2, p. 83
• Students will identify the general powers described in Articles I, II and III of the U.S. Constitution.	8.1, pp. 171, 173; 8.2, pp. 176–177; CR8, pp. 188–189; CH, pp. R18–R19, R22, R23	CI8, p. 80; 8.1, pp. 81–82; 8.2, p. 83
SS.7.CG.3.4 Explain the relationship between state and national governments as written in Article IV of the U.S. Constitution and the 10th Amendment.		
• Students will describe the system of federalism as established by the U.S. Constitution.	8.3, pp. 178–183; CR8, pp. 188–189; EOC3, p. 232	8.3, pp. 85–85
• Students will analyze how federalism limits government power.	8.3, pp. 178–183; CR8, p. 189	8.3, pp. 85–85
• Students will compare concurrent powers, enumerated powers, reserved powers and delegated powers as they relate to state and national governments.	CI8, p. 168; 8.3, pp. 179–181; CR8, pp. 188–189; CH, pp. R20, R24	CI8, p. 80; 8.3, pp. 85–85
SS.7.CG.3.5 Explain the amendment process outlined in Article V of the U.S. Constitution.		
• Students will recognize the methods used to propose and ratify amendments to the U.S. Constitution.	8.4, pp. 185, 187; CR8, p. 189; EOC3, p. 233; CH, p. R25	8.4, pp. 86–87
• Students will identify the correct sequence of each amendment process.	8.4, pp. 185, 187; CR8, p. 189	8.4, pp. 86–87

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<ul style="list-style-type: none"> Students will identify the importance of a formal amendment process. 	8.4, pp. 184–185, 187; CR8, p. 189	8.4, pp. 86–87
<ul style="list-style-type: none"> Students will recognize the significance of the difficulty of amending the U.S. Constitution. 	8.4, pp. 184–187; CH, p. R25	8.4, pp. 86–87
SS.7.CG.3.6 Analyze how the 13th, 14th, 15th, 19th, 24th and 26th Amendments broadened participation in the political process.		
<ul style="list-style-type: none"> Students will recognize how these amendments expanded civil rights to African Americans, women and young people. 	5.2, p. 103; 5.3, pp. 108–109; CR5, p. 121; 9.1, pp. 191–197; 9.2, pp. 198–199; CR9, pp. 212–213; CH, pp. R31– R32, R34, R36, R38	5.2, p. 51; 5.3, p. 52; 9.1, pp. 91–92; 9.2, p. 93
<ul style="list-style-type: none"> Students will evaluate the impact these amendments have had on American society. 	5.3, pp. 108–109; 9.1, pp. 192, 194–197; 9.2, p. 199; CR9, pp. 212–213; EOC3, p. 233	5.3, p. 52; 9.1, pp. 91–92; 9.2, p. 93
<ul style="list-style-type: none"> Students will examine how these amendments increased participation in the political process. 	9.1, pp. 192, 195–197; 9.2, p. 199; CR9, pp. 212–213; EOC3, p. 233	9.1, pp. 91–92
SS.7.CG.3.7 Explain the structure, functions and processes of the legislative branch of government.		
<ul style="list-style-type: none"> Students will examine the processes of the legislative branch (e.g., how a bill becomes a law, appointment confirmation, committee selection). 	9.3, pp. 200–202; CR9, pp. 212–213; EOC3, p. 233; CH, p. R17	9.3, pp. 94–95
<ul style="list-style-type: none"> Students will compare local, state and national lawmakers (e.g., city/county commissioners/council members; state legislators [representatives and senators]; and U.S. Congressmen/Congresswomen [representatives and senators]). 	9.3, pp. 200–202; 9.4, p. 204; CR9, pp. 212–213	CW3, p. 73; 9.3, pp. 94–95
<ul style="list-style-type: none"> Students will compare and contrast the lawmaking process at the local, state and national levels. 	9.3, pp. 200–201; CR9, pp. 212–213	9.3, pp. 94–95; NGP, p. 110
SS.7.CG.3.8 Explain the structure, functions and processes of the executive branch of government.		
<ul style="list-style-type: none"> Students will examine the processes of the executive branch (e.g., executive order, veto, appointments). 	8.2, p. 176; 9.4, pp. 203–205; CR9, pp. 212–213; CH, p. R22	8.2, p. 83; 9.4, pp. 96–97
<ul style="list-style-type: none"> Students will compare and contrast executive authority at the local, state and national levels. 	9.4, pp. 203–205; CR9, pp. 212–213; EOC3, p. 233	9.4, pp. 96–97
<ul style="list-style-type: none"> Students will explain the function of administrative agencies (e.g., advise, make regulations, enforce law and regulations). 	9.4, p. 203	NGP3, p. 72; 9.4, p. 96

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SS.7.CG.3.9 Explain the structure, functions and processes of the judicial branch of government.		
<ul style="list-style-type: none"> Students will examine the processes of the judicial branch (e.g., judicial review, court order, writ of certiorari, summary judgment). 	3.3, p. 59; 9.5, pp. 206–211	9.5, pp. 98–99
<ul style="list-style-type: none"> Students will distinguish between the structure, functions and powers of courts at the state and federal levels. 	9.5, pp. 206–211; CR9, p. 213; EOC3, p. 233	9.5, pp. 98–99
<ul style="list-style-type: none"> Students will recognize that the powers and jurisdiction of the state and federal courts are derived from their respective constitutions. 	9.5, pp. 206–208, 211	9.5, pp. 98–99
<ul style="list-style-type: none"> Students will compare the trial and appellate processes. 	9.5, p. 210–211	9.5, pp. 98–99
SS.7.CG.3.10 Identify sources and types of law.		
<ul style="list-style-type: none"> Students will explain how historical codes of law influenced the United States. 	10.1, pp. 215–216; CR10, pp. 230–231	10.1, pp. 103–104
<ul style="list-style-type: none"> Students will recognize natural, constitutional, statutory, case and common law as sources of law. 	2.2, pp. 30–31; 10.1, pp. 216–218; CR10, pp. 230–231	2.2, pp. 15–16; 10.1, pp. 103–104
<ul style="list-style-type: none"> Students will compare civil, criminal, constitutional and/or military types of law. 	10.1, pp. 216–219; CR10, pp. 230–231	NGP3, p. 72; 10.1, pp. 103–104
SS.7.CG.3.11 Analyze the effects of landmark Supreme Court decisions on law, liberty and the interpretation of the U.S. Constitution.		
<ul style="list-style-type: none"> Students will recognize landmark Supreme Court cases (e.g., Marbury v. Madison; Dred Scott v. Sandford; Plessy v. Ferguson; Brown v. Board of Education; Gideon v. Wainwright; Miranda v. Arizona; In re Gault; United States v. Nixon; Hazelwood v. Kuhlmeier). 	5.3, p. 105; 10.2, pp. 220–227; 10.3, p. 229; CR10, pp. 230–231; EOC4, p. 233	5.3, p. 53; 10.2, pp. 105–106
<ul style="list-style-type: none"> Students will use primary sources to assess the significance of each U.S. Supreme Court case. 	10.2, pp. 221–227; CR10, pp. 230–231; EOC4, p. 233	10.2, pp. 105–106
<ul style="list-style-type: none"> Students will evaluate the impact of each case on society. 	CI10, p. 214; 10.2, pp. 220–227; 10.3, p. 229; CR10, pp. 230–231	CI10, p. 102; 10.2, pp. 105–106
<ul style="list-style-type: none"> Students will recognize constitutional principles and individual rights in relevant U.S. Supreme Court decisions. 	5.3, p. 105; 10.2, pp. 220–227; 10.3, p. 229; CR10, p. 231	5.3, p. 51; 10.2, pp. 105–106
SS.7.CG.3.12 Compare the U.S. and Florida constitutions.		
<ul style="list-style-type: none"> Students will identify the purposes of a constitution (e.g., provides a framework for government, limits government authority, protects individual rights of the people). 	11.1, p. 243; CR11, p. 257	11.1, pp. 113–114
<ul style="list-style-type: none"> Students will recognize the basic outline of the U.S. and Florida Constitutions (e.g., both have preambles, articles and amendments). 	11.1, p. 245; 11.2, pp. 248–249; CR11, p. 257; EOC4, p. 298	11.1, pp. 113–114; 11.2, p. 115

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<ul style="list-style-type: none"> Students will compare the amendment process of the U.S. and Florida Constitutions. 	11.1, pp. 246–247; CR11, p. 257; EOC4, p. 298	11.1, pp. 113–114
<ul style="list-style-type: none"> Students will recognize the U.S. Constitution as the supreme law of the land. 	11.1, p. 245; CR11, pp. 256–257	11.1, pp. 113–114
SS.7.CG.3.13 Explain government obligations to its citizens and the services provided at the local, state and national levels.		
<ul style="list-style-type: none"> Students will describe and classify specific services provided by local, state and national governments. 	CW3, pp. 150–153; NGP4, pp. 234–237; CI11, p. 242; 11.3, pp. 251–255; CR11, pp. 256–257; EOC4, p. 298	CW1, p. 3; NGP3, p. 72; CW3, p. 73; NGP4, p. 110; CI11, p. 112; 11.3, pp. 116–117
<ul style="list-style-type: none"> Students will compare the powers and obligations of local, state and national governments. 	11.3, pp. 251–255; CR11, pp. 256–257	NGP3, p. 72; CW3, p. 73; 11.3, pp. 116–117
SS.7.CG.3.14 Explain the purpose and function of the Electoral College in electing the President of the United States.		
<ul style="list-style-type: none"> Students will explain the origin of the Electoral College and the changes made to it by the 12th Amendment. 	12.1, pp. 259–265; 12.2, pp. 266–267; CR12, pp. 274–275; EOC4, p. 298; CH, pp. R20–R21, R30	12.1, pp. 121–123; 12.2, p. 124
SS.7.CG.3.15 Analyze the advantages of capitalism and the free market in the United States over government-controlled economic systems (e.g., socialism and communism) in regard to economic freedom and raising the standard of living for citizens.		
<ul style="list-style-type: none"> Students will evaluate various economic systems (e.g., capitalism, communism, socialism). 	12.3, pp. 269–273; CR12, p. 274–275; EOC4, p. 298	12.3, pp. 125–126
<ul style="list-style-type: none"> Students will compare the economic prosperity and opportunity of current nations. 	12.3, p. 273; 16.4, p. 367; CR16, p. 369	12.3, pp. 125–126; 16.4, pp. 183–184
SS.7.CG.4 Demonstrate an understanding of contemporary issues in world affairs, and evaluate the role and impact of U.S. foreign policy.		
SS.7.CG.4.1 Explain the relationship between U.S. foreign and domestic policy.		
<ul style="list-style-type: none"> Students will recognize the difference between domestic and foreign policy. 	13.1, pp. 277–281; CR13, pp. 296–297; EOC4, p. 298	13.1, pp. 129–130
<ul style="list-style-type: none"> Students will identify issues that relate to U.S. domestic and foreign policy. 	CW4, pp. 238–241; 13.1, pp. 277–281; CR13, pp. 296–297	CW4, p. 111; 13.1, pp. 129–130
<ul style="list-style-type: none"> Students will define “national interest” and identify the means available to the national government to pursue the United States’ national interest. 	13.1, pp. 280–281; CR13, p. 297	13.1, pp. 129–130

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SS.7.CG.4.2 Describe the United States' and citizen participation in international organizations.		
<ul style="list-style-type: none"> Students will identify major international organizations in which government plays a role (e.g., North Atlantic Treaty Organization, United Nations, International Court of Justice, World Trade Organization). 	CI13, p. 276; 13.2, pp. 282–285; CR13, pp. 296–297; EOC4, p. 299	CI13, p. 128; 13.2, pp. 131–132
<ul style="list-style-type: none"> Students will discuss the advantages and disadvantages of U.S. membership in international organizations. 	CI13, p. 276; 13.2, p. 285; CR13, p. 297; EOC4, p. 299	CI13, p. 128; 13.2, pp. 131–132
SS.7.CG.4.3 Describe examples of the United States' actions and reactions in international conflicts.		
<ul style="list-style-type: none"> Students will identify specific examples of and the reasons for United States' involvement in international conflicts. 	13.3, pp. 287–293; CR13, pp. 296–297; EOC4, p. 299	13.3, pp. 133–134
<ul style="list-style-type: none"> Students will analyze primary source documents pertaining to international incidents to determine the course of action taken by the United States. 	13.4, pp. 294–295; CR13, p. 297	13.4, p. 135
<ul style="list-style-type: none"> Students will identify the different methods used by the United States to deal with international conflict (e.g., diplomacy, espionage, humanitarian efforts, peacekeeping operations, sanctions, war). 	13.3, pp. 290–293; 13.4, pp. 294–295; CR13, pp. 296–297; EOC4, p. 299	13.3, pp. 133–134
ECONOMICS		
SS.7.E.1 Understand the fundamental concepts relevant to the development of a market economy.		
SS.7.E.1.1 Explain how the principles of a market and mixed economy helped to develop the United States into a democratic nation.	14.1, pp. 313–314; CR14, p. 331	14.1, pp. 149–150
SS.7.E.1.2 Discuss the importance of borrowing and lending in the United States, the government's role in controlling financial institutions, and list the advantages and disadvantages of using credit.	14.2, pp. 315–316; CR14, pp. 330–331	14.2, pp. 151–152
SS.7.E.1.3 Review the concepts of supply and demand, choice, scarcity, and opportunity cost as they relate to the development of the mixed market economy in the United States.	CI14, p. 310; 14.3, pp. 317–320; CR14, pp. 330–331	CI14, p. 148; 14.3, pp. 153–154
SS.7.E.1.4 Discuss the function of financial institutions in the development of a market economy.	14.4, pp. 321–323; CR14, pp. 330–331; 15.6, pp. 350–352	14.4, pp. 155–156
SS.7.E.1.5 Assess how profits, incentives, and competition motivate individuals, households, and businesses in a free market economy.	14.1, p. 312; 14.5, pp. 324–327; CR14, p. 331	14.5, pp. 157–158

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SS.7.E.1.6 Compare the national budget process to the personal budget process. Clarifications: Prepare an individual budget which includes housing, food, leisure, communication, and miscellaneous categories and compare that to federal government budget allocations.	14.6, pp. 328–329; CR14, p. 331	14.6, pp. 159–160
SS.7.E.2 Understand the fundamental concepts relevant to the institutions, structure, and functions of a national economy.		
SS.7.E.2.1 Explain how federal, state, and local taxes support the economy as a function of the United States government.	15.1, pp. 333–336; CR15, pp. 354–355; EOC5, p. 428	15.1, pp. 163–164
SS.7.E.2.2 Describe the banking system in the United States and its impact on the money supply. Clarifications: Examples are the Federal Reserve System and privately owned banks.	CI5, p. 332; 15.2, pp. 337–339; CR15, pp. 354–355; EOC5, p. 428	CI15, p. 162; 15.2, pp. 165–166
SS.7.E.2.3 Identify and describe United States laws and regulations adopted to promote economic competition.	15.3, pp. 340–343; CR15, pp. 354–355; EOC5, p. 428	15.3, pp. 167–168
SS.7.E.2.4 Identify entrepreneurs from various gender, social, and ethnic backgrounds who started a business seeking to make a profit.	15.4, pp. 344–347; 15.5, pp. 348–349; CR15, p. 355	15.4, pp. 169–170; 15.5, p. 171
SS.7.E.2.5 Explain how economic institutions impact the national economy. Clarifications: Examples are the stock market, banks, credit unions.	15.6, pp. 350–353; CR15, pp. 354–355	15.6, pp. 172–173
SS.7.E.3 Understand the fundamental concepts and interrelationships of the United States economy in the international marketplace.		
SS.7.E.3.1 Explain how international trade requires a system for exchanging currency between and among nations.	16.1, pp. 357–359; CR16, pp. 368–369; EOC5, p. 429	16.1, pp. 177–178
SS.7.E.3.2 Assess how the changing value of currency affects trade of goods and services between nations.	16.2, pp. 360–361; CR16, pp. 368–369	16.2, pp. 179–180
SS.7.E.3.3 Compare and contrast a single resource economy with a diversified economy.	16.3, pp. 362–365; CR16, pp. 368–369; EOC5, p. 429	16.3, pp. 181–182
SS.7.E.3.4 Compare and contrast the standard of living in various countries today to that of the United States using gross domestic product (GDP) per capita as an indicator.	12.3, p. 273; 16.4, pp. 366–367; CR16, pp. 368–369; EOC5, p. 429	16.4, pp. 183–184
GEOGRAPHY		
SS.7.G.1 Understand how to use maps and other geographic representations, tools, and technology to report information.		
SS.7.G.1.1 Locate the fifty states and their capital cities in addition to the nation's capital on a map.	FLA, p. FL4; 17.1, pp. 372–374; CR17, p. 383	17.1, pp. 187–188

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SS.7.G.1.2 Locate on a world map the territories and protectorates of the United States of America. Clarifications: Examples are American Samoa, Guam, Puerto Rico, U.S. Virgin Islands.	17.2, pp. 375–376; 17.3, p. 377, pp. 380–381; EOC5, p. 429	17.2, pp. 189–190
SS.7.G.1.3 Interpret maps to identify geopolitical divisions and boundaries of places in North America.	CI17, p. 370; 17.1, pp. 371–374; 17.3, pp. 377–379, pp. 380–381; CR17, p. 383	CI17, p. 186; 17.3, pp. 191–192
SS.7.G.2 Understand physical and cultural characteristics of places.		
SS.7.G.2.1 Locate major cultural landmarks that are emblematic of the United States. Clarifications: Examples are Statue of Liberty, White House, Mount Rushmore, Capitol, Empire State Building, Gateway Arch, Independence Hall, Alamo, Hoover Dam.	FLA, pp. FL1–FL2; CW1, pp. 4–7; 18.1, pp. 385–387; CR18, pp. 404–405	NGP1, p. 2; CW1, p. 3; 18.1, pp. 195–196
SS.7.G.2.2 Locate major physical landmarks that are emblematic of the United States. Clarifications: Examples are Grand Canyon, Mt. Denali, Everglades, Great Salt Lake, Mississippi River, Great Plains.	FLA, pp. FL1–FL4; CW5, pp. 306–09; CI18, p. 384; 18.2, pp. 388–389; R18, pp. 404–405	CW5, p. 147; CI18, p. 194; 18.2, pp. 197–198
SS.7.G.2.3 Explain how major physical characteristics, natural resources, climate, and absolute and relative location have influenced settlement, economies, and inter-governmental relations in North America.	FLA, pp. FL1–FL4; NGP5, p. 304; 18.3, pp. 390–394; CR18, pp. 404–405	NGP4, p. 110; NGP5, p.146; CW5, p. 147; 18.3, pp. 199–200
SS.7.G.2.4 Describe current major cultural regions of North America. Clarifications: Examples are the South, Rust-belt, Silicon Valley.	18.4, pp. 395–399; CR18, pp. 404–405	18.4, pp. 201–202
SS.7.G.3 Understand the relationships between the Earth's ecosystems and the populations that dwell within them.		
SS.7.G.3.1 Use maps to describe the location, abundance, and variety of natural resources in North America.	18.5, pp. 400–403; CR18, p. 404	18.5, pp. 203–204
SS.7.G.4 Understand the characteristics, distribution, and migration of human populations.		
SS.7.G.4.1 Use geographic terms and tools to explain cultural diffusion throughout North America.	19.1, pp. 407–412; CR19, pp. 426–427; EOC5, p. 429	19.1, pp. 207–208
SS.7.G.4.2 Use maps and other geographic tools to examine the importance of demographics within political divisions of the United States.	19.2, pp. 413–417; CR19, pp. 426–427	19.2, pp. 209–210

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SS.8.G.5 Understand how human actions can impact the environment.		
SS.7.G.5.1 Use a choropleth or other map to geographically represent current information about issues of conservation or ecology in the local community. Clarifications: Examples are tri-county mangrove decimation, beach erosion.	19.3, pp. 418–421; 19.4, pp. 422–423; CR19, p. 427; EOC5, p. 429	19.3, pp. 211–212; 19.4, p. 213
SS.8.G.6 Understand how to apply geography to interpret the past and present and plan for the future.		
SS.7.G.6.1 Use Geographic Information Systems (GIS) or other technology to view maps of current information about the United States. Clarifications: Examples are population density, changes in census data, and district reapportionment over time.	CI19, p. 406; 19.2, p. 416; 19.5, pp. 424–425; CR19, pp. 426–427 See also Interactive GIS Story Maps in MindTap™.	NGP1, p. 2; NGP2, p. 38; NGP3, p. 72; NGP4, p. 110; NGP5, p. 146; CI19, p. 206; 19.5, pp. 214–215
ENGLISH LANGUAGE DEVELOPMENT		
ELD.K12.ELL.SI Language of Social and Instructional Purposes		
ELD.K12.ELL.SI.1 English language learners communicate for social and instructional purposes within the school setting.	The standard is addressed throughout. For example, see: CR1, p. 23; CR8, p. 188	PBL, pp. PBL–1; 1.3, pp. 8–9; 2.1, pp. 13–14; 2.2, pp. 15–16; 2.4 pp. 19–20; 3.3, pp. 29–30; 3.4, pp. 31–32; 4.1, pp. 41–42; 4.2, pp. 43–44; 5.1, pp. 49–50; 5.3, pp. 52–53; 5.4, pp. 54–55; 5.5, pp. 56–57; 8.3, pp. 84–85; 8.4, pp. 86–87; 9.1, pp. 91–92; 9.3, pp. 94–95; 9.4, pp. 96–97; 9.5, pp. 98–99; 11.1, pp. 113–114; 12.1, pp. 121–123; 12.3, pp. 125–126; 13.1, pp. 129–130; 13.2, pp. 131–132; 14.1, pp. 149–150; 15.2, pp. 165–166; 15.3, pp. 167–168; 15.4, pp. 169–170; 15.6, pp. 172–173; 16.3, pp. 181–182; 17.1, pp. 187–188; 17.2, pp. 189–190; 19.1, pp. 207–208; 19.3, pp. 211–212; 19.5, pp. 214–215

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ELD.K12.ELL.SS Language of Social Studies		
ELD.K12.ELL.SS.1 English language learners communicate information, ideas and concepts necessary for academic success in the content area of Social Studies.	The standard is addressed throughout. For example, see: CR12, p. 275; CR17, p. 383	PBL, pp. PBL–1; 3.1, pp. 25–26; 3.2, pp. 27–28; 6.1, pp. 61–62; 6.2, pp. 63–64; 6.4, pp. 67–68; 7.1, pp. 75–76; 7.2, pp. 77–78; 10.1, pp. 103–104; 10.2, pp. 105–106; 12.1, pp. 121–123; 14.3, pp. 153–154; 14.4, pp. 155–156; 14.5, pp. 157–158; 14.6, pp. 159–160; 16.1, pp. 177–178; 16.2, pp. 179–180; 16.4, pp. 183–184; 18.1, pp. 195–196; 18.2, pp. 197–198; 18.3, pp. 199–200; 18.4, pp. 201–202; 18.5, pp. 203–204; 19.2, pp. 209–210
HEALTH EDUCATION		
HE.7.P.8 Advocacy—Demonstrate the ability to advocate for individual, peer, school, family, and community health.		
HE.7.P.8.2 Articulate a position on a health-related issue and support it with accurate health information. Clarifications: Bullying prevention, Internet safety, and nutritional choices.	PBL, pp. 300–301	2.3, p. 17; 4.2, p. 44; 5.4 p. 55; CI13, p. 128; 14.1, pp. 149–150; 14.6, pp. 159–160
B.E.S.T. Standards Correlations		
MATHEMATICS		
Mathematical Thinking and Reasoning		
MA.K12.MTR.1.1 Actively participate in effortful learning both individually and collectively.	This standard is addressed throughout the text. For example, see: CR8, p. 189; CR14, p. 331; CR19, p. 427	CR8, p. 88; CR14, p. 161; CR19, p. 216
MA.K12.MTR.2.1 Demonstrate understanding by representing problems in multiple ways.	This standard is addressed throughout the text. For example, see: CR4, p. 95; CR6, p. 143; CR7, p. 167; CR11, p. 257	CR4, p. 46; CR6, p. 69; CR7, p. 79; 11.3, pp. 116–117; CR11, p. 118
MA.K12.MTR.3.1 Complete tasks with mathematical fluency.	This standard is addressed throughout the text. For example, see: CR16, p. 369; CR18, p. 405	CR16, p. 185; CR18, p. 205; 19.2, pp. 209–210
MA.K12.MTR.4.1 Engage in discussions that reflect on the mathematical thinking of self and others.	This standard is addressed throughout the text. For example, see: 14.6, p. 329; CR14, p. 331	14.6, pp. 159–160; CR14, p. 161; 19.2, pp. 209–210

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STANDARD/BENCHMARK	STUDENT EDITION	TEACHER'S GUIDE
MA.K12.MTR.5.1 Use patterns and structure to help understand and connect mathematical concepts.	This standard is addressed throughout the text. For example, see: CR6, p. 143; CR9, p. 213; CR11, p. 257	CR6, p. 69; CR9, p. 100; CR11, p. 118
MA.K12.MTR.6.1 Assess the reasonableness of solutions.	This standard is addressed throughout the text. For example, see: CR16, p. 369; 19.2, p. 417	CR16, p. 185; 19.2, p. 210
MA.K12.MTR.7.1 Apply mathematics to real-world contexts.	This standard is addressed throughout the text. For example, see: CR5, p. 121; CR15, p. 355; CR16, p. 369	CR5, p. 58; CR15, p. 174; CR16, p. 185
ENGLISH LANGUAGE ARTS		
Expectations		
ELA.K12.EE.1.1 Cite evidence to explain and justify reasoning.	This standard is addressed throughout the text. For example, see: 1.2, p. 17; CR1, p. 23; CR2, p. 47; CR5, p. 121; 10.3, pp. 228–229; CR19, p. 427	1.1, pp. 5–6; 1.2, p. 7; 3.1 pp. 25–26; 3.2, pp. 27–28; 3.3, pp. 29–30; 3.4, pp. 31–32; 3.5, pp. 33–34; 6.2, pp. 63–64; 6.3, pp. 65–66; 6.4, pp. 67–68; 7.1, pp. 75–76; 7.2, pp. 77–78; 10.1, pp. 103–104; 10.2, pp. 105–106; 10.3, p. 107; 12.1, pp. 121–123; 12.3, pp. 125–126; 14.1, pp. 149–150; 14.2, pp. 151–152; 14.3, pp. 153–154; 14.4, pp. 155–156; 14.5, pp. 157–158; 14.6, pp. 159–160; 16.1, pp. 177–178; 16.2, pp. 179–180; 16.3, pp. 181–182; 16.4, pp. 183–184; 18.1, pp. 195–196; 18.2, pp. 197–198; 18.3, pp. 199–200; 18.4, pp. 201–202; 18.5, pp. 203–204

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<p>ELA.K12.EE.2.1 Read and comprehend grade-level complex texts proficiently.</p>	<p>This standard is addressed throughout the text. For example, see: CR1, p. 23; CR3, p. 71; 4.2, pp. 92–93; 9.2, pp. 198–199; CR10, p. 231; CR13, p. 297; 19.4, pp. 422–423</p>	<p>3.1 pp. 25–26; 3.2, pp. 27–28; 3.3, pp. 29–30; 3.4, pp. 31–32; 3.5, pp. 33–34; 4.2, pp. 43–44; 4.3, p. 45; 6.1, pp. 61–62; 6.2, pp. 63–64; 6.3, pp. 65–66; 6.4, pp. 67–68; 7.1, pp. 75–76; 7.2, pp. 77–78; 9.2, p. 93; 10.1, pp. 103–104; 10.2, pp. 105–106; 12.1, pp. 121–123; 12.2, p. 124; 12.3, pp. 125–126; 14.1, pp. 149–150; 14.2, pp. 151–152; 14.3, pp. 153–154; 14.4, pp. 155–156; 14.5, pp. 157–158; 14.6, pp. 159–160; 16.1, pp. 177–178; 16.2, pp. 179–180; 16.3, pp. 181–182; 16.4, pp. 183–184; 18.1, pp. 195–196; 18.2, pp. 197–198; 18.3, pp. 199–200; 18.4, pp. 201–202; 18.5, pp. 203–204; 19.4, p. 213</p>
<p>ELA.K12.EE.3.1 Make inferences to support comprehension.</p>	<p>This standard is addressed throughout the text. For example, see: CR1, p. 23; CR3, p. 71; 10.3, pp. 228–229; CR10, p. 231; CR13, p. 297</p>	<p>1.1, pp. 5–6; 2.1, pp. 13–14; 2.2, pp. 15–16; 2.3, pp. 17–18; 2.4, pp. 19–20; 3.2, pp. 27–28; 3.4, pp. 31–32; 3.5, pp. 33–34; 4.1, pp. 41–42; 4.2, pp. 43–44; 5.1, pp. 49–50; 5.3, pp. 52–53; 5.4, pp. 54–55; 5.5, pp. 56–57; 6.1, pp. 61–62; 6.2, pp. 63–64; 6.3, pp. 65–66; 6.4, pp. 67–68; 7.1, pp. 75–76; 7.2, pp. 77–78; 8.1, pp. 81–82; 8.4, pp. 86–87; 9.1, pp. 91–92; 9.3, pp. 94–95; 10.3, p. 107; 11.3, pp. 116–117; 12.1, pp. 121–123; 14.1, pp. 149–150; 14.2, pp. 151–152; 14.4, pp. 155–156; 14.5, pp. 157–158; 14.6, pp. 159–160; 15.1, pp. 163–164; 15.2, pp. 165–166; 15.4, pp. 169–170; 15.6, pp. 172–173; 16.1, pp. 177–178; 16.2, pp. 179–180; 16.3, pp. 181–182; 16.4, pp. 183–184; 17.2, pp. 189–190; 18.1, pp. 195–196; 18.2, pp. 197–198; 18.3, pp. 199–200; 18.4, pp. 201–202; 18.5, pp. 203–204; 19.3, pp. 211–212; 19.5, pp. 214–215</p>

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<p>ELA.K12.EE.4.1 Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations.</p>	<p>This standard is addressed throughout the text. For example, see: PBL, pp. PBL1–PBL4, 300–301; CR17, p. 383</p>	<p>PBL, pp. PBL–1; 1.1, pp. 5–6; 1.3, pp. 8–9; 2.1 pp. 13–14; 2.2, pp. 15–16; 2.3, pp. 17–18; 3.1, pp. 25–26; 3.3, pp. 29–30; 3.4, pp. 31–32; 3.5, pp. 33–34; 4.1, pp. 41–42; 5.1, pp. 49–50; 5.3, pp. 52–53; 5.4, pp. 54–55; 5.5, pp. 56–57; 6.1, pp. 61–62; 6.2, pp. 63–64; 6.3, pp. 65–66; 6.4, pp. 67–68; 7.1, pp. 75–76; 7.2, pp. 77–78; 8.1, pp. 81–82; 8.3, pp. 84–85; 8.4, pp. 86–87; 9.1, pp. 91–92; 9.3, pp. 94–95; 9.4, pp. 96–97; 9.5, pp. 98–99; 10.1, pp. 103–104; 10.2, pp. 105–106; 11.1, pp. 113–114; 11.3, pp. 116–117; 12.1, pp. 121–123; 12.3, pp. 125–126; 13.1, pp. 129–130; 13.2, pp. 131–132; 13.3, pp. 133–134; PBL, pp. 138–145; 14.1, pp. 149–150; 14.2, pp. 151–152; 14.3, pp. 153–154; 14.4, pp. 155–156; 14.5, pp. 157–158; 14.6, pp. 159–160; 15.1, pp. 163–164; 15.2, pp. 165–166; 15.3, pp. 167–168; 15.4, pp. 169–170; 15.6, pp. 172–173; 16.1, pp. 177–178; 16.2, pp. 179–180; 16.3, pp. 181–182; 16.4, pp. 183–184; 17.1, pp. 187–188; 17.2, pp. 189–190; 17.3, pp. 191–192; 18.1, pp. 195–196; 18.2, pp. 197–198; 18.3, pp. 199–200; 18.4, pp. 201–202; 18.5, pp. 203–204; 19.1, pp. 207–208; 19.2, pp. 209–210; 19.3, pp. 211–212; 19.5, pp. 214–215</p>

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<p>ELA.K12.EE.5.1 Use the accepted rules governing a specific format to create quality work.</p>	<p>This standard is addressed throughout the text. For example, see: CR7, p. 167; CR12, p. 275; CR18, p. 405</p>	<p>1.1, pp. 5–6; 2.1, pp. 13–14; 2.2, pp. 15–16; 2.3, pp. 17–18; 3.1, pp. 25–26; 3.2, pp. 27–28; 3.3, pp. 29–30; 3.4, pp. 33–34; 4.1, pp. 41–42; 4.2, pp. 43–44; 5.1, pp. 49–50; 5.4, pp. 54–55; 6.4, pp. 67–68; 7.1, pp. 75–76; 7.2, pp. 77–78; 8.1, pp. 81–82; 9.4, pp. 96–97; 10.1, pp. 103–104; 10.2, pp. 105–106; 13.1, pp. 129–130; 13.3, pp. 133–134; 14.1, pp. 149–150; 14.2, pp. 151–152; 14.3, pp. 153–154; 14.4, pp. 155–156; 14.5, pp. 157–158; 14.6, pp. 159–160; 15.1, pp. 163–164; 15.2, pp. 165–166; 15.3, pp. 167–168; 15.4, pp. 169–170; 16.1, pp. 177–178; 16.2, pp. 179–180; 16.3, pp. 181–182; 16.4, pp. 183–184; 17.1, pp. 187–188; 18.1, pp. 195–196; 18.2, pp. 197–198; 18.3, pp. 199–200; 18.4, pp. 201–202; 18.5, pp. 203–204; 19.1, pp. 207–208</p>
<p>ELA.K12.EE.6.1 Use appropriate voice and tone when speaking or writing.</p>	<p>This standard is addressed throughout the text. For example, see: PBL, pp. PBL1–PBL4, 300–301; CR19, p. 427</p>	<p>PBL, pp. PBL–1; 1.1, pp. 5–6; 1.3, pp. 8–9; 3.1, pp. 25–26; 8.3, pp. 84–85; 8.4, pp. 86–87; 9.1, pp. 91–92; 9.4, pp. 96–97; 9.5, pp. 98–99; 10.2 pp. 105–106; 11.1, pp. 113–114; 11.3, pp. 116–117; 13.2, pp. 131–132; PBL, pp. 138–145; 15.3, pp. 167–168; 15.6, pp. 172–173; 16.1, pp. 177–178; 16.2, pp. 179–180; 16.3, pp. 181–182; 16.4, pp. 183–184; 17.3, pp. 191–192; 19.3, pp. 211–212</p>

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